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## **Transformation of Education at SDN 1 Nunggalrejo through the “SIKOP” Program (Santun, Inovatif, Kolaboratif, Obyektif, and Profesional)**

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# Transformation of Education at SDN 1 Nunggalrejo through the "SIKOP" Program (Santun, Inovatif, Kolaboratif, Obyektif, and Profesional)

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## Abstract

The curriculum development at SDN 1 Nunggalrejo is not yet aligned with the school's needs, vision, mission, and goals. The performance of educators and educational staff remains low, with teaching done merely as a formality. Learning is teacher-centered, monotonous, static, and unengaging, and there is no significant improvement in student character formation. Additionally, there is a lack of supportive environments for information on nutrition health and food safety. The objective of this community service activity is to enhance the quality of education at SDN 1 Nunggalrejo by developing a curriculum based on the school's needs, implementing effective and meaningful learning, and creating a safe and comfortable environment with positive discipline. Additionally, this activity aims to significantly transform student character and provide a supportive environment for nutrition health information and food safety through PJAS. This research method uses a descriptive qualitative approach with data source triangulation, including interviews with parents and teachers, direct observation, and analysis of document. The impact and results of this initiative include improved professional competence of the school principal and teachers, enhanced character education aligning with the Pancasila Student Profile, more meaningful and effective student-centered learning, students achieving both academic and non-academic success, optimized learning communities, and the creation of a healthy, safe, comfortable, and enjoyable learning environment based on positive discipline. The implementation of the SIKOP Program at SDN 1 Nunggalrejo has successfully demonstrated its effectiveness in improving the quality of school education and has significantly contributed to shaping students' character and enhancing overall school conditions.

**Keywords:** Curriculum Development; Student-Centered; SIKOP

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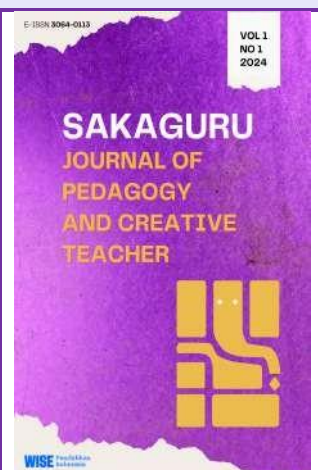
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## INTRODUCTION

Education in the era of globalization faces new challenges and opportunities that require curriculum adjustments to create individuals capable of competing internationally while maintaining and strengthening local cultural values. The transformation of educational policies is crucial given the rapid changes occurring globally in technology, economy, social, and cultural aspects [1]. The industrial revolution presents challenges and opportunities for the advancement of national education [2].

Education serves as a means to enhance the quality of Human Resources (HR), thus all related issues, ranging from frequently changing curriculum development to improving educator competence, must be addressed [3]. This is in line with the experiences of SDN 1 Nunggalrejo, one of the schools located in Metro City, Central Lampung, Lampung. The development of the curriculum at SDN 1 Nunggalrejo has not yet been tailored to meet the specific needs of the school, its vision, mission, and goals. This misalignment results in a curriculum that fails to address the unique requirements of the school's educational environment and objectives. Furthermore, the performance of educators and educational staff (PTK) at SDN 1 Nunggalrejo remains subpar, with teaching often reduced to merely fulfilling mandatory duties without genuine engagement or dedication.

The current teaching method remains teacher-centered. As a result, students become dependent on the teacher during the learning process and are less active in the teaching and learning activities [4]. This subsequently impacts the formation of students' character, which has not shown significant improvement. Additionally, the school environment lacks support for disseminating information on nutrition health and food safety.

Given these challenges, it is crucial to explore and implement innovative educational strategies that can improve the quality of education at SDN 1 Nunggalrejo through the SIKOP Program "Santun, Inovatif, Kolaboratif, Obyektif, and Profesional." This involves developing a curriculum that is responsive to the school's needs, promoting student-centered learning, and creating a supportive environment that promotes health and safety. Then, reviewing previous research on similar initiatives becomes crucial. By exploring the findings of past research and activities, the goal is to address challenges and focus on strategies and better outcomes.

