

A Qualitative Inquiry into Institutional and Pedagogical Strategies for Integrating the Eight Dimensions of Graduate Profile through Visual Arts Learning in Indonesian Primary Schools

Nurul Kemala Dewi¹, I Ketut Widiada¹, Siti Istiningsih¹, Muhammad Erfan¹, Abdul Rasyid¹, M. Irji Irlan Sandi¹

¹ Universitas Mataram; Indonesia

ARTICLE INFO

Keywords:

Principal and Teachers;
Character Education;
Visual Arts Learning;
Elementary School;
Eight Dimensions of Graduate
Profile

Article history:

Received 2026-03-16

Revised 2026-06-18

Accepted 2026-07-28

ABSTRACT

Although character education policies in Indonesia have expanded considerably in recent years, relatively little is understood about how schools strategically embed the newly mandated eight graduate profile dimensions within subject-specific instruction, particularly visual arts education. This study analyzes the institutional and pedagogical strategies employed at the school and classroom levels to integrate these eight dimensions through visual arts learning at the primary school level. A qualitative method was adopted, with the research conducted at SDN 14 Cakranegara, involving the school principal, Grade IV and Grade V classroom teachers, and ten purposively selected students. Data were collected through participant observation and in-depth interviews, then analyzed using data reduction, thematic categorization, and interpretive analysis. The trustworthiness of the findings was ensured through triangulation and peer debriefing. Findings indicate that school-level strategies include aligning vision and mission, the cultivation of a character-affirming school culture, the implementation of artist-in-residence programs, organizing extracurricular activities, conducting routine evaluations, and documenting character traits. At the classroom level, teachers integrate the dimensions into lesson planning, implement PjBL, utilize digital media, and promote collaborative reflection. Students reported internalizing key values: faith, citizenship, critical thinking, creativity, collaboration, independence, health awareness, and communication. The study proposes an integrative conceptual framework linking institutional practices, pedagogical design, and students' creative experiences.

This is an open access article under the [CC BY-NC-SA](#) license.



Corresponding Author:

Nurul Kemala Dewi

Universitas Mataram; Indonesia; nurulkemala_fkip@unram.ac.id

1. INTRODUCTION

The unprecedented pace of information technology advancement in recent years has contributed significantly to moral deterioration, particularly among young people (Ardiansyah, Komalasari, Maryani, & Wiyanarti, 2024; Aminudin & Hasan, 2025). Indonesia today finds itself grappling with a deepening character crisis, one that manifests across a wide spectrum of social problems from conflict, violence, and sexual harassment to juvenile delinquency, corruption, and drug abuse (Tabrani, Walidin, Idris, & Huda, 2024). Against this backdrop, strengthening character education among the younger generation has become an urgent necessity, particularly in cultivating moral integrity and durable personal values (Syamsi & Tahar, 2021). Character education is progressively acknowledged as a pivotal approach in fostering comprehensive human development (Fernández & Domingo, 2025).

Growing public concern over rising crime rates has pushed character education to the forefront of Indonesia's national educational agenda, with calls for its systematic integration across all levels of schooling (Purwaningsih & Ridha, 2024). The government's commitment to this cause is reflected in a series of policy milestones: the formulation of 18 Character Values in 2018, the introduction of the Pancasila Student Profile reinforcement framework in 2020 by the Ministry of Education and Culture (Minsih, Mujahid, Mukminin, & Helzi, 2025; Sujana, Kristiantari, Ambara, & Sujana, 2025), and most recently, the enforcement of eight dimensions of graduate profile beginning in 2025 (Mu'ti, 2025). These eight dimensions serve as the structural backbone of character education and include: a. faith and piety toward God Almighty; b. citizenship; c. critical reasoning; d. creativity; e. collaboration; f. independence; g. health; and h. communication.

Despite these policy efforts, fostering genuine character development among students remains a continuous challenge across Indonesian schools (Werang, Agung, & Wulandari, 2025). At the institutional level, implementation continues to be hampered by structural limitations and gaps in pedagogical readiness. Teachers, who serve as the primary agents of learning, frequently struggle with both the conceptual understanding and the practical skills needed to meaningfully embed character values within everyday instruction (Utami, Dewi, & Kusakabe, 2025). All too often, character education is treated as a bureaucratic or normative obligation rather than as something that can be woven organically into classroom practice (Zuriah et al., 2024). The sheer breadth of curricular content leaves little room for deep engagement with character competencies, and the process of character internalization is often hindered by teachers' confusion and inadequate comprehension regarding the incorporation of character values into teaching and learning activities (Aditomo et al., 2024). Nonetheless, prevailing policy direction insists that character education must be embedded holistically within primary school practice, given the foundational role of early schooling in shaping children's values and dispositions (Santoso, Lukitasari, & Hasan, 2022).

Academic interest in character education at the primary school level has grown considerably in recent years, driven by wider recognition that education must cultivate more than academic knowledge (Wardhani, Mahendradhani, & Putra, 2022). Studies increasingly frame character education as an essential pillar of holistic schooling, which focuses not only on academic achievement but also on the development of creativity (Choi & Choi, 2018), responsibility (Putra, Malihah, Wiyanarti, & Darmawan, 2025), the capacity for cooperation (Furterer, 2025), and a genuine sense of social concern (Rukiyati, Hajaroh, Dwiningrum, & Kartika, 2025). Nevertheless, most scholarly discussions have positioned character education primarily within a normative policy framework or as an independent initiative detached from routine classroom practices.

A growing body of work, however, has begun to advocate for the integration of character values directly into subject-area instruction (Nasron, 2025; AR et al., 2025), an approach widely considered more sustainable and contextually grounded than isolated character programs. Recent studies have explored character education in primary settings across a range of domains: character-based principal training models (Werang et al., 2025), character development through the Pancasila Student Profile (Aminu, Kamarudin, Sinta, & Manaf, 2026), nationalism (Prihatmojo et al., 2026), the moderation effects of character reinforcement interventions (Kim & Shin, 2025), technology-mediated character education

(Habibah, Hanafi, Wahyuddin, & Suradji, 2025; Apdoludin, Eriyani, Ridhoh, & Putri, 2025; Aprilia, Ijudin, Manda, & Adela, 2025), local wisdom-based approaches (Yani, Tamsil, Setyowati, Jatmiko, & Ridlwan, 2025), character development through Physical Education (Brunsdon, 2024; Pramono, Nurafiati, Rahayu, & Sugiharto, 2023), Children's Literature (Prawiyogi, Suparman, & Fitri, 2025), Islamic Religious Education (Alirahman, Sumantri, & Japar, 2023; Tohirin et al., 2025), Science (Minsih et al., 2025), Integrated Science and Social Studies (Kustiarini & Alquriyah, 2025), Social Studies (Niman, 2025), Civic with character-based Education (Ruyadi et al., 2026), and STEM integration (Atmojo, Lukitoaji, Rahmawati, Anggriani, & Anindya, 2025; Zainil, Kenedi, Rahmatina, Indrawati, & Handrianto, 2024). Conspicuously absent from this growing body of literature, however, is any substantive discussion of visual arts education at the primary level in relation to character formation and more specifically, in relation to the eight graduate profile dimensions introduced in 2025.

