

SOCIAL SCIENCE AND EDUCATION | RESEARCH ARTICLE

# Development of a Holistic Partnership Model of Character Education Based on Android Applications for Junior High School Students

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## ABSTRACT

The strengthening of character education in schools needs to be implemented collaboratively by involving the roles of students' parents and/or families and the community. To facilitate such partnership initiatives, a partnership model is required as a shared reference and a parameter for achieving its implementation. This study aims to develop a character education partnership model for junior high school students based on an Android application. This research is a development study referring to the procedures outlined by Borg and Gall (2007), which consist of ten stages. In this second stage, the research involved the development of an initial product following the data collection and planning stages conducted in the previous year. During this initial product development stage, an Android application was developed to implement the holistic character education partnership model for junior high school students. After the initial product design was formed, experts, including material and media experts, conducted a preliminary field test. The results of the expert validation were used to improve or revise the product before conducting further limited user testing. The result of this study is Prototype 1 of the Android application titled "Ketik Pintar Apps" (Holistic Character Education Partnership Application). This application facilitates the implementation of the holistic character education partnership model for junior high school students by accommodating elements of holistic partnership, such as communication, participation, and empowerment of teachers and parents in an integrated, simultaneous, and persistent manner in the implementation of character education both at school and outside of school.

**Keywords:** Character, Partnership, Holistic.

## I. Introduction

Ki Hadjar Dewantara (1977) conceptualized national education as an effort to enlighten the life of a nation, emphasizing that it must be grounded in the nation's cultural identity and aimed at meeting societal needs to elevate the dignity of the people and the nation for the glory of all humanity. In its implementation, education should be conducted by the Three Centers of Education: schools, families, and communities



(especially among the youth), to achieve its goals (Suparlan, 2015; Dewantara, 1977). As per this concept, a child does not solely require education at school but also within the family and community.

The problem lies in the fact that the continuity of education remains partial and discontinuous, with the intensity of educational efforts predominantly placed on schools as the primary academic institutions. Cheng (2005) highlights a latent issue in education: the traditional view that schools are perceived as the most dominant institutions for educating children. Consequently, collaboration between schools and parents and/or families is weak, resulting in a relationship that is not truly a partnership, as parents and/or families are only marginally involved in implementing education at schools. Ideally, education for children should be based on a holistic partnership between schools and parents and/or families to educate and develop children effectively (Cheng, 2005). This means that educational initiatives at schools and families must be implemented simultaneously, integrally, and persistently so that children receive comprehensive, continuous, and cohesive education.

School-based education that overlooks the roles and involvement of parents and/or families and communities is far from ideal. This is particularly true for education aimed at shaping children's moral character, personality, or character, which inherently requires the involvement of parents and/or families. Families play a central role in developing a child's character (Asa, 2015; Dewantara, 1977; Berkowitz & Bier, 2004; Lickona, 1991). Lickona (1991) even states that building a community with strong character requires prioritizing the strengthening of families, as strong communities depend on strong families. Parents and/or families are crucial in developing a child's character through interactions with the child, serving as nurturing and guiding (Idrus, 2012). Additionally, parental involvement in a child's education at school offers numerous benefits for the child, parents, and teachers alike. For children, parental involvement improves attitudes, behavior, school attendance, and mental health (Hornby, 2011). Conversely, education that lacks parental involvement but is dominated by schools will not significantly benefit student development at school or within families (Cheng, 2005).

Strengthening character education in schools must be carried out collaboratively, particularly with students' parents and/or families, to ensure that character education can occur effectively. The school should take the initiative for a school-family partnership. Family education faces numerous challenges, such as parents' lack of time and ability to teach their children at home. Parents and/or families often do not fully understand their children's conditions. Furthermore, the parenting methods parents use may not align with the needs of their children (Cheng, 2005). In this regard, parental involvement in school education should not be limited to fundraising, attending school committee meetings, and providing classroom assistance. However, it should focus on building genuine partnerships, such as productive parent-teacher meetings and effective two-way communication (Hornby, 2011).

The need for collaborative educational initiatives has become increasingly unavoidable in this era of rapid information and communication technology advancements. On the positive side, the development of information and communication technology, particularly the internet, has led to abundant learning resources that can be accessed anytime and anywhere, meaning that the classroom or school is no longer the only place for learning. Using information and communication technology, learning can be conducted using a blended learning model, primarily through online or e-learning schemes, allowing teachers and students to engage in learning outside of school if they have access to and/or can use the internet. In blended learning models that emphasize online learning schemes, the participation of parents and/or families is crucial. This is because the learning process is not conducted through direct face-to-face interactions and is only monitored online by teachers. Therefore, the involvement of parents and/or families is essential to ensure, at the very least, that children can participate in online learning and/or be accompanied and guided in their learning activities outside of school. The Minister of Education and Culture, Nadiem Makarim, stated during the 2020 National Education Day commemoration that effective partnerships are crucial for effective education. He emphasized that the COVID-19 pandemic, which necessitated online learning, has made teachers, students, and parents realize that education is not something that can only take place in schools. "But effective education requires effective partnerships among teachers, students, and parents. Effective education is impossible without such