Similar research was conducted by Alfriansa et al. [5], discussing the "Impact of Education Transformation through MOOCs in the Era of the 5th Industrial Revolution" using a literature review method. Based on the analysis, it was found that MOOCs represent a manifestation of educational transformation in the era of society 5.0. Additionally, research conducted by Ahmad Mukhtar et al [6], focusing on "Education Transformation: Exploring the Implementation of Project 5 to Shape Student Character" using a descriptive qualitative method and literature study as a data collection technique. The research results indicate that the implementation of Project 5 in the independent curriculum can shape students' character and disposition according to the expected competency standards.

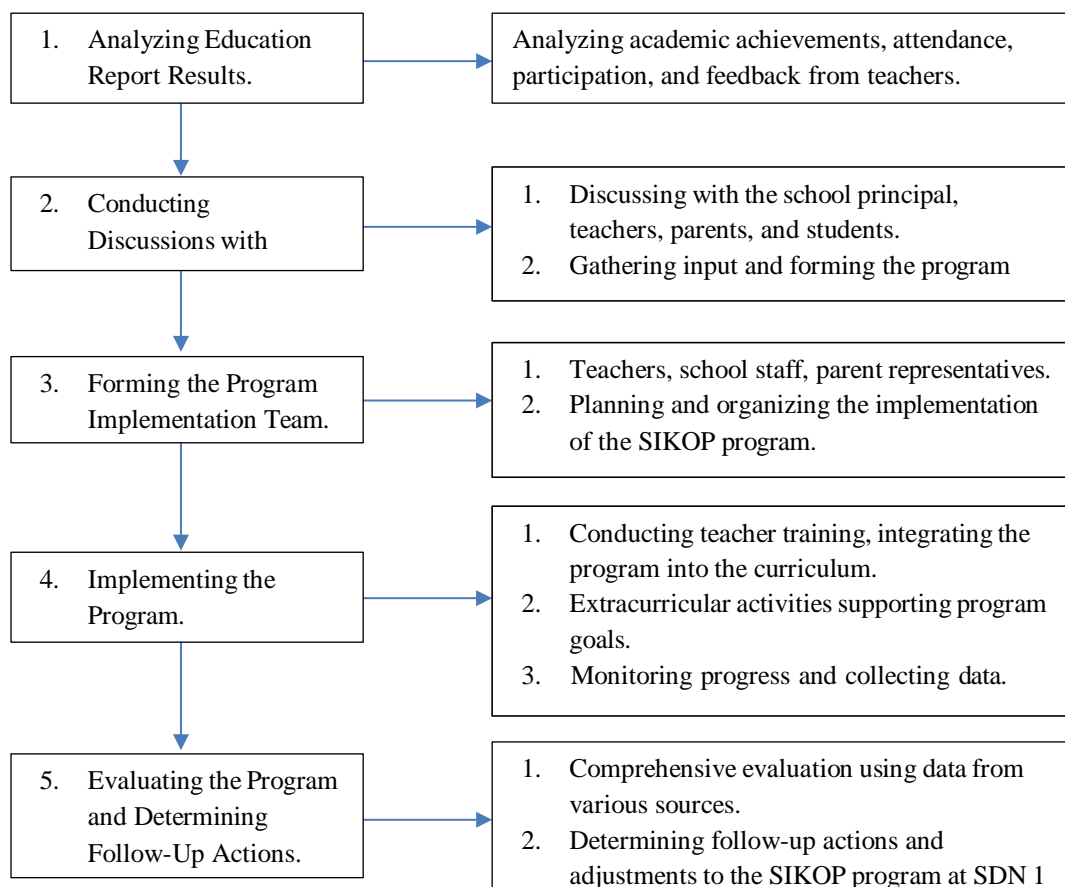
Highlighting previous research, it is necessary to address the digital divide and inequality in access to technology. For the Pancasila Student Profile Strengthening Project (P5), the main challenge lies in how willing teachers are to integrate P5 as an integral part of the curriculum. These gaps indicate the need for innovative solutions to ensure inclusive access for teachers to educational technology and effective implementation focused on character development.

This article aims to enhance the quality of education by ensuring curriculum development is based on the school's needs, making learning more effective and meaningful, creating a safe and comfortable environment based on positive discipline, achieving significant character changes, and establishing a supportive environment for nutrition health and food safety information through PJAS. This will be achieved by implementing the “SIKOP” (Santun, Inovatif, Kolaboratif, Obyektif, and Profesional) program as an educational transformation at SDN 1 Nunggalrejo.