Within this gap, Cultural Arts Education holds considerable untapped potential as a vehicle for character internalization (Rosala, 2021) including Visual Arts Education (Dewi, Haryanto, Syakir, & Naam, 2025; Peleka, Stamovlasis, & Metallidou, 2026). At the primary school level, visual arts encompass a broad range of activities including drawing, painting, sculpting, printmaking, and design (Zulfitria, Arif, Dewi, & Susanto, 2020). What makes this subject especially promising is the nature of the learning experiences it affords: aesthetic engagement, creative exploration, collaborative project work, and reflective thinking all of which align naturally with the dimensions of character that current policy seeks to develop.

Visual arts education has gained recognition as a potential means of supporting character development (Dewi et al., 2025). Studies point to its capacity to foster creativity, self-expression, collaborative skills, collaborative work, aesthetic sensitivity (Nanling, 2025), and deeper personal reflection. In primary education especially, visual arts tend to be understood as a space for experiential and process-oriented learning (Almarcha, Vázquez, Hristovski, & Balagué, 2023). Despite growing interest in visual arts education, scholarly attention has predominantly centered on creative and artistic outcomes, with limited efforts to systematically conceptualize its role as a vehicle for character education integration (Dewi et al., 2025). Broader studies on character education in schools also reveal that teachers' engagement with these frameworks tends to remain at the surface level confined to theoretical awareness rather than genuine classroom application (Santoso et al., 2022). This is even more pronounced in the context of visual arts teaching at the primary level, where research remains strikingly scarce. Compounding the problem are structural issues well-documented in the literature: a dominant product-over-process orientation in arts pedagogy, insufficient teacher competence in arts-specific instruction, and the absence of any systematic framework linking visual arts activities to specific character dimensions (Vazquez-Marin, Cuadrado, & Lopez-Cobo, 2022; Jeon, Huang, & Djani, 2022). Many of these difficulties, it must be noted, stem directly from the limited pedagogical preparation of generalist classroom teachers in this area (Suherman, Soro, Zaman, Amalia, & Setiani, 2024). Ideally, classroom teachers should be equipped not only to deliver visual arts instruction effectively, but to do so in a way that draws out and reinforces the eight graduate profile dimensions. This calls for deliberate, well-considered teaching strategies that make visual arts learning genuinely meaningful and transformative for students.

Drawing from preliminary field observations, SDN 14 Cakranegara, an A-accredited primary school in the city of Mataram has demonstrated a visible institutional commitment to embedding character education within the eight graduate profile dimensions framework, including through its visual arts program. However, no scholarly work has yet undertaken a rigorous examination of how this school's leadership and teachers strategically approach the integration of these character dimensions into visual arts instruction. It is precisely this gap that the present study seeks to address. The study aims to analyze the institutional and pedagogical strategies employed by schools and teachers in developing the eight graduate profile dimensions through visual arts learning at the primary level. The findings yielded a scientific mapping and conceptual framework of institutional and pedagogical strategies for integrating character education, based on the eight dimensions of the

graduate profile, into visual arts learning. This enhances conceptual understanding and contributes to the advancement of character-based visual arts education in primary schools.

This study offers novelty through the typological mapping and development of a conceptual framework for integrating character education within the eight-dimensional graduate profile framework in visual arts learning at the elementary school level, two domains that have historically been treated as distinct constructs and have not yet been examined systematically within the context of primary education in Indonesia.

2. METHODS

This study employed a qualitative approach. The qualitative approach was selected to obtain a deep understanding of the experiences and perspectives of individuals or respondents regarding a particular matter or phenomenon (Pankaew, Chelong, & Ungpho, 2026). This study aimed to uncover the strategies of the school principal and the pedagogical strategies of teachers in developing the eight dimensions of the graduate profile and student character through visual arts learning in primary schools, as well as students' interpretations as subjects who were directly exposed to that learning process. More specifically, the study was directed toward revealing the patterns, strategies, and pedagogical meanings that emerge within real classroom practice.

This study was conducted at SDN 14 Cakranegara, a school that implements visual arts learning on a regular basis. The study was carried out from February 10 to March 13, 2026. Research subjects were selected purposively and comprised: the school principal, as the key figure in determining school policy and culture; the Grade IV and Grade V classroom teachers responsible for visual arts instruction; and a sample of ten students from Grades IV and V for the 2025-2026 academic year. Subject selection was based on the consideration of direct involvement in the visual arts learning process, with an emphasis on the eight dimensions of the graduate profile, and was conducted using semi-structured questions.

The school principal was asked questions concerning the strategies employed to instill the eight dimensions of the graduate profile within the school environment, including through visual arts learning. The Grade IV and Grade V teachers were subsequently asked questions regarding the strategies they used to embed the eight dimensions of the graduate profile within visual arts instruction. The ten student participants were asked questions relating to the eight graduate profile dimensions they were aware of and had personally experienced during visual arts lessons, specifically in relation to clay sculpting activities in Grade IV and the creation of stationery holders from recycled plastic materials in Grade V. All participants expressed their willingness to be interviewed, and the students had obtained consent from their parents or legal guardians.

The research process was carried out through the following stages:

a. Preliminary Study and Document Review

This stage encompassed the analysis of the eight graduate profile dimensions policy, the primary school curriculum, visual arts teaching modules, and supporting school documents. The purpose of this stage was to map the normative and institutional context of the eight graduate profile dimensions.

b. Field Data Collection

Empirical data were gathered through participatory observation and in-depth interviews, with in-depth interviews serving as the primary data source (Bellido-García, Cruzata-Martinez, Marín, & Borjas, 2022). Participatory observation of visual arts learning sessions was conducted to identify pedagogical practices and classroom interactions. In-depth interviews were held with the school principal and the Grade IV and Grade V teachers to explore their strategies, perceptions, pedagogical patterns, and the challenges they faced in internalizing the eight graduate profile dimensions within visual arts learning. In-depth interviews were also conducted with ten Grade IV and Grade V students who had direct involvement in visual arts learning, with the aim of exploring their personal experiences in relation to visual arts instruction oriented toward the eight dimensions of graduate profile.

c. Data Analysis

The qualitative data analysis process drew on data reduction, thematic grouping, and interpretation of meaning (González-Salgado, Rivera-Navarro, Gutiérrez-Sastre, Conde, & Franco, 2024). The analytical process proceeded through descriptive, analytical, and interpretive stages (Bellido-García et al., 2022). Data analysis in this study was carried out by first reducing the collected data, then grouping and describing the data according to emerging themes, followed by analyzing the data with a focus on the relationship between visual arts learning practices and the eight dimensions of graduate profile, and finally interpreting the findings.

In detail, the collected interview data were reduced and thematically described, encompassing interviews with the principal, fourth- and fifth-grade teachers, and ten students selected purposively. The interview findings that had undergone data reduction and thematic description were subsequently interpreted to identify and construct meaningful insights.

d. Validation of Findings

Validation of findings was carried out through triangulation of sources and techniques (Zamzam, Agustin, Rosyadi, & Walida, 2026), as well as peer debriefing. Peer debriefing involved independent discussions among researchers to compare interpretations and reach consensus on the findings (Agustina, Pratiwi, & Mahardika, 2026). This study engaged three experts whose areas of specialization were relevant to the research objectives, doctorally educated, and who each had more than twenty years of university teaching experience. This process was intended to strengthen the reliability and analytical transparency of the findings (Reff et al., 2026). The first researcher was the author, while the second and third researchers were independent experts from universities outside the research team. The three experts subsequently established the research framework, developed university-validated interview guidelines, conducted field observations, and engaged in collaborative discussions to reach consensus and prepare the research report.