partnerships," Nadiem remarked (Indriani, 2020). On the same occasion, Nadiem also expressed appreciation for the collaborative steps taken in online learning, such as the active involvement of parents accompanying their children during home learning. Fathers and mothers worked together to motivate their children, accompanied them during study sessions, and even took on the role of teachers for their children. He urged that the partnerships formed during the COVID-19 pandemic be continued in future learning endeavors (Eko, 2020).

The government has attempted to strengthen character education in schools and its partnership with parents and/or families, as well as communities through the Character Education Strengthening Program (PPK), which was launched in 2017. Through the National Character Building Development Policy for 2010-2025, followed by the implementation of the Character Education Strengthening Program based on Presidential Regulation No. 87 of 2017 on Character Education Strengthening and the Ministry of Education and Culture Regulation No. 20 of 2018 on Character Education Strengthening in Formal Educational Institutions, schools have been directed to implement character education more massively and systematically. Additionally, schools have been encouraged to accommodate the involvement of families and communities to ensure the success of character education efforts. This is evident in the basis of the PPK movement, which, in addition to being classroom-based and school culture-based, also includes community-based character education strengthening. Furthermore, in the curriculum structure—as a vehicle, pathway, and medium to strengthen national character education, aside from program and activity structures—it is mentioned that "family and community education" and "establishing harmony between education at school, in the family environment, and in the community" are supporting structures for the curriculum, which includes the integration of character education into subjects, the implementation of PPK through extracurricular activities, and habituation through school culture. This is reinforced by stipulating that the governance of PPK can be carried out both integratively and collaboratively, i.e., learning that collaborates with and empowers various potentials as learning resources and/or involves the community in supporting character education strengthening.

Conceptually, the PPK program encourages schools to strengthen character education comprehensively, including through efforts to establish cooperation with parents and/or families and communities. However, it is important to note that the conceptualized partnerships for character education are only established between families and/or communities and schools in a general sense. The PPK program has not provided a concept for partnerships between teachers, as subject instructors, and parents and/or families. Classroom learning, as one of the bases of the PPK movement, holds a strategic position in the success of character education for children. This is because children intensively interact with teachers in both physical and virtual classrooms. Therefore, a partnership model for character education between schools and parents and/or families, both at school and/at home, needs to be developed. This model should bridge the implementation of character education for children in an integrated, simultaneous, and persistent manner, emphasizing partnerships between schools, parents, and/or families. The present study develops a holistic character education partnership model for junior high school students using an Android application.

## II. Research Method

This research and development study is called Research and Development (R&D). Research and Development (R&D) involves the design of new products and procedures based on findings from research results. The resulting product is then field-tested, evaluated, and refined until it meets existing criteria for effectiveness, quality, or standards (Borg & Gall, 2003). The study will develop and validate a holistic character education partnership model for junior high school students based on an Android application.

The type of research conducted is development research or Research and Development (R&D). Generally, R&D research is longitudinal (spanning several stages) (Sugiyono, 2013). Therefore, the development procedure used in this study will refer to the development procedure proposed by Borg & Gall (2007), which consists of 10 stages: 1) Research and information collecting (data collection); 2) Planning; 3)

Developing the preliminary form of the product; 4) Preliminary field testing; 5) Main product revision; 6) Main field testing; 7) Operational product revision; 8) Operational field testing; 9) Final product revision; 10) Dissemination and implementation. These research stages will be divided into three phases: the preliminary phase, the development phase, and the final validation phase. Stages 1, 2, and 3 will be conducted during the preliminary phase. Stages 4, 5, 6, and 7 will be completed in the development phase. Finally, stages 8, 9, and 10 will be implemented in the final validation phase. However, not all stages are conducted simultaneously, as they are adapted to the objectives and direction of the research each year. This study is a continuation of similar research conducted in the previous year, which resulted in an analysis of needs and initial product development planning. The product development phase will be implemented in the second year, as outlined in the third stage of Borg & Gall's research development procedure.

The development procedure used in this second year is the Borg and Gall development procedure, similar to the first stage. However, the distinction lies in developing Android-based application content tailored to holistic character education partnerships. The development of the Android-based application includes: (1) a user manual (guidebook) and (2) a partnership system based on the Android application. The Android application was created using Android Studio, the official software provided by Google, and is freely available to developers to create various Android applications.