## METHODS

This research uses a descriptive qualitative analysis method with a data source triangulation approach. Triangulation of methods involves employing multiple data collection techniques, such as interviews, observations, or document analysis, to obtain diverse perspectives and validate findings [7]. The descriptive qualitative method was chosen to understand the concept of implementing “SIKOP” (Santun, Inovatif, Kolaboratif, Obyektif, and Profesional) at SDN 1 Nunggalrejo.

The target of this community service activity is the students, teachers, and staff at SDN 1 Nunggalrejo. The steps taken in the implementation of this activity will be illustrated in **Figure 1**.



**Figure 1:** Step of Activity Implementation

Implementation of the SIKOP program is then evaluated for its impact by assessing its effects and outcomes to determine effectiveness and benefits. The evaluation considers the SIKOP

program and its influence on the overall school environment, including improvements in student character development and the dissemination of nutrition and food safety information.

## RESULT AND DISCUSSIONS

### Result

In the implementation of the SIKOP program at SDN 1 Nunggalrejo, various positive changes have been observed. This evaluation is based on the improvement in the quality of education and the school environment. The following is Table 1, showing the implementation of activities from the SIKOP program that have been realized.

**Table 1:** Implementation of Activities SIKOP

	Implementation of Activities	Description
<i>Santun (Polite)</i>	<ol style="list-style-type: none"> <li>1. Character Building</li> <li>2. Friday Charity Activities</li> <li>3. Community Clean-up Activities at School</li> </ol>	<ol style="list-style-type: none"> <li>1. Character building activities are integrated into daily routines to instill positive values in students such as discipline, respect, and courtesy.</li> <li>2. Routine charitable activities, such as distributing food, strengthen a sense of community and togetherness.</li> <li>3. School environment cleaning activities enhance environmental awareness and foster teamwork among students, promoting responsibility towards the surrounding environment.</li> </ol>
<i>Inovatif (Innovative)</i>	<ol style="list-style-type: none"> <li>1. Planting Vegetables as a P5 Project</li> <li>2. Harvesting Vegetables</li> <li>3. Making Processed Food from Cassava as a P5 Project</li> <li>4. Making Processed Food from Aloe Vera as a P5 Project</li> <li>5. Craft Exhibition with the Theme of Utilizing Recycled Materials</li> <li>6. Utilizing Land for Family Medical Plants (<i>TOGA</i>)</li> </ol>	<ol style="list-style-type: none"> <li>1. The vegetable planting project teaches healthy habits and patience through hard work.</li> <li>2. The harvesting process of the vegetables they plant gives students a sense of achievement and shows the results of their efforts, as well as promoting healthy eating habits.</li> <li>3. Students are assisted by teachers in preparing nutritious food from cassava.</li> <li>4. Students are assisted by teachers in preparing nutritious food from aloe vera.</li> <li>5. Holding exhibitions encourages creativity and environmental awareness among students using recycled materials.</li> <li>6. Students can learn about medicinal plants.</li> </ol>
<i>Kolaboratif (Collaborative)</i>	<ol style="list-style-type: none"> <li>1. Outdoor Learning</li> <li>2. Breakfast Together</li> <li>3. Regular Activities Conducted by Learning Communities</li> <li>4. Market Day Implementation with an Entrepreneurship Theme</li> </ol>	<ol style="list-style-type: none"> <li>1. Conducting outdoor classes creates a dynamic learning environment that is not boring and enjoyable, encouraging active and collaborative learning.</li> <li>2. Breakfast sessions together enhance camaraderie and ensure students start the day with nutritious food.</li> <li>3. Routine group activities enhance learning.</li> <li>4. Teaching students about entrepreneurship through direct experiences they gain.</li> </ol>
<i>Obyektif (Objective)</i>	<ol style="list-style-type: none"> <li>1. Student-Centered Learning</li> <li>2. Effective and Enjoyable Learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Student-centered learning creates a more engaging and effective educational experience, where students are more active and critical.</li> <li>2. Implementing enjoyable learning strategies enhances motivation and student engagement.</li> </ol>

	3. Winning Top 3 Safe PJAS School Awards	3. Achieving recognition as one of the safest PJAS schools.
<b>Profesional (Professional)</b>	1. Professional Development through Real Action in PMM	1. Continuous professional development activities help teachers and staff enhance their skills through educational advancements, providing experience, and <u>enhancing their professional competencies</u>

### 1. Santun (Polite)

The school environment, as the place where children learn, plays a crucial role in influencing their academic success. In addition to the family environment, the school environment also significantly impacts the development of a child's mindset [8]. Polite behavior is manifested in the form of positive actions, including how to speak, how to treat others, and how to express oneself anywhere and anytime [9].