3. FINDINGS AND DISCUSSION

3.1 School Strategies in Integrating the Eight Dimensions of Graduate Profile

The school principal occupies a central role in improving the quality of learning (Gechere, Oumer, & Ouke, 2025; Hidayad, Ghufon, Hidayati, Larasati, & Ashari, 2025). The following is drawn from an interview conducted with the principal of SDN 14 Cakranegara: *"The eight dimensions of the graduate profile are already reflected in our school's vision and mission, which is to nurture students who are religious, cultured, academically accomplished, and globally minded. Every activity in our school is therefore guided by that vision and mission. To bring it to life, we prioritize togetherness and collaboration. Every day after school hours end, we always hold a meeting to discuss what has taken place during the day. This includes monitoring the teachers to ensure they continue implementing the eight graduate profile dimensions within their respective classroom activities. In these daily meetings, we also address many other matters, most importantly the problems we encounter and the ways we work through them together."*

The school runs a wide range of activities, and each activity has a dedicated team responsible for its planning, execution, and evaluation, so that the success of every program can be properly monitored. The principal of SDN 14 Cakranegara elaborated further: *"There are many activities at our school, and all of them are aimed at realizing and achieving the school's vision, which is deeply relevant to the eight dimensions of the graduate profile. Among these activities is worship according to each student's own faith. We provide dedicated spaces for this purpose, including a temple for Hindu students, one room for Islamic devotional activities, and one room for Christian and Catholic students. We also organize activities to strengthen students' religious practice, such as charitable giving for Muslim students, Easter egg painting for Christian and Catholic students, and religious ceremonies for Hindu students. We refer to our school as a Bhinneka school because we bring together students of different faiths, and we place a very strong emphasis on tolerance and mutual respect. Another key activity is the outing class, which takes students learning outside the classroom. Each outing class begins with a planning meeting among teachers and the principal, after which parents and students are informed."*

Once parental consent is obtained, the activity proceeds and its outcomes are monitored. Every semester, each class routinely organizes an outing class that is observed directly by parents and guardians. For visual arts, we invite practitioners or artists to come and share their knowledge with our students. We also make use of teachers who have particular artistic skills, such as weaving. Every outing class is carefully aligned with the subject matter being studied at the time, so that it has a genuine impact on the students. We always strive to give the best to our students, and visual arts activities are particularly valuable in nurturing their creativity. We have also taken the initiative to produce a pocket book for all students. This pocket book serves as a daily activity journal, capturing everything the students do throughout the day, including learning and worship. The book is called 'Seven Habits of Outstanding Indonesian Children,' and it covers waking up early, practicing worship, exercising, eating healthily and nutritiously, loving learning, engaging with the community, and going to bed early. Through this book, students gradually internalize the eight-character dimensions into their daily lives. We consistently monitor and evaluate their progress by checking the book every day, offering praise when activities align with our expectations, and giving reminders when something has been missed, such as a Muslim student completing only four prayers in a day (instead of 5) or a student staying up too late. The core of it all is that we and the teachers serve as role models for every student."

As the school's leader, the principal has made considerable efforts to embed the eight graduate profile dimensions across all aspects of school life. Every school activity is directed toward realizing the established vision and mission, which has a strong alignment with the eight dimensions, as the vision and mission themselves represent the concrete expression of those dimensions. The eight graduate profile dimensions are not confined to classroom learning alone but are made visible in the everyday life of the school.

The principal has worked to build a learning ecosystem (Hidayad et al., 2025) that supports the realization of the eight graduate profile dimensions, drawing on a collaborative approach that brings together all elements of the school community, particularly the teaching staff. This is most clearly evident in the daily post-lesson meetings. Beyond serving as a platform for daily evaluation, these gatherings also function as a space for the ongoing internalization of the eight dimensions of graduate profiles among teachers, so that they become habitual in incorporating these dimensions into their own classroom practice.

During the daily routine meetings, as people of faith, proceedings begin with a prayer for blessings. Teachers then share reports on activities in their respective classes, and when problems arise, they are resolved through collective collaboration and deliberation, with differing views treated with mutual respect. The act of working through learning-related challenges together reflects critical reasoning, independence, and communication in practice. One concrete outcome of this process is the decision to organize outing classes featuring a variety of activities, including inviting artists to teach visual arts and drawing on the skills of art-capable teachers within the school. Another outcome is the creation of the "Seven Habits of Outstanding Indonesian Children" book, distributed to every student to monitor their daily activities and ensure that the eight-character dimensions are being internalized in their lives outside the classroom.

3.2 Teacher Strategies in Integrating the Eight Dimensions of Graduate Profile Through Visual Arts Learning

Learning at SDN 14 Cakranegara follows the Merdeka Curriculum and is aligned with the school's vision and mission, within which the eight graduate profile dimensions are embedded. Before carrying out any lesson, teachers are required to prepare a teaching module as their lesson plan. The following is taken from an interview with Fi, the Grade IV classroom teacher at SDN 14 Cakranegara: "Before starting any lesson, we prepare a teaching module that includes the lesson plan, instructional media, teaching materials, student worksheets, and evaluation tools. In the module, we write out the eight dimensions of the graduate profile that we intend to implement in the lesson, in this case a visual arts lesson. We then elaborate on each dimension in greater detail within the learning steps. For instance, opening with a prayer reflects the dimension of devotion to God Almighty; students engaging in group discussion to solve a problem reflects the

dimensions of collaboration, citizenship, critical reasoning, creativity, and independence; student presentations reflect the communication dimension; and cleaning up after practical activities reflects the dimensions of cleanliness and health." This was echoed by Ni, the Grade V classroom teacher: "Before carrying out any visual arts lesson, I prepare a complete teaching module and write out all eight dimensions of the graduate profile in full."

The next stage is the actual delivery of the lesson. Fi, the Grade IV teacher, described it as follows: "In line with the module I have prepared, I carry out the lesson in three stages: the opening, the core activity, and the closing. Specifically, I begin the opening with a prayer to train students in devotion to God Almighty, followed by singing the national anthem, *Indonesia Raya*." This stage reflects the implementation of the dimensions of faith and piety toward God Almighty, and citizenship. Citizenship, defined as expressing and taking pride in one's identity (Mu'ti, 2025), is directly demonstrated through the act of singing the national anthem as an expression of pride in being Indonesian.

At the conclusion of the opening stage, the teacher asked students to share their direct experience of the faith and citizenship dimensions. Put, a Grade IV student, said: "Singing *Indonesia Raya* fills us with enthusiasm and a sense of pride for our country." Bil, also a Grade IV student, added: "Praying trains our devotion to God Almighty, and singing *Indonesia Raya* shows our joy and pride as citizens of Indonesia."

The next stage is the core activity, which involves the delivery and discussion of learning content. Fi, the Grade IV teacher, described it as follows: "The visual arts topic for this session is three-dimensional work, specifically sculpting using soft materials. I chose clay because it is practical and comes in attractive colors. I applied a Project-Based Learning model oriented toward the eight dimensions of graduate profile, meaning with a deliberate emphasis on those dimensions throughout. In line with the lesson plan I had prepared, I guided students so that they would come to know, feel, and practice good values. The core activity began with forming groups and presenting a problem for each group to discuss and solve, with a fish pond as the assigned theme. Naturally, this kind of activity calls for collaboration, critical reasoning, creativity, cleanliness, and communication."