During the second year of development, the process involved the creation of an Android-based application consisting of a user manual and an operating system, which included the initial design phase of the application, formative evaluation with expert evaluations of the application design created in the initial phase, followed by preliminary testing with 15 research subjects. After conducting the initial small-scale testing, if significant weaknesses or shortcomings were identified, an evaluation was conducted with experts specializing in application sensitivity. The application evaluation was incorporated into the initial improvements based on the design from the preliminary testing. Subsequently, the Android-based application was tested a second time with 30 subjects. The stages of the second-year development research can be seen in Table 1.

**Table 1. Stages of Android-Based Application Development**

Stage	Step	Activity
Development of Android-Based Application	1	Designing a holistic character education partnership based on Android
	2	Creating the Android-based application product
	3	First phase testing
	4	First phase evaluation conducted by IT experts
	5	First phase improvements
	6	Second phase testing
	7	Second phase evaluation conducted by character education experts
	8	Second phase improvements

The research, which included the stages of data collection and initial testing, was conducted at SMP N 8 Kota Yogyakarta from January to June 2022. This school was selected based on several factors: first, it is an outstanding and "A"-accredited school in Yogyakarta City. Second, the students at this school have excellent academic and non-academic achievements. Third, there are ongoing efforts to strengthen character education for students. Fourth, there is an established cooperation agreement related to this research.

The primary data sources in this study are those that directly provide information to the data collector. The primary data obtained are from interviews with informants or sources who can provide relevant and accurate information regarding the need for a holistic character education partnership model for junior high school students. Therefore, this study's research subjects or informants are the school stakeholders and parents/guardians of students at SMP N 8 Kota Yogyakarta. Secondary data serves as supplementary data to

the primary sources in this study. This data does not originate directly from its sources but from literature and/or documents related to holistic character education partnerships for junior high school students.

This study employs a combination of data collection techniques. In the first phase, data were collected through a Focus Group Discussion (FGD), while in the second phase, a questionnaire was used. Additionally, documentation methods were utilized as described below.

### 1. Focus Group Discussion (FGD)

Focus Group Discussion (FGD) was conducted in the first phase to gather data from the research subjects, namely school stakeholders (School Principal and/or Vice Principal for Curriculum, and Teachers), who are knowledgeable about, understand, and are involved in holistic character education partnerships for junior high school students.

### 2. Documentation

Data collection through documentation was primarily conducted to gather information related to holistic character education partnerships for junior high school students, both theoretically and practically. The data were obtained from notes, transcripts, books, journals, newspapers, magazines, meeting minutes, agendas, and other relevant documents (Suharsimi Arikunto, 2010).

### 3. Questionnaire

The questionnaire used in the data collection process was designed to validate the initial product design that had been developed. The questionnaires were divided into two types: one for material experts and one for media experts. The material expert who validated the content of the product developed in this study was Prof. Dr. Sunarso, M.Si. The media expert who validated the media aspect of the product developed in this study was Dr. Iqbal Arpanuddin, S.Pd., M.Pd. To ensure the accuracy and reliability of the data, this study conducted validity and reliability tests. Validity testing was performed to ensure the data obtained was valid and reliable. The qualitative validity in this study involved checking the accuracy of the research results by applying specific procedures. Additionally, qualitative reliability was achieved by ensuring that the approaches used by the researcher could be consistently applied by other researchers in different projects (Creswell, 2012, pp. 284-285). This study used the following stages to test data validity:

- Credibility (Internal Validity)
- Transferability (External Validity)
- Dependability (Reliability)
- Confirmability (Objectivity)

The data analysis in this study was conducted inductively, involving an analysis of the data obtained, which was then developed into general conclusions. The general conclusions in this study were derived from concrete facts and events, followed by general conclusions by presenting and analyzing the data in descriptive form (Sugiyono, 2013). The data analysis process in this study included:

- a. Data Reduction (Reduksi Data)
- b. Data Unification and Categorization
- c. Data Presentation (Penyajian Data)
- d. Drawing Conclusions and Verification (Sugiyono, 2013).

The method used to analyze the quantitative data from material and media experts was descriptive quantitative analysis with percentages. This technique was employed to analyze the quantitative data obtained from the distribution of expert evaluation questionnaires regarding the developed Android-based application. The formula used to process the evaluations or assessments from the experts is as follows:

$$P = \frac{\sum X}{\sum Xi} \times 100 \%$$

Description:

- p = Percentage of overall evaluation results from the test subjects
- $\sum X$  = Total responses from all test subjects across all evaluation aspects of the evaluation
- $\sum Xi$  = Total maximum scores from all test subjects across all evaluation aspects
- 100% = Constant

**Table 2. Percentage Analysis of Product Application Evaluation Results by Test Subjects**

Percentage Range	Description	Meaning
80% - 100%	Valid	Used
60% - 79%	Sufficiently Valid	Used
50% - 59%	Less Valid	Replaced
< 50%	Not Valid	Replaced

### III. Results and Discussion

#### 3.1. Needs Analysis Results

Character education for junior high school students has traditionally followed a pattern of integration into curricular activities, teaching in each subject, extracurricular activities, and cocurricular activities. Character education is also implemented through classroom-based approaches, habituation/culturation in schools, and community-based approaches. In its implementation, there have been elements of collaboration between the school and the students' parents/guardians in conducting character education for junior high school students, both at school and home. In this regard, there is a wide opportunity for implementing a holistic character education partnership for junior high school students.