The teaching of politeness given at school to students includes various aspects such as: greeting teachers, addressing teachers both inside and outside the classroom, and even outside the school environment. In addition to verbal greetings, students can also smile or nod their heads when meeting teachers, kiss the teacher's hand, ask for permission by saying "excuse me" when passing by a teacher while slightly bowing, refrain from chatting while the teacher is teaching, speak kindly and politely to teachers, and so on [10]. The following activities are carried out in the aspect Santun (Polite) that is applied:



**Figure 2.** Character Building

- a) The character-building activities integrated into the daily routines of students at SDN 1 Nunggalrejo aim to instill positive values such as discipline, respect, and politeness. By embedding these values into various school activities, it is hoped that students will consistently practice them, reinforce their importance, and help internalize these traits as part of their daily behavior.



**Figure 3.** Friday Charity Activities

- b) Routine charitable activities, such as distributing food, strengthen a sense of community and togetherness. These activities not only provide immediate support to those in need

but also teach students the value of empathy, compassion, and social responsibility. By participating in these activities regularly, students learn to appreciate the importance of giving back to their community and supporting those less fortunate.



**Figure 4.** Community Clean-up Activities at School

- c) School environment cleaning activities enhance environmental awareness and foster teamwork among students, promoting responsibility towards the surrounding environment. These activities teach students about the importance of maintaining a clean and healthy environment, the impact of pollution, and the benefits of working together towards a common goal. They also instill a sense of pride and ownership in their school, encouraging them to maintain cleanliness and order.

The implementation of the politeness aspect in the SIKOP program at SDN 1 Nunggalrejo has been effective in instilling positive values such as discipline, respect, and politeness in students. Integrating character-building activities into the daily routines ensures that students consistently practice these values in various school situations. The regular Friday charity activities, such as distributing food, strengthen the sense of togetherness and solidarity among students. These activities teach values of empathy, compassion, and social responsibility, highlighting the importance of giving back to the community. Additionally, the school environment cleaning activities enhance environmental awareness and teamwork among students. They learn the importance of maintaining cleanliness and health in their surroundings, and develop a sense of pride and ownership towards their school.

## **2. Inovatif (Innovative)**

Innovation is often interpreted as discovery. The term originates from the Latin word "innovare," which means "to make something new." This word suggests that innovation is a tool specifically designed to exploit change. Innovation is also described as "an idea, practice, or object perceived as new by an individual or other adoption units." Innovativeness is a positive attitude towards change and an awareness of the need to innovate. In the learning process, innovation is essential for fostering creativity in anyone who seeks to develop themselves and their environment. Innovation becomes possible due to the continually evolving needs of humans [11].

Innovative behavior encompasses all actions by individuals aimed at creating, introducing, and implementing something new and beneficial across all levels of the organization [12]. As part of the innovative initiatives at SDN 1 Nunggalrejo, several projects have been implemented to foster creativity, environmental awareness, and practical life skills among students. These

projects aim to integrate hands-on learning experiences with valuable lessons on sustainability, nutrition, and traditional medicine. By engaging in these activities, students not only acquire new knowledge but also develop a sense of responsibility and a deeper connection to their natural environment. The following projects illustrate the diverse approaches taken to instill these values in students:



**Figure 5.** Planting Vegetables as a P5 Project

- a) The vegetable planting project teaches healthy habits and patience through hard work. Students learn the basics of gardening, the importance of sustainable practices, and the nutritional benefits of consuming fresh produce. This hands-on project fosters a connection with nature and provides practical experience in food production.



**Figure 6.** Harvesting Vegetables

- b) The harvesting process of the vegetables they plant gives students a sense of achievement and shows the results of their efforts, as well as promoting healthy eating habits. Harvesting allows students to witness the fruits of their labor, reinforcing the value of perseverance and patience. It also provides an opportunity to discuss the nutritional benefits of vegetables and the importance of including them in their diet.