The sculpting process carried out in groups began with discussion and collaboration among students. They needed to study the sculpting activity, particularly its steps and sequence. They then deliberated on what form their work would take, which required critical reasoning, especially in deciding the specific shape to be created, figuring out how to realize it, and choosing which colours to use in order to make the work visually appealing.

Creativity was equally essential, so that the finished works would be distinctive and attractive. Students competed to showcase their individual ideas, and in their groups, they presented their completed works. These presentations constituted an application of the communication dimension, as students conveyed the meaning of their work so that their classmates could understand and appreciate it.

Throughout the core activity, the teacher regularly reminded students about what they were experiencing and about the character qualities needed for them to carry out each stage of learning effectively. At the end of the core activity, the teacher asked students to reflect on their direct experience of the dimensions of collaboration, critical reasoning, creativity, independence, cleanliness, and communication.

Cal, a Grade IV student, shared the following: "We need teamwork to make this sculpting work, because we have to think carefully about what we want to create and how to make it look good." Cos, also a Grade IV student, said: "We had to think really hard to bring this fish pond to life." Bil, a Grade IV student, added: "We looked at lots of examples so we could make something good, and we tried our best to create something attractive. We used different shapes and colours to make our work stand out." Dea, a Grade IV student, stated: "We had to keep our work clean so it would look nice and not get messy from colours mixing together. Each of us made our own model, and then we combined them with our groupmates' models to form the fish pond. We each took responsibility for finishing our part." Nyo, a Grade IV student, explained: "After finishing, our group came to the front of the class to present our work to our classmates. We described our sculpting process from beginning to end so that everyone in the class could understand what we had done."

In Grade V, the lesson involved making stationery holders from recycled materials, specifically used cans and plastic water bottles. The Project-Based Learning model was again applied, with a reinforcement of the eight dimensions of the graduate profile. Prior to the lesson, students were asked to prepare their materials by collecting recyclable items from their surroundings. The teacher then provided guidance by showing an instructional video featuring containers decorated with discarded materials such as straws and used paper. Working in groups, students were asked to create a stationery holder from used cans or plastic bottles and decorate it. The teacher moved around the room to monitor each group's progress and reminded all students of the eight dimensions of the graduate profile they were experiencing. Wi, a Grade V student, described the experience: *"Making containers from recycled materials really made us think hard to get a good result. We had to be careful and precise when cutting the plastic bottles and preparing all the decorations. We also had to think about what kind of decoration would look attractive and be something we could actually finish."* Nur, another Grade V student, added: *"We had to work together to get the project done, so we divided the tasks and each of us was responsible for completing our own part independently. The work also had to look beautiful and stay clean, meaning no paint or glue stains."*

Visual arts activities inherently possess substantial pedagogical value (Barrett, 2026; Chung, 2022). In particular, clay modeling and the creation of containers from recycled materials involve production processes that require careful attention to ensure the successful completion of the artwork. Fourth- and fifth-grade teachers reported that students gained meaningful experiences through these artistic activities and recognized that the creation of such works demands patience, collaboration, discipline, creativity, responsibility, and independence. In line with this finding, Blaisdell, Haslip, Meehan, & Harrington (2026) argue that such positive learning activities contribute to the development of students' character and prepare them to become morally grounded individuals in the future.

The final stage of the lesson was the closing and evaluation. At this point, both the Grade IV and Grade V teachers emphasized the importance of keeping the classroom clean after the practical activity, and asked all students to tidy up the room and restore it to its original condition. The teacher and students then summarized what they had learned, and the teacher conducted an evaluation to assess the success of the lesson. Ida, a Grade IV student, said: *"After finishing our sculpting lesson, we cleaned up all the tools and materials and made sure nothing was left lying around so the room would be as clean as it was before. We all wiped down the tables, swept the floor, and arranged the chairs and tables back in place."* Gu, a Grade V student, echoed this: *"After finishing the project of making holders from recycled materials, we cleaned the classroom so it looked the same as when we started."* At this stage, the dimensions of collaboration, health, and independence were particularly prominent. Students were asked to put away all their tools and practical materials, working together to restore a clean and healthy environment free of dust and leftover materials. Each student actively participated in tidying the classroom, demonstrating personal independence in contributing to a conducive learning environment.

The lesson concluded with a communal prayer and an exchange of greetings. Praying together reflects devotion and piety toward God Almighty, while exchanging greetings reflects the importance of nurturing positive relationships with fellow human beings.

One notable aspect of this stage was the implementation of a Project-Based Learning (PBL) model oriented toward strengthening the eight dimensions of the graduate profile. The PBL approach demonstrates a greater capacity to connect the school curriculum with broader social issues (Blaisdell et al., 2026) and holds significant potential for reinforcing students' character development. Nevertheless, several limitations were identified, particularly concerning teachers' competencies in visual arts instruction. This issue is associated with the persistence of misconceptions among elementary school teachers regarding visual arts education (Morales-Caruncho, Chacón-Gordillo, & Marfil-Carmona, 2022), including limited conceptual understanding of sculpting and modeling materials as well as insufficient provision of diverse practical examples for students.

Another limitation lies in the absence of assessment instruments specifically designed to measure the extent to which the eight dimensions of the graduate profile are internalized through visual arts learning in elementary schools. The present study only reports teachers' and students' responses

concerning the internalization of these eight-character dimensions within visual arts instruction and does not quantitatively assess the outcomes. Although all responses were predominantly positive, the inclusion of measurable assessment results would provide a more comprehensive and rigorous evaluation.

3.3 The Eight Dimensions of Graduate Profile Implementation in Visual Arts Learning at Primary School

Moral identity first emerges during middle childhood, particularly between the ages of 8 and 12 years (Kingsford, Hawes, & de Rosnay, 2022), corresponding to the elementary school period. Consequently, character formation should ideally begin at an early stage, especially during primary education. In line with the fundamental principles of neo-Aristotelian character education, virtues can be cultivated through habituation and the imitation of moral exemplars, particularly teachers (Henderson, 2024). Within this context, teachers can utilize learning activities, especially visual arts practices, as pedagogical spaces for character development (Chung, 2022a). Principals and teachers serve as key actors in the implementation of the eight dimensions of the graduate profile within schools. Teachers, in particular, play a pivotal role in fostering positive character traits and functioning as moral role models for students (Suwandi et al., 2025). Therefore, educators must carefully cultivate supportive learning environments that encourage students' moral and personal growth (Garber et al., 2020).

Activities involving clay modeling and the decoration of containers provide students with direct experiential opportunities to embody positive character traits, particularly those associated with the eight dimensions of the graduate profile. These findings support John Dewey's educational philosophy, which emphasizes that education should be grounded in direct interaction and authentic experiences relevant to learners' lives, whereby understanding develops through processes of exploration and reflection (Fatra, Sihombing, & Zahroh, 2025).