The Three Centers of Education must indeed conduct education: schools, families, and communities (especially among the youth), to achieve its goals (Suparlan, 2015; Dewantara, 1977). Epstein (2002) shares a similar belief, asserting that partnerships among schools, parents, and communities in student education are efforts to build high-quality interactions and communication among the three. Education at school and home is equally important for a child's development. Education can effectively nurture and develop children through partnerships between schools and parents/guardians (Cheng, 2005).

Partnerships among teachers, parents/guardians, and communities in education aim to intensify education provision to children through joint or individually designed activities. Epstein (2002) emphasizes that in partnerships among schools, parents, and communities in education, students are placed at the center because they are the primary actors in their education, development, and success at school. Therefore, partnerships among schools, parents, and communities in student education should be designed to involve, guide, energize, and motivate students to achieve their success. This is because students will be more inclined to maximize their performance in the educational process and thus achieve success. The fundamental basis for partnerships among schools, parents, and communities in education is to help students succeed in school and their future lives (Epstein, 2002).

Epstein (2002) proposed six types of involvement and/or concerns in partnerships among schools, parents, and communities in student education. First, parenting involves all families creating a supportive home environment for a child's development as a student. Therefore, in this activity, families are provided with an understanding of their child's growth and development. This enables parents to have information about their child's health, safety, nutrition, and other aspects of their child's development and teenage conditions, as well as the family environment that supports the child's education as a student. Through this activity, the school also gains information about family conditions due to the exchange of information among educators, parents, and other caregivers regarding the child's development and issues.

Second, communicating involves establishing effective two-way communication between the school and parents/guardians about school programs and student progress. Such communication enhances understanding and cooperation between school and home. For students, this cooperation shows that teachers and parents are working together to help them succeed in school. These two-way communication channels include parent-teacher conferences, phone calls, student worksheets at home, bulletins with reaction sheets, report card pickups, emails, websites, and other creative strategies.

Third, Volunteering involves recruiting and organizing assistance and support from parents. Schools need to accommodate volunteer activities from parents to support the school, teachers, and students in education at school, according to the time and energy they have. Parents/guardians can be directed to assist teachers in the classroom or help in the library, family room, computer lab, playground, cafeteria, after-school programs, or other locations. Families can also allocate time to attend student performances, sports events, religious activities, celebrations, and other school events.

Fourth, Learning at Home provides information and guidance to parents/guardians about the academic demands and tasks their children perform at school and how to help them complete homework and other curriculum-related activities. This activity aims to enhance communication between teachers and parents and foster discussions between parents and children at home through guidance in completing homework, training skills for course completion, monitoring and discussing homework, choosing study programs, and engaging in other academic and extracurricular activities.

Fifth, decision-making involves including parents/guardians in developing school policies. This activity aims to enable parents/guardians to participate in creating policies about school programs for students. Parent/guardian involvement can occur through representatives of parent/guardian associations and similar groups to ensure parents' voices are accommodated in important school policies.

Sixth, Collaborating With the Community involves identifying and integrating community resources and services to strengthen school programs, parent/guardian education, and student learning and self-development.

Hornby (2011) revealed six parental involvement models in school education: the protective model, the expert model, the transmission model, the curriculum enrichment model, the consumer model, and the partnership model. The partnership model is the most appropriate for the relationship between schools and parents. In this partnership model, both the school and the parents can collaborate to provide optimal education for children by complementing each other's shortcomings according to the educational potential each possesses. The school is positioned as an expert in education, while parents are viewed as experts in their children. The relationship between professionals and parents can then become a partnership involving shared expertise and control to provide optimal education for children (Hornby, 2011). Hornby (2011) also disclosed, based on his 2010 research in New Zealand, that there are several types of parental involvement in school education, among which the most commonly found are:

- a. Various informal activities to encourage parents to come to school;
- b. Varied formats of parent-teacher meetings, both formal and informal;
- c. Various forms of written communication, phone contacts, and, to a lesser extent, the use of new technology options;
- d. Home visits (Hornby, 2011).