**Figure 7.** Making Processed Food from Cassava as a P5 Project

- c) Students are assisted by teachers in preparing nutritious food from cassava. This project introduces students to basic cooking techniques and the nutritional value of cassava, a

staple food in many cultures. It also encourages creativity in the kitchen and highlights the importance of using locally available ingredients to create healthy meals.



**Figure 8.** Making Processed Food from Aloe Vera as a P5 Project

- d) Students are assisted by teachers in preparing nutritious food from aloe vera. Similar to the cassava project, this activity teaches students about the health benefits of aloe vera, both as a food and for its medicinal properties. Students learn to prepare simple, nutritious dishes and explore the versatility of this plant.



**Figure 9.** Craft Exhibition with the Theme of Utilizing Recycled Materials

- e) Holding exhibitions encourages creativity and environmental awareness among students using recycled materials. Students learn to repurpose waste materials into useful and artistic creations, promoting environmental sustainability and creativity. This activity also raises awareness about the impact of waste on the environment and the importance of recycling and upcycling.



**Figure 10.** Utilizing Land for Family Medical Plants (TOGA)

- f) Students can learn about medicinal plants. This project involves creating a garden with plants that have medicinal properties, teaching students about traditional medicine and

the uses of various plants. It fosters an appreciation for biodiversity and the practical applications of botany in everyday life.

The implementation of the innovation aspect in the SIKOP program at SDN 1 Nunggalrejo has had a significantly positive impact on developing students' creativity, environmental awareness, and practical life skills. Projects such as planting and harvesting vegetables, making processed foods from cassava and aloe vera, and craft exhibitions using recycled materials have provided hands-on experiences that teach the values of sustainability, nutrition, and traditional medicine. Through these activities, students not only acquire new knowledge but also develop a sense of responsibility and a deeper connection with their natural environment, while enhancing practical skills useful in daily life.

### 3. *Kolaboratif* (Coollaborative)

Kolaborasi involves interacting with others in various situations where a number of individuals are in a group. It's a way of relating that involves respecting and valuing each member's abilities and contributions [13]. According to collaborative learning theory, learning occurs not only through interactions between students and teachers, but also among individuals within groups [14]. To create a supportive learning environment, SDN 1 Nunggalrejo implements various collaborative activities. These activities are designed to enhance student interaction, strengthen camaraderie, and develop their social and academic skills. Here are several approaches employed to promote collaborative learning at this school:



**Figure 11.** Outdoor Learning

- a) Conducting outdoor classes creates a dynamic learning environment that is not boring and enjoyable, encouraging active and collaborative learning. Students are exposed to different stimuli outside the traditional classroom, which can enhance their engagement and understanding of the subject matter. Outdoor learning can also promote physical activity and a connection to nature.



**Figure 12.** Breakfast Together

- b) Breakfast sessions together enhance camaraderie and ensure students start the day with nutritious food. This activity promotes healthy eating habits and provides a structured

time for students to interact and bond with their peers and teachers, fostering a sense of community and support within the school.



**Figure 13.** Regular Activities Conducted by Learning Communities

- c) Routine group activities enhance learning. These activities involve collaborative projects and discussions that encourage students to work together, share ideas, and learn from each other. Learning communities create a supportive environment where students feel valued and motivated to participate actively in their education.



**Figure 14.** Market Day Implementation with an Entrepreneurship Theme

- d) Teaching students about entrepreneurship through direct experiences they gain. Market day activities provide students with practical experience in business planning, marketing, and sales. They learn the fundamentals of entrepreneurship, financial literacy, and the importance of innovation and customer service. This hands-on approach helps students develop critical thinking and problem-solving skills.

The implementation of collaborative activities at SDN 1 Nunggalrejo has successfully created a dynamic and enjoyable learning environment, encouraging positive interaction among students and strengthening a sense of togetherness and community. Through activities such as outdoor learning, breakfast together, regular learning community activities, and an entrepreneurship-themed Market Day, students not only gain academic knowledge but also develop social skills, creativity, and critical thinking abilities essential for their future success.