Artistic engagement and moral reflection are intrinsically interconnected processes. Artistic activities have the potential to nurture morality and foster positive character development (Barani, Faregh, Shahhoseini, Alborzi, & Bombaerts, 2026; Waage, 2025). This relationship is manifested in visual arts learning that integrates the eight dimensions of the graduate profile. Through activities such as clay modeling and container decoration, students are provided with opportunities to directly experience and internalize positive character values within authentic creative processes. The following provides a detailed account of each of the eight graduate profile dimensions and how each is applied within visual arts learning at the primary school level:

- a) The dimension of faith and piety toward God Almighty is expressed at the opening and closing of every lesson, marking the beginning and end of the learning process. Before starting and after completing the lesson, students always pray together, with the intention of seeking ease and blessing in acquiring knowledge. This dimension is also reflected in the effort to keep the classroom environment consistently tidy. This represents a form of sustained habituation, with the expectation that students will develop character that is consistent with the Pancasila Student Profile (Dewi et al., 2025) and with the eight graduate profile dimensions. Faith and piety are deeply important aspects in shaping the affective domain and the overall attitudes of students (Suwandi et al., 2025).
- b) The citizenship dimension is expressed through a sense of pride in national identity, particularly when students sing the national anthem Indonesia Raya at the start of the lesson while standing, showing respect, and doing so with genuine enthusiasm. It is also reflected in the attitude of mutual respect for diversity during group discussions and during the presentation of group work outcomes. The teacher applied a learning model that actively promotes student collaboration, namely Project-Based Learning with an emphasis on the eight graduate profile dimensions. Through this collaborative process, students interact with one another in ways that foster positive attitudes such as mutual understanding, empathy, respect, and tolerance. These attitudes contribute to the formation of a democratic community spirit, in which every individual, regardless of cultural

- background, is treated as having equal standing (Prasetyarini, Anif, Harsono, Narimo, & Nugroho, 2025; Pratikto, Handayati, & Winarno, 2025).
- c) The critical reasoning dimension is expressed through discussion when students work to solve the problems they have been given and when they deliberate on how to realize their creative works. Critical thinking helps students transfer knowledge and apply problem-solving skills in practice (Rini, Adisyahputra, & Sigit, 2020). During discussions, each group member thinks through possible solutions to the challenge at hand. They must examine the problem carefully in order to offer useful input, and they share their ideas with one another to arrive collectively at the best possible answer or approach. This reflects the active implementation of critical reasoning throughout the activity.
 - d) The creativity dimension is expressed through the realization of artworks that attend carefully to aesthetic considerations. Creativity is the capacity to produce something new, whether an idea or a tangible work (Atmojo et al., 2025). In bringing to life a fish pond sculpture or a decorative holder made from recycled materials, students study existing examples of similar works as sources of inspiration, then develop their own interpretation by adding new forms or colors to make their work attractive, and in some cases producing entirely new shapes that have no precedent in what they have seen. Visual arts learning, in this case clay sculpting and the making of decorative holders from recycled materials, trains students to think critically while developing their imagination and creativity (Teng et al., 2025).
 - e) The collaboration dimension is expressed through the cooperative effort involved in completing the assigned tasks. Collaboration is a coordinated process of working together toward a shared goal (Atmojo et al., 2025). Collaborative work has been shown to be effective in strengthening students' sense of cooperation and responsibility (Ruyadi et al., 2026). Collaborative experiences in visual arts production generate positive educational impacts, particularly in fostering students' collaboration and communication skills (Taylor, 2020). Throughout this activity, students build and maintain good relationships with their peers, work together to address the problems they are given, and take shared responsibility for seeing the work through to completion.
 - f) The independence dimension is expressed through each student's sense of personal responsibility toward their individual task within the group, as well as through their role in keeping the classroom clean and in tidying away the sculpting tools and rearranging the furniture afterward. The independence dimension refers to individuals who are capable of taking responsibility, showing initiative, and adapting within the context of learning and personal growth (Mu'ti, 2025).
 - g) The health dimension is expressed through the consistent practice of cleanliness and physical wellbeing, specifically through washing hands after completing practical work and maintaining a clean classroom environment at all times. Handwashing is recognized as an especially important practice in preventing a wide range of illnesses, including diarrhea and various infections (Khong et al., 2025).
 - h) The communication dimension is expressed primarily through group presentations. Communication is the ability to convey ideas and thoughts in a way that is both clear and effective (Atmojo et al., 2025). During presentations, students articulate their ideas and thinking with the aim of being understood by their classmates, while also sharing the knowledge and insights they have gained through the creative process.

4. CONCLUSION

Visual arts learning in primary schools serves not only to develop students' appreciation and creative abilities, but also to build all eight dimensions of the graduate profile. The strategies employed by the school principal include: a) ensuring that the school's vision and mission are aligned with the eight graduate profile dimensions; b) cultivating a school culture that is consistent with those dimensions; c) organizing an outing class for every class each semester; d) holding a daily meeting after lessons end to ensure that everything is running smoothly; and e) activating the Seven Habits of

Outstanding Indonesian Children book to monitor positive habits in line with the eight graduate profile dimensions.

The strategies employed by teachers include: a) writing the eight dimensions of graduate profile into the lesson plan; b) implementing those dimensions across every stage of the learning process; c) applying an innovative learning model, namely Project-Based Learning oriented toward the eight dimensions of graduate profile; d) using technology based instructional media, specifically the Canva application and YouTube; and e) assigning group tasks while actively posing questions about the character qualities students are experiencing in relation to the eight dimensions, from the preliminary stage through the creative process and upon its completion. The purpose of this approach is to ensure that students genuinely feel and personally experience the eight graduate profile dimensions within visual arts learning. All student respondents confirmed that they were able to feel and directly experience the internalization of the eight graduate profile dimensions through their visual arts lessons.

This study makes a theoretical contribution by broadening the perspective within the fields of arts education and character education through a recontextualization of the role that visual arts learning plays within primary education. More specifically, the study proposes a conceptual framework demonstrating that character internalization in visual arts learning does not occur simply through the normative transmission of values, but rather through the interaction of three core elements: the institutional practices of the school, the pedagogical design of the teacher, and the reflective creative experience of the student. The integration of these three dimensions forms a learning ecosystem that enables students to encounter character values directly and personally through the process of making art. In this way, the study extends the theoretical discourse on arts education by positioning the artistic process itself as a pedagogical mechanism capable of facilitating holistic character formation. The findings affirm that visual arts learning carries significant pedagogical potential as a medium through which the eight graduate profile dimensions, and character values more broadly, can be internalized in a contextually grounded manner through students' own artistic experience.

This study is subject to certain limitations. The participant group was relatively small, and the study relied exclusively on qualitative interview data drawn from students. Future research is therefore recommended to broaden the participant sample and incorporate quantitative measurement approaches to yield more comprehensive and generalizable findings. Additionally, the study has identified the absence of any validated assessment instrument specifically designed to measure the attainment of the eight graduate profile dimensions within elementary school visual arts education. This study accordingly highlights the urgent need to develop and validate an evaluation instrument capable of assessing the eight graduate profile dimensions within the context of visual arts learning at the primary school level, and recommends that this be treated as a priority for future scholarly work.

Acknowledgments: The authors wish to express their gratitude to the Research and Community Service Institute of the University of Mataram for funding this study through the DIPA BLU, PLK Scheme, University of Mataram Year 2026, Contract Number 5251/UN18.L1/PP/2026.