Cheng (2005) also expressed the same idea, stating that school and home education are equally important for a child's development. Education can effectively nurture and develop children through partnerships between schools and parents/guardians. To this end, Cheng (2005) proposed a holistic school-parent/guardian partnership model in education. According to him, there are two meanings to holistic school-parent/guardian partnerships:

1. Partnership means that parents/guardians are involved in various aspects of school education and support the school differently. Actively supportive parents engage in intensive communication with the school, assist in special events, participate in school decision-making, or even become school committee members.
2. The school empowers parents to strengthen various aspects of child education within the family and helps them participate in school education. The school assists parents in organizing themselves, establishing parent organizations and support units, and helping parents promote family education and social events.

When both parties can form such a partnership, students will receive the most significant benefits, and parents and teachers will also gain valuable experiences and learning opportunities from it (Cheng, 2005). Cheng (2005) explained three framework aspects in the "total home-school partnership" model. First, the "Holistic School Education for Children" generally aims to facilitate students' development in various aspects. Conceptually, holistic school education consists of activities and processes for student development in three domains: behavior, affective, and cognitive, across three levels: individual, group, and school.

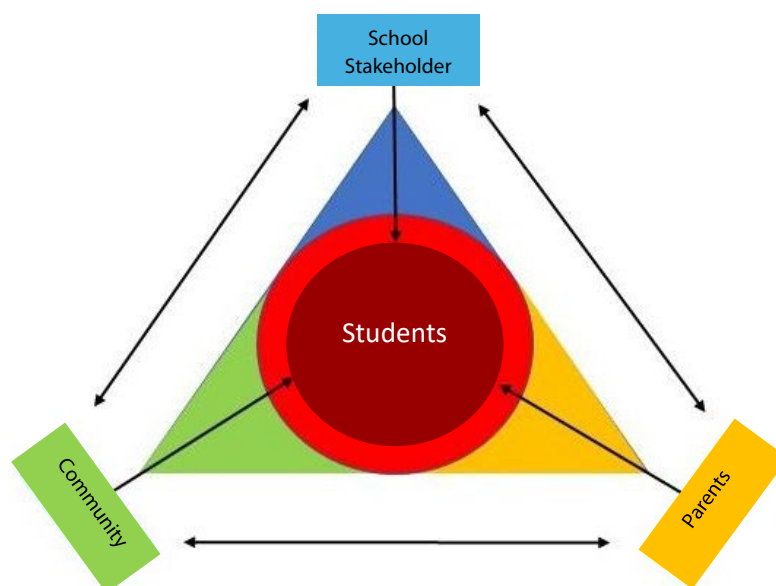
"At the individual level, school education aims to build individual characters, develop intellectual power, etc. At the group level, students are helped to learn to develop the values, attitudes, and norms of cooperation with group peers; and at the school level, school-wide activities are planned and school ethos is developed to help students to develop in affective, cognitive, and behavioral domains as a whole.

At the individual level, schools aim to build personal character and develop intellectual abilities, among other goals. At the group level, students are guided to learn and develop values, attitudes, and norms through collaboration with their peers. Meanwhile, school activities are planned at the school level, and the school ethos is cultivated to help students grow holistically in affective, cognitive, and behavioral domains.

Secondly, regarding "Holistic Family Education for Children" (Cheng, 2005, pp. 462-463), Cheng explains that holistic family education can also be developed at multiple levels. At the individual level, there are individual family units; at the group level, there are family groups; and at the school level, there is the collective family of all students. Families can engage in various educational activities for their children at the individual, group, or school level, both at home and school. These activities can be initiated by the school or by organizations and associations of parents. According to Cheng (2005), based on his proposed "total home-school partnership" model, education for children in both schools and families encompasses activities at various levels, aiming for the holistic development of children across different domains. Specifically, Cheng (2005: 475) identifies four levels of parental involvement in school education: 1) individual student education; 2) parent organizations; 3) school daily operations; and 4) school policy formulation. A child's education should involve families and communities, and not be limited to schools alone. Berkowitz and Bier (2004: 80-81) emphasize that schools should actively engage parents/guardians and community members as full partners in character development efforts. To achieve this, schools need to proactively and explicitly involve parents/guardians in the planning and implementation of character education. According to Berkowitz and Bier (2005: 66), true partnership occurs when parents join school personnel as creators, managers, and deliverers of character education.

Lickona (2006: 10-11) also suggests the same for character education, stating that one of the principles of effective character education is a partnership between schools, parents/guardians, and the community. Regarding this, Lickona provides several parameters: 1) Schools must build good communication with parents/guardians to succeed in achieving the goals of character education at school; 2) Parents/guardians should be given the opportunity to participate and assist in the implementation of character education at school, starting from preparation, implementation, to policy formation; 3) Parents/guardians should be given an understanding and even the opportunity to work together with the school to determine the character values to be instilled in students; 4) Parents/guardians should also be given an understanding of the character education design (models, approaches, methods, etc.) that will be implemented by the school; 5) Schools need to initiate the formation of a parent association to accommodate and facilitate the role of parents/guardians in the implementation of character education for students; 6) The school should provide guidelines for parents on the implementation of character education in the family environment so that it can align/support character education at school; 7) Schools and parents/guardians should also jointly collaborate with the surrounding community, such as business organizations, religious institutions, youth organizations, government, and media, in promoting the character values that have been previously agreed upon (Lickona, 2006: 10-11).