#### 4. *Obyektif* (Objective)

"*Obyektif*" according to KBBI refers to a condition that is actual without being influenced by personal opinions or views [15]. To ensure that the educational experience at SDN 1 Nunggalrejo is engaging, effective, and meaningful, various objective-oriented strategies have been implemented. These strategies focus on creating a student-centered learning environment, enhancing the overall learning experience through enjoyable methods, and maintaining a safe

and healthy school environment. The following points elaborate on how these objectives are achieved:



**Figure 15.** Student-Centered Learning

- a) Student-centered learning creates a more engaging and effective educational experience, where students are more active and critical. This approach focuses on the needs, abilities, and interests of the students, allowing them to take an active role in their learning process. It encourages self-directed learning, critical thinking, and problem-solving, making education more relevant and meaningful.



**Figure 16.** Effective and Enjoyable Learning

- b) Implementing enjoyable learning strategies enhances motivation and student engagement. By incorporating fun and interactive elements into lessons, teachers can create a positive learning environment that motivates students to participate and enjoy the learning process. This can include games, hands-on activities, and multimedia resources that make learning more appealing.



**Figure 17.** Winning Top 3 Safe PJAS School Awards

- c) Achieving recognition as one of the safest PJAS schools. This accolade reflects the school's commitment to providing a safe and healthy learning environment. It

acknowledges the efforts made to ensure the physical and emotional well-being of students, which is essential for effective learning.

Program implementation at SDN 1 Nunggalrejo focuses on student-centered learning, effective and enjoyable teaching strategies, and a commitment to a safe learning environment, creating an engaging and meaningful educational experience. By prioritizing the needs, abilities, and interests of students, the school has successfully encouraged active participation, critical thinking, and problem-solving among students. The application of enjoyable learning methods has increased student motivation and engagement, while recognition as one of the safest PJAS schools reflects dedication to students' physical and emotional well-being, which is a crucial foundation for effective learning.

### 5. *Professional (Professional)*

Professionalism refers to an individual's expertise or skill in their chosen field [16]. The term "professional" relates to a specific occupation or requiring specialized expertise to practice it [17]. As part of the commitment to improving educational quality, professional development is crucial in the context of developing teaching staff and educators, as illustrated by the following implementations:



**Figure 18.** Professional Development through Real Action in PMM

Continuous professional development activities help teachers and staff enhance their skills through educational advancements, providing experience, and enhancing their professional competencies. These activities can include workshops, seminars, and collaborative projects that focus on the latest teaching methodologies, curriculum development, and student assessment techniques. Professional development ensures that teachers are equipped with the knowledge and skills needed to provide high-quality education and adapt to the evolving educational landscape.

A professional educator supports students in attaining a high standard of education. They have the capability to be more self-reliant, allowing them to become proficient teachers [18]. A professional is an individual who holds a position or job with a high level of expertise, possesses extensive knowledge, and is capable of applying that knowledge. They can also select appropriate models, strategies, and methods for their students [19]. The professional development through real actions at PMM supports teachers and staff in enhancing their skills through ongoing education, practical experiences, and improving their professional competencies. Activities such as workshops, seminars, and collaborative projects focus on the latest teaching methodologies, curriculum development, and student assessment techniques,

ensuring educators are equipped with the necessary knowledge and skills to deliver high-quality education and adapt to the evolving educational landscape.

From all the implemented SIKOP activities, it can be concluded that this program emphasizes the importance of holistic and sustainable learning. Starting from character formation with values such as discipline and social responsibility, to the development of practical skills such as gardening and entrepreneurship, and the enhancement of teachers' professionalism through continuous development. Each activity is designed to reinforce positive values, increase student engagement, and provide meaningful learning, in line with the demands of an evolving era.

### *Discussions*

Implementation of the "SIKOP" program (Santun, Inovatif, Kolaboratif, Obyektif, and Profesional) at SDN 1 Nunggalrejo aims to enhance the quality of education in several aspects such as curriculum improvement, effective learning methods, creating a safe and comfortable environment, instilling significant student character, and promoting information on nutrition and food safety through PJAS. Based on the implementation of the "SIKOP" program, it has resulted in increased professional competence of the school principal and teachers, improvement in character education towards the Pancasila student profile, more meaningful and effective student-centered learning, academic and non-academic achievements by students, optimization of the learning community, and the creation of a healthy, safe, comfortable, and enjoyable learning environment based on positive discipline.