REFERENCES

- Aditomo, A., Syahril, I., Yulianti, K., Suryati, N., Handayani, F., & Muhammad, H. (2024). *Kajian Akademik Kurikulum Merdeka*. Jakarta: Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Agustina, A. N., Pratiwi, A., & Mahardika, P. (2026). Exploring Indonesian fathers' educational needs in newborn care: A qualitative study. *Belitung Nursing Journal*, 12(1), 106–112. <https://doi.org/10.33546/bnj.4235>
- Alirahman, A. D., Sumantri, M. S., & Japar, M. (2023). The development of Islamic religious education and character materials online based in elementary schools. *Journal of Law and Sustainable Development*, 11(6), 1–19. <https://doi.org/10.55908/sdgs.v11i6.550>
- Almarcha, M., Vázquez, P., Hristovski, R., & Balagué, N. (2023). Transdisciplinary embodied education
- Nurul Kemala Dewi, I Ketut Widiada, Siti Istiningsih, Muhammad Erfan, Abdul Rasyid, M. Irji Irlan Sandi / A Qualitative Inquiry into Institutional and Pedagogical Strategies for Integrating the Eight Dimensions of Graduate Profile through Visual Arts Learning in Indonesian Primary Schools

- in elementary school: a real integrative approach for the science, technology, engineering, arts, and mathematics teaching. *Frontiers in Education*, 8, 1–15. Frontiers Media SA. <https://doi.org/10.3389/feduc.2023.1134823>
- Aminu, N., Kamarudin, N., Sinta, D., & Manaf, A. (2026). Measuring the character construct of Pancasila student profiles in the independent learning curriculum in elementary schools: Confirmatory factor analysis. *Multidisciplinary Reviews*, 9(8), 1–19. <https://doi.org/10.31893/multirev.2026372>
- Aminudin, A., & Hasan, H. (2025). The Role of Teachers and Parents in The Formation of Children's Character in Schools: A Study in Southeast Sulawesi, Islamic Family Law Perspective. *El-Ussrah: Jurnal Hukum Keluarga*, 8(1), 97–117. <https://doi.org/10.22373/6rza1y55>
- Apduludin, A., Eriyani, E., Ridhoh, A., & Putri, D. I. (2025). Development of a Character-Based Debate, Analysis and Findings Learning Model Integrated with Digital Life Skill Technology in Elementary Schools in Indonesia. *Qubahan Academic Journal*, 5(4), 723–742. <https://doi.org/10.48161/qaj.v5n4a2042>
- Aprilia, P., Ijudin, M. F., Manda, A., & Adela, D. (2025). Utilization of Emotional Artificial Intelligence (EAI) in Art Learning to Improve Character Education of Elementary School Students. *Engineering Proceedings*, 107(1), 1–12. <https://doi.org/10.3390/engproc2025107135>
- AR, M., AR, N., Hayati, H., Nurbayani, N., Masrizal, M., & Sulaiman, S. (2025). Integrating Anti-Corruption Education in Acehese Dayahs: A Moral-Pedagogical Model for Character Formation. *Jurnal Ilmiah Peuradeun*, 13(2), 1581–1606. <https://doi.org/10.26811/peuradeun.v13i2.1086>
- Ardiansyah, S., Komalasari, K., Maryani, E., & Wiyanarti, E. (2024). Transformation of Bima local wisdom values through social studies e-book media. *Journal of Education and Learning (EduLearn)*, 18(2), 535–543. <https://doi.org/10.11591/edulearn.v18i2.21004>
- Atmojo, S. E., Lukitoaji, B. D., Rahmawati, R. D., Anggriani, M. D., & Anindya, A. P. (2025). Effects of Hybrid STEM Learning on 21st-Century Skills and Character Development in Prospective Elementary Teachers: A Mixed-Methods Study from Indonesia. *Qubahan Academic Journal*, 5(2), 384–401. <https://doi.org/10.48161/qaj.v5n2a1716>
- Barani, M., Faregh, S. A., Shahhoseini, A., Alborzi, M., & Bombaerts, G. (2026). A systematic qualitative review of moral literacy development through designing. *International Journal of Education through Art*, 22(1), 49–67. https://doi.org/10.1386/eta_00218_1
- Barrett, E. (2026). "The Sculpture Kit": Material Pedagogy and Entangled Making. *Studies in Art Education*, 67(1), 59–79. <https://doi.org/10.1080/00393541.2025.2591489>
- Bellido-García, R., Cruzata-Martinez, A., Marín, M. P., & Borjas, L. G. R. (2022). Implicit theories on learning assessment and the use of triangulation as a means of qualitative validity and reliability. *The Qualitative Report*, 27(5), 1276–1300. <https://doi.org/10.46743/2160-3715/2022.4231>
- Blaisdell, M., Haslip, M., Meehan, S., & Harrington, N. (2026). Teaching for sustainability and altruism through project-based learning: A framework and case study. *Journal of Moral Education*, 55(2), 434–456. <https://doi.org/10.1080/03057240.2024.2416680>
- Brunsdon, J. J. (2024). "Know your kids, understand yourself, and find a way": One elementary school physical education teacher's efforts at employing character education. *Journal of Teaching in Physical Education*, 44(4), 640–647. <https://doi.org/10.1123/jtpe.2023-0151>
- Choi, H., & Choi, Y. (2018). The Development of Early Childhood Creativity-Character Educational Program Using Picture Books. *Journal of Early Childhood Education Research*, 22(4), 29–61. <https://doi.org/10.32349/ECERR.2018.08.22.4.29>
- Chung, K. D. (2022a). A dialogical artmaking space: Cultivating a pedagogy of listening in early childhood art education. *Studies in Art Education*, 63(3), 188–201. <https://doi.org/10.1080/00393541.2022.2081027>
- Chung, K. D. (2022b). Drawing as an encounter with materials in early childhood education spaces. *International Journal of Education through Art*, 18(2), 181–189. https://doi.org/10.1386/eta_00093_3
- Dewi, N. K., Haryanto, E., Syakir, S., & Naam, M. F. (2025). Character Education Values in Banyumulek Pottery of Lombok: From the Perspectives of the Pancasila Student Profile and Ethnopedagogy.