Based on the above explanation, the key concept of holistic partnership in character education for students is the existence of interactive communication between schools, parents, and the community, the participation/involvement of all parties, including schools, parents, and the community, in a collaborative, comprehensive, and interconnected manner in implementing character education for students, as well as empowerment for teachers, parents, and the community in the implementation of Character Education. Additionally, this holistic partnership must be based on principles such as: Trust (mutual trust), Respect (mutual respect), Competence (confidence in professional competence), Communication (two-way communication), Commitment (long-term commitment), Equality (equality), and Advocacy (early advocacy). The design of a holistic school-home partnership in Character Education can be seen in the following figure.



**Figure 1. Holistic Partnership in Character Education for Students**

The role of each character education agent with a holistic partnership model is described as follows:

1. School
  - a. The school establishes intensive two-way communication and interaction with parents/guardians and the community to plan and implement student character education. This communication includes

discussions about the development of students' character, problems related to character development, and challenges teachers and parents face in implementing character education for students. Such interaction and communication also involve the school providing understanding, guidance, training, and direction to parents regarding character education for students at school and how parents/guardians can contribute to and support this education. The school offers guidance and direction to parents/guardians on how character education should be implemented at home. This includes providing parents with a guideline or framework for character education at home that connects with and supports school-based character education. These interactions and communications can occur through various direct and online platforms, such as social media, home visits, and formal or informal meetings, like discussions or seminars.

- b. The school initiates the formation of a parent/guardian association as a platform for interaction and communication among parents/guardians and between the school and parents/guardians to contribute to or participate in character education for students. This association serves as a space for parents/guardians to discuss their contributions to character education for students, their challenges, and potential solutions. These discussions include how parents/guardians can contribute to character education at school, such as in planning or formulating school character education policies, direct involvement in character education at school, and how parents can implement character education at home in ways that align with and support school-based efforts.
- c. The school involves parents/guardians and the community in planning and implementing student character education. The school opens opportunities for parents/guardians to participate in all aspects of character education for students, such as:
  - a) Participating in planning character education programs and/or formulating policies.
  - b) Directly implementing character education through integration into subjects, extracurricular and co-curricular activities, and cultivating character through school culture and other school programs.

## 2. Parents/Guardians

- a. Parents/guardians engage in intensive and two-way interaction and communication with school stakeholders in planning and implementing character education for students at school and home. This communication includes providing teachers with information about the development of students' character, problems related to character development, and challenges faced by parents/guardians in implementing character education for students. Such interaction and communication also involve parents/guardians receiving guidance, support, and training from school stakeholders regarding student character education at school and at home. Parents/guardians receive and apply guidelines or frameworks from school stakeholders for character education by parents at home that connect with and support school-based character education. These interactions and communications can occur through various direct and online platforms, such as social media, home visits, and formal or informal meetings, like discussions or seminars.
- b. Parents/guardians form a parent/guardian association as a platform for interaction and communication among parents/guardians and between parents/guardians and school stakeholders to contribute to or participate in character education for students. This association serves as a space for parents/guardians to discuss their contributions to character education for students at school and home, their challenges, and potential solutions. These discussions include how parents/guardians can contribute to character education for students at school, such as in planning or formulating character education policies, direct involvement in character education at school, and how parents can implement character education at home in ways that align with and support school-based efforts.

- c. Parents/guardians implement character education at home according to the guidelines or frameworks prepared jointly with school stakeholders, ensuring alignment and mutual support with character education at school. Home-based character education is carried out alongside parental/guardian upbringing of the child and through support for home learning activities (such as school assignments, etc.).
- d. Parents/guardians or their representatives voluntarily and actively participate in planning and implementing character education for students. The involvement of parents/guardians in the implementation of character education for students at school occurs in all aspects of character education for students, such as:
  - a) Participating in planning character education programs and/or formulating policies.
  - b) Directly implementing character education through integration into subjects, extracurricular and co-curricular activities, and cultivating character through school culture and other school programs.