However, the implementation of this program faces both supporting factors and challenges. Supporting factors include stakeholder participation, commitment from school leaders, collaborative approaches, and the crucial roles of parents, teachers, and school staff in ensuring the program's success. Collaboration among all stakeholders has significantly impacted achieving the goal of improving educational quality.

Challenges include resource limitations, both financial and support-related, which affect the school's ability to fully develop the program. Difficulties in curriculum integration, time constraints, and the need for stakeholder support and engagement can hinder the effectiveness of program implementation and impact students. Strategies have been developed to address these challenges, focusing on enhancing communication and stakeholder engagement through regular meetings, discussions, and professional development programs. Efficient and strategic resource management is crucial to overcoming resource constraints. Continuous evaluation and adjustment of activities are essential to identify shortcomings and improve implementation strategies for overall program effectiveness.

Previous relevant research conducted by Devi Damayanti et al, titled "Guru Penggerak: Pengembangan Pendidikan melalui Kepemimpinan Guru" explores the Guru Penggerak program launched by the Indonesian Ministry of Education and Culture (Kemendikbud). This program aims to develop teacher leadership in education. Using a qualitative method, this study analyzes the program, strategies for improving teacher performance, and its impact on student learning outcomes. The results show that the program successfully prepares teachers to become effective instructional leaders, with support from the government, schools, and the environment as supporting factors, and challenges related to student facilities, signals, online schooling, and internet access as hindering factors [20].

Both the Guru Penggerak program and the SIKOP program emphasize collaborative learning, student-centered learning, and professional development through real actions, sharing similar goals in improving educational quality through teacher skill development and effective teaching methods. The implementation of the Guru Penggerak program involves planning, execution of real actions, and evaluation, which is similar to the SIKOP program's emphasis on collaborative and innovative approaches to learning.

Another relevant study was conducted by Andi Akram Nur Risal et al, titled “Pendidikan Berbasis Komunitas: Transformasi Pendidikan dan Keterampilan di Kampung Pemulung Makassar,” which discusses education and skill development programs in Kampung Pemulung Adhyaksa. Through collaboration between the Sahabat Indonesia Berbagi (Sigi) community and Makassar State University, the program has successfully increased the participation and well-being of children and their families through skill training, religious competitions, and health check-ups. This study highlights the importance of cooperation between communities, academic institutions, and the government in supporting education and community development, with significant results in raising awareness of education, skills, and health [21].

The SIKOP program encourages collaborative and innovative activities such as shared breakfasts, school environment cleaning activities, and the utilization of recycled materials, mirroring the community-based educational approach of the Kampung Pemulung Adhyaksa program. The relevance lies in the involvement of the community in educational and empowerment activities in the SIKOP program, reflecting an effective community-based approach to enhancing student participation and well-being, as demonstrated in the Kampung Pemulung Adhyaksa study.

Both the Guru Penggerak Program and the Community-Based Education Program show the importance of professional development and community collaboration in improving educational quality. The SIKOP program at SDN 1 Nunggalrejo integrates these two approaches by emphasizing student-centered learning, collaborative activities, and innovation, as well as a commitment to a safe learning environment. Thus, this program not only enhances educational quality but also the well-being of students and the school community as a whole.

## CONCLUSION

Based on the findings and discussions outlined, it can be concluded that the implementation of the "SIKOP" program at SDN 1 Nunggalrejo has had significant impacts. This initiative successfully enhanced the professional competence of school principals and teachers, strengthened character education towards the Pancasila student profile, facilitated more meaningful and effective student-centered learning, enabled students to achieve academic and non-academic accomplishments, optimized the learning community, and created a healthy, safe, comfortable, and enjoyable learning environment based on positive discipline. The outcomes of the "SIKOP" program implementation contribute to fostering a healthier, safer, and more comfortable learning environment. The cultivation of strong character among students not only influences their personal development but also enhances the educational quality within the school. Despite the successful outcomes achieved by the program, its implementation faced several limitations, including limited availability of resources and challenges related to coordination and program execution time. Therefore, based on this experience, it is recommended for future service activities to strengthen collaboration with stakeholders to support various learning activities during character development

phases. It is also advised to provide contextual and sustainable training for teachers and school staff to enrich teaching methods and integrate character values effectively.

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## CONFLICT OF INTEREST

"The authors declare no conflict of interest."

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