- EDUKASIA Jurnal Pendidikan Dan Pembelajaran, 6(2), 749–762. <https://doi.org/10.62775/edukasia.v6i2.1496>
- Fatra, M., Sihombing, A. A., & Zahroh, U. (2025). John Dewey's experience-based learning in ethnomathematics: Bridging abstract concepts and cultural realities. *Journal on Mathematics Education*, 16(4), 1347–1364. <https://doi.org/10.22342/jme.v16i4.pp1347-1364>
- Fernández, V. E., & Domingo, V. (2025). The virtue and values education centre. Establishing a research and transference centre for virtue and character education in Spain. *Cogent Education*, 12(1), 1–24. <https://doi.org/10.1080/2331186X.2025.2549790>
- Furterer, S. (2025). Incorporating collaboration, communication and character into engineering education. *Journal of Management and Engineering Integration*, 18(1), 53–64. <https://doi.org/10.62704/10057/30205>
- Garber, E., Beckles, K., Lee, S., Madan, A., Meuschke, G., & Orr, H. (2020). Exploring the relationship between making and teaching art. *International Journal of Education through Art*, 16(3), 435–457. https://doi.org/10.1386/eta_00043_1
- Gechere, T., Oumer, J., & Ouke, T. (2025). Influence of principals' instructional leadership and teachers' efficacy on students' performance in secondary schools in the Wolaita Zone, South Ethiopia. *Discover Sustainability*, 6(1), 1–29. <https://doi.org/10.1007/s43621-025-01797-3>
- González-Salgado, I. de L., Rivera-Navarro, J., Gutiérrez-Sastre, M., Conde, P., & Franco, M. (2024). Conducting member checking within a qualitative case study on health-related behaviours in a large European city: Appraising interpretations and co-constructing findings. *Health*, 28(1), 3–21. <https://doi.org/10.1177/13634593221109682>
- Habibah, S., Hanafi, Y., Wahyuddin, I., & Suradji, M. (2025). The effectiveness of electronic modules for the integration of Islamic religious education and citizenship education material (E-MIMPIN) on the mutual cooperation character of upper elementary school students. *Multidisciplinary Science Journal*, 7 (11). *Multidisciplinary Science Journal*, 7(11), 1–8. <https://doi.org/10.31893/multiscience.2025522>
- Henderson, E. (2024). The educational salience of emulation as a moral virtue. *Journal of Moral Education*, 53(1), 73–88. <https://doi.org/10.1080/03057240.2022.2130882>
- Hidayad, A., Ghufro, A., Hidayati, K., Larasati, C. N., & Ashari, L. H. (2025). What does the principal do to improve the reading skills of lower-grade students? Case Studies in Elementary Schools in Indonesia. *Educational Process: International Journal*, 16(3), 1–21. <https://doi.org/10.22521/edupij.2025.16.191>
- Jeon, J. O., Huang, E., & Djani, N. (2022). Integrated arts and culture education model for public schools in Indonesia: The case study of 'Made in Cirebon' as a cooperation project with an artist community. *Journal of Visual Art and Design*, 14(1), 1–14. <https://doi.org/10.5614/j.vad.2022.14.1.1>
- Khong, L. H., Ghazali, A. K., Noor, N. Z. N. M., Razian, N. R. A., Alojidi, A. A. M., Alias, W. A. S. W., ... Awang, S. (2025). Effectiveness of Hand Washing Education on Knowledge, Attitude and Practice among Orang Asli Kids in Gua Musang, Kelantan. *The Malaysian Journal of Medical Sciences: MJMS*, 32(5), 115–130. <https://doi.org/10.21315/mjms-01-2025-059>
- Kim, B., & Shin, J. (2025). School Adjustment Moderates Character Strengths Interventions in Korean Elementary Schools. *International Journal of Applied Positive Psychology*, 10(4), 1–19. <https://doi.org/10.1007/s41042-025-00263-9>
- Kingsford, J. M., Hawes, D. J., & de Rosnay, M. (2022). The development of moral shame indicates the emergence of moral identity in middle-childhood. *Journal of Moral Education*, 51(3), 422–441. <https://doi.org/10.1080/03057240.2021.1898936>
- Kustiarini, K., & Alquriyah, Y. (2025). Integration design thinking to develop empathy, collaboration, and environmental responsibility character in elementary school. *EDUKASIA Jurnal Pendidikan Dan Pembelajaran*, 6(2), 789–802. <https://doi.org/10.62775/edukasia.v6i2.1601>
- Minsih, M., Mujahid, I., Mukminin, A., & Helzi, H. (2025). The Integration Of Culture Literacy In Strengthening The Profile Of Pancasila Students In Science Learning For Elementary Schools.

- Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 9(2), 609–618. <https://doi.org/10.22437/jiituj.v9i2.41764>
- Morales-Caruncho, X., Chacón-Gordillo, P., & Marfil-Carmona, R. (2022). Preservice Primary-School Educators' Perceptions of the Usefulness of and Problems With Art Education: A Case Study. *Studies in Art Education*, 63(1), 25–38. <https://doi.org/10.1080/00393541.2021.2007721>
- Mu'ti, A. (2025). *Peraturan Menteri Pendidikan Dasar dan Menengah Republik Indonesia Nomor 10 Tahun 2025*. Jakarta: Kementerian Pendidikan Dasar dan Menengah RI.
- Nanling, Z. (2025). Construction of Social Aesthetic Education Digital Art Museum in the Postepidemic Era. *Journal of Aesthetic Education*, 59(1), 78–86. <https://doi.org/10.5406/15437809.59.1.05>
- Nasron, H. K. (2025). The Implementation and Evaluation of Islamic Values Integration in Local Content Subjects in Bengkulu's Senior High Schools. *Journal of Cultural Analysis and Social Change*, 10(3), 792–800. <https://doi.org/10.64753/jcasc.v10i3.2492>
- Niman, E. M. (2025). Embedding local culture in social studies: pathways to strengthen social-emotional learning in primary education. *Frontiers in Education*, 10, 1–10. Frontiers Media SA. <https://doi.org/10.3389/educ.2025.1655528>
- Pankaew, P., Chelong, A., & Ungpho, R. (2026). Behavioral Dimensions of Learning and Transmitting Conservation Laws among the Urak Lawoi Community in Southern Thailand: A Qualitative Research. *The Journal of Behavioral Science*, 21(1), 75–87. <https://doi.org/10.69523/tjbs.2026.286728>
- Peleka, P., Stamovlasis, D., & Metallidou, P. (2026). The impact of visual art-based educational interventions on creativity: A meta-analysis. *Creativity Research Journal*, 38(2), 398–421. <https://doi.org/10.1080/10400419.2025.2457770>
- Pramono, H., Nurafiati, S., Rahayu, T., & Sugiharto, S. (2023). The influence of physical education teacher performance on elementary students' character building. *Jurnal Cakrawala Pendidikan*, 42(1), 220–231. <https://doi.org/10.21831/cp.v42i1.53359>
- Prasetyarini, A., Anif, S., Harsono, Narimo, S., & Nugroho, M. S. (2025). Peer collaboration in P5: students' perspective of project-based learning in multicultural school setting. *International Journal of Innovation and Learning*, 37(1), 104–119. <https://doi.org/10.1504/IJIL.2025.143003>
- Pratikto, H., Handayati, P., & Winarno, A. (2025). Cultural-Psychological Dynamics of Financial Decision-Making among Madurese Culinary MSME Entrepreneurs: An Ethnographic Study in Malang, Indonesia. *International Journal of Body, Mind & Culture* (2345-5802), 12(9), 43–53. <https://doi.org/10.61838/ijbmc.v12i9.1016>
- Prawiyogi, A. G., Suparman, T., & Fitri, A. (2025). Folktales as a media for positive character building education in elementary schools (Case Study in Karawang, West Java, Indonesia). *Edelweiss Applied Science and Technology*, 9(1), 1219–1227. <https://doi.org/10.55214/25768484.v9i1.4378>
- Prihatmojo, A., Sartono, E. K. E., Wibawa, L., Ardiansyah, A. R., Elmiati, Maharromiyati, ... Yarid, H. (2026). Investigating the Growth of Nationalism Character in Indonesian Elementary School Students. *Journal of Ethnic and Cultural Studies*, 13(1), 166–184. <https://doi.org/10.29333/ejecs/2703>
- Purwaningsih, E., & Ridha, R. (2024). The Role of Traditional Cultural Values in Character Education. *Pakistan Journal of Life & Social Sciences*, 22(2), 5305–5314. <https://doi.org/10.57239/PJLSS-2024-22.2.00396>
- Putra, M. A. H., Malihah, E., Wiyanarti, E., & Darmawan, W. (2025). Religious Values in Hijaz Yamani Poetry: Integration of Spiritual Responsibility in Character Education. *KARSA Journal of Social and Islamic Culture*, 33(1), 33–65. <https://doi.org/10.19105/karsa.v33i1.18745>
- Reff, K. T., Andersen, L. S., Tønning, M., Kessing, L. V., Bellivier, F., Cousins, D. A., ... Fr, R.-L. C. I. G. frank. bellivier@inserm. (2026). Patient experiences with brain 1H proton and 7Lithium magnetic resonance imaging before and during lithium treatment for bipolar affective disorder: a qualitative analysis. *International Journal of Bipolar Disorders*, 14(9), 1–10. <https://doi.org/10.1186/s40345-026-00409-x>
- Rini, D. S., Adisyahputra, D. V. S., & Sigit, D. V. (2020). Boosting student critical thinking ability through project based learning, motivation and visual, auditory, kinesthetic learning style: A study on Ecosystem Topic. *Universal Journal of Educational Research*, 8(4), 37–44.