### 3.2. Initial Product Development Results

This research developed the "Ketik Pinter Apps" application (Holistic Character Education Partnership Application) as a holistic character education partnership model based on an Android application for junior high school students. The "Ketik Pinter Apps" learning application (Holistic Character Education Partnership Application) was designed through a website at [www.appypie.com](http://www.appypie.com). This website provides various tools for creating Android and iOS applications. The website requires users to choose a plan with different benefits. The "Ketik Pinter Apps" application has several menus and sub-menus. Some of the content in this application requires internet access, while others can be accessed offline. Below are some of the contents available in the application:

#### 1. Login Menu

This is the initial menu that appears when the "Ketik Pinter Apps" is opened, and the user does not have an account or is not registered. This menu facilitates school stakeholders and parents' registration as application users. The first person who must register as a user is the Principal, who will register the school. Afterward, the Principal will register an access code that teachers, parents, and students can use to register as application users according to their respective schools.

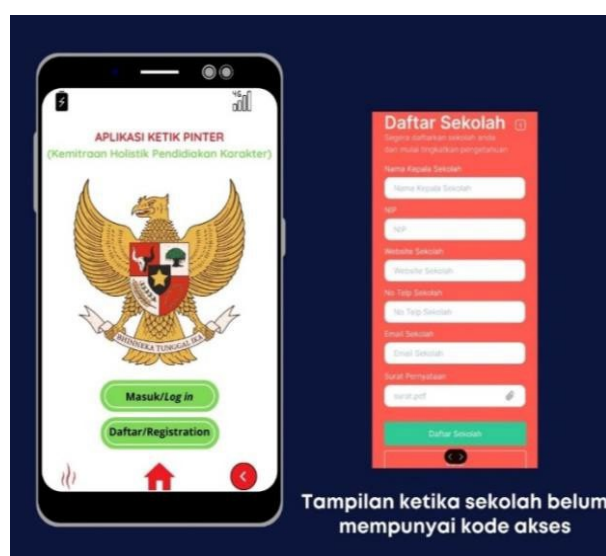
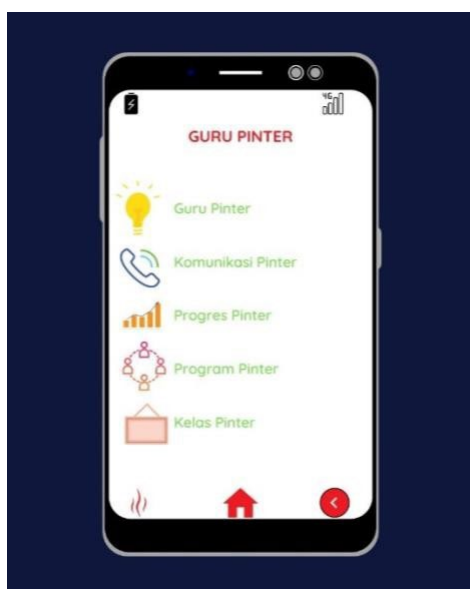


Figure 2. Login Menu

## 2. Smart Teacher Menu

This menu is for teachers and appears after registering and logging into the "Ketik Pinter Apps." This menu includes several features, such as:

- a. Teacher Role Feature, which explains teachers' roles and functions in the holistic partnership of character education.
- b. Communication Feature allows teachers to communicate with other teachers through a special communication group and with parents and students through a class communication group.
- c. Progress Feature enables teachers to view students' performance regarding good practice progress.
- d. Program Feature, which contains information about school programs related to character education that have been, are currently, and will be implemented, serving as a reference for character education for teachers, students, and parents.
- e. Class Management Feature allows teachers to manage their classes and can be accessed by parents and students. Within the class feature are materials and assignments for students, as well as a progress feature to report on the sound character practices that students have carried out, especially outside of school.



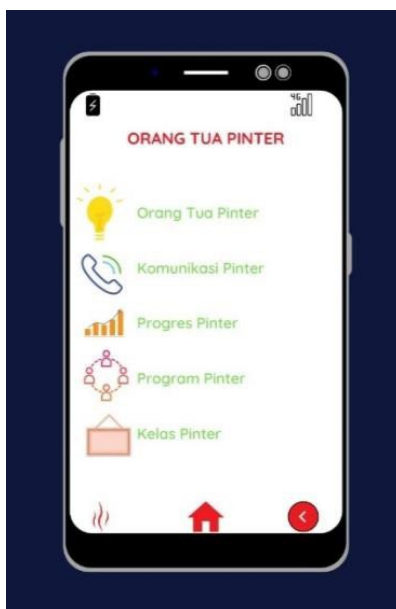
**Figure 3. Smart Teacher Menu**

## 3. Smart Parent Menu

This dedicated menu for parents is accessible after registration and login to the Ketik Pinter Apps. The menu includes the following features:

- a. Smart Parent Feature: Contains explanations about the roles and functions of parents in a holistic partnership for character education.
- b. Smart Communication Feature: Parents can communicate with teachers, other parents, and students through class communication groups.
- c. Smart Progress Feature: Enables parents to monitor student performance via progress reports on students' character-building practices.