<https://doi.org/13189/ujer.2020.081806>

- Rosala, D. (2021). *Cultural Arts Education Based on Local Wisdom in Building Student Character in Junior High School*. Bandung: Dissertation Universitas Pendidikan Indonesia.
- Rukiyati, R., Hajaroh, M., Dwiningrum, S. I. A., & Kartika, B. (2025). Assessing Religious Character Among Muslim University Students in Yogyakarta Indonesia. *Jurnal Pendidikan Agama Islam*, 22(1), 157–174. <https://doi.org/10.14421/jpai.v22i1.10927>
- Ruyadi, Y., Nugraha, D. M., Supriyono, S., Juliana, J., Ryadi, N. F., & Qudratov, I. (2026). Recontextualizing Pancasila-based citizenship education through an instructional design model: A design-based study in Indonesian elementary schools. *International Journal of Learning, Teaching and Educational Research*, 25(2), 379–403. <https://doi.org/10.26803/ijlter.25.2.18>
- Santoso, S., Lukitasari, M., & Hasan, R. (2022). School-community collaboration in inquiry-based learning to strengthen religious character and improve learning outcome of students. *International Journal of Instruction*, 15(3), 913–930. <https://doi.org/10.29333/iji.2022.15349a>
- Suherman, M., Soro, S. H., Zaman, B., Amalia, N., & Setiani, I. (2024). Implementasi pendidikan seni budaya dan prakarya berbasis kearifan lokal dalam membentuk karakter (studi kasus siswa SDN Gedeh 3 Warungkondang). *EDUKASIA Jurnal Pendidikan Dan Pembelajaran*, 5(1), 2431–2440. <https://doi.org/10.62775/edukasia.v5i1.1311>
- Sujana, I. W., Kristiantari, M. G. R., Ambara, D. P., & Sujana, I. N. (2025). The Use of Balinese Local Wisdom of Kamasan Puppet Paintings in Building Pancasila Learner Profiles in Elementary Schools. *Journal of Cultural Analysis and Social Change*, 10(2), 849–857. <https://doi.org/10.64753/jcasc.v10i2.1700>
- Suwandi, S., Wardani, N. E., Ulya, C., Zuliyanto, S., Setiyoningsih, T., & Rizqina, A. A. (2025). Character Education Values of Pancasila Student Profile in Central Java Folktales. *Theory & Practice in Language Studies (TPLS)*, 15(2), 496–506. <https://doi.org/10.17507/tpls.1502.20>
- Syamsi, I., & Tahar, M. (2021). Local Wisdom-Based Character Education for Special Needs Students in Inclusive Elementary Schools. *Cypriot Journal of Educational Sciences*, 16(6), 3329–3342. <https://doi.org/10.18844/cjes.v16i6.6567>
- Tabrani, Z. A., Walidin, W., Idris, S., & Huda, M. (2024). Pancasila as the core value for character building in Islamic higher education institutions. *Jurnal Ilmiah Peuradeun*, 12(2), 565–592. <https://doi.org/10.26811/peuradeun.v12i2.1212>
- Taylor, K. V. (2020). Building school community through cross-grade collaborations in art. *International Journal of Education through Art*, 16(3), 351–370. https://doi.org/10.1386/eta_00038_1
- Teng, J., Qiao, X., Lu, K., Liu, T., Wang, X., Gao, Z., ... Hao, N. (2025). Neural mechanisms underpinning the association between visual arts education and creativity. *Npj Science of Learning*, 11(6), 1–16. <https://doi.org/10.1038/s41539-025-00388-1>
- Tohirin, M., Mustafa, F., Emha, R. M., Jarudin, A., Afiyah, N., Ulfah, F. N., ... Mawar, A. (2025). Instilling religious values in young learners: A narrative exploration of teachers' roles and realities. *Research Journal in Advanced Humanities*, 6(3), 1–15. <https://doi.org/0.58256/d3rkh879>
- Utami, N. A. B., Dewi, R., & Kusakabe, T. (2025). Promoting global citizenship through Kurikulum Merdeka: Indonesian primary school teachers' perspectives. *Cogent Education*, 12(1), 1–14. <https://doi.org/10.1080/2331186X.2025.2545328>
- Vazquez-Marin, P., Cuadrado, F., & Lopez-Cobo, I. (2022). Linking character strengths and key competencies in education and the arts: A systematic review. *Education Sciences*, 12(3), 1–19. <https://doi.org/10.3390/educsci12030178>
- Waage, I. Ó. (2025). Cultivating virtue literacy in visual arts classes: Reflection on a fine-arts intervention aimed at moral education in a lower-secondary school in Iceland. *Journal of Moral Education*, 54(2), 257–276. <https://doi.org/10.1080/03057240.2023.2290977>
- Wardhani, N. K. S. K., Mahendradhani, G. A. A. R., & Putra, K. E. (2022). Cultivating elementary school students' characters through Neo-Humanistic Education. *Kasetsart Journal of Social Sciences*, 43(2), 323–328. <https://doi.org/10.34044/j.kjss.2022.43.2.08>

- Werang, B., Agung, A. A. G., & Wulandari, I. G. A. A. (2025). Asta Brata leadership practices and its impact on school culture and student character in Indonesia's elementary schools. *Discover Sustainability*, 78(7), 1–14. <https://doi.org/10.1007/s43621-025-02421-0>
- Yani, M. T., Tamsil, Setyowati, R. R. N., Jatmiko, B., & Ridlwan, A. A. (2025). Transformation of local wisdom values to build elementary and secondary school students' characters: a case study in Serang Regency, Banten Province, Indonesia. *Cogent Education*, 12(1), 1–12. <https://doi.org/10.1080/2331186X.2025.2532225>
- Zainil, M., Kenedi, A. K., Rahmatina, Indrawati, T., & Handrianto, C. (2024). The influence of STEM-based digital learning on 6C skills of elementary school students. *Open Education Studies*, 6(1), 1–17. <https://doi.org/10.1515/edu-2024-0039>
- Zamzam, K. F., Agustin, R. D., Rosyadi, A. A. P., & Walida, S. El. (2026). Teacher's Creative Model for Developing Child-Friendly Digital-Based Assignments in Indonesian Junior High Schools. *International Journal of Learning, Teaching and Educational Research*, 25(1), 111–134. <https://doi.org/10.26803/ijlter.25.1.6>
- Zulfitria, Arif, Z., Dewi, H. I., & Susanto, A. (2020). The use of visual art as an alternative learning to develop storytelling ability of elementary school students. *Journal of Physics: Conference Series*, 1471(1), 1–6. IOP Publishing. <https://doi.org/10.1088/1742-6596/1471/1/012032>
- Zuriah, N., Sunaryo, H., Lutfiana, R. F., Setyawan, H., Sulistiyono, S., Sabariah, S., ... Ardiyanto, S. Y. (2024). Reforzar el perfil de estudiante Pancasila para los ciudadanos indonesios mediante la educación física en la escuela. *Retos: Nuevas Tendencias En Educacion Fisica, Deporte y Recreacion*, (61), 1261–1275. <https://doi.org/10.47197/retos.v61.109706>