- d. Smart Program Feature: Provides information about school programs related to character education, including past, ongoing, and upcoming initiatives. These programs serve as guidelines for character development for teachers, students, and parents.
- e. Smart Class Feature: Designed for teachers to manage classes, which parents and students can access. This feature includes learning materials, student assignments, and a progress tracker to report student character-building practices, particularly outside school.



**Figure 4. Smart Parents Menu**

#### 4. Smart Student Menu

This menu is a special feature designed for students that will appear after registering and logging into the "Ketik Pinter Apps." Within this menu, several features are available, including:

- a. The Smart Student feature, which explains students' roles and functions in a holistic partnership for character education.
- b. The Smart Communication feature allows students to communicate with teachers, other parents, and fellow students through class communication groups.
- c. The Smart Progress feature enables students to upload their performance in the form of good practice progress.
- d. The Smart Program feature contains information about school programs related to character education that have been, are currently, and will be implemented, serving as a reference for character education for teachers, students, and parents.
- e. The Smart Class feature, designed for teachers to manage classes, is accessible to parents and students. Within the class feature, students can access materials and assignments, and a progress feature to report on the sound character practices they have carried out, especially outside of school.



**Figure 5. Smart Student Menu**

#### 5. Smart Communication Menu

The Smart Communication Menu facilitates communication among teachers, parents, and students. This menu includes specialized communication groups for teachers and class-specific communication groups that include class teachers, guidance counselors, parents, and students from the same class.



**Figure 6. Smart Communication Menu**

#### 6. Smart Material Menu

The Smart Material Menu is a feature that appears after clicking on the class feature. Within the class menu is a material feature containing content about the character and profile of Pancasila students, character education videos, and assignments for students.



**Figure 7. Smart Material Menu**

#### 7. Smart Assignment Menu

This menu becomes available after clicking the "Class" feature. The "Assignment" feature includes short-answer tasks for students, focusing on daily character-building actions.



**Figure 8. Smart Assignment Menu**

#### 8. Smart Program Menu

This menu displays information about school programs related to character education, including past, ongoing, and upcoming initiatives. The school principal can upload and manage these programs directly through this menu.



**Figure 9. Smart Program Menu**

#### 9. Smart Progress Table

This feature allows teachers and parents to track individual student performance by reviewing progress reports on positive behavioral practices uploaded by students. Each student's achievements and activities are displayed in detail.



**Figure 10. (Smart Progress) Table**

#### 10. Violation Menu

This menu records and displays violations of character values committed by students. Principals, teachers, and parents can submit violation reports (including photo evidence and descriptions) for incidents in or outside school. However, only principals and teachers have access to view all violation data.



**Figure 11. Violation Menu**

#### **IV. Conclusion**

The holistic character education partnership for junior high school students aims to shape students into individuals of character more effectively. While schools and parents/guardians have implemented character education, it must be carried out with a holistic partnership model. Character education implemented partially and without connection by schools and parents is not ideal. The holistic character education partnership is a model that encourages parents/guardians and the community to actively participate in the implementation of character education both at school and at home, making character education for students more comprehensive and interconnected. Additionally, this partnership encourages schools to establish intensive and effective communication and interaction with parents/guardians in character education to ensure more effective character education for students. This aligns with the ideal concept of character education in this digital age, which emphasizes that character education is not only the responsibility of schools but also the community and, most importantly, parents/guardians.

In today's digital era, ICT-based learning is highly needed to facilitate the involvement of various parties in the educational process, particularly in the implementation of character education. Therefore, developing the Android application "Ketik Pintar Apps" (Holistic Character Education Partnership Application) as a support for holistic school-home partnerships in character education for junior high school students is essential. This application facilitates the use of a holistic character education partnership model for junior high school students by accommodating elements of holistic partnership, such as communication, participation, and empowerment of teachers and parents in an integrated, simultaneous, and persistent manner in the implementation of character education both at school and outside of school.

Holistic character education requires the voluntary involvement of school stakeholders, parents/guardians, and the community to actively participate in a planned, connected, and comprehensive manner. This necessitates the allocation of resources and potentially significant funding. Therefore, all character education agents (school stakeholders, parents/guardians, and the community) must discuss this matter thoroughly. The holistic character education model promotes character education through comprehensive collaboration, both directly and indirectly, ensuring all parties remain open and receptive to contributions from others in the character education of students. Additionally, to effectively implement holistic character education for junior high school students, there must be a shared awareness that the parties

responsible for character education are schools, parents/guardians, and the community. Thus, school stakeholders, parents/guardians, and the community must build partnerships to collectively address and solve problems, enabling the holistic character education partnership to function effectively. Developing the Android application "Ketik Pintar Apps" (Holistic Character Education Partnership Application) as a support for holistic school-home partnerships in character education for junior high school students is essential. Consequently, this research must be continued to produce a valid and reliable application for use in character education for junior high school students.

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