Formation and Development of Character Education through the Simpatika Model

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Abstract: Character education is an important foundation in developing students with integrity and noble character. This article discusses the formation and development of character education through the Simpatika Model, an approach that emphasizes empathy, dialogic communication, and active participation in the learning process. This model was developed to create a learning environment conducive to the internalization of character values such as responsibility, honesty, cooperation, and social concern. The research was conducted using a qualitative approach through literature review and limited observations. The results indicate that the implementation of the Simpatika Model encourages emotional and social engagement in students and strengthens synergy between schools, families, and the community. This model is relevant for implementation as a holistic and sustainable character education strategy. This research recommends broader implementation of the Simpatika Model through teacher training, strengthening the role of teachers, and developing educational policies that support character values.

Keywords: Education; Simpatika Model; Character Formation; Character Development.

Abstrak: Pendidikan karakter merupakan fondasi penting dalam membentuk peserta didik yang berintegritas dan berakhlak mulia. Artikel ini membahas pembentukan dan pengembangan pendidikan karakter melalui Model Simpatika, yakni pendekatan yang menekankan empati, komunikasi dialogis, dan partisipasi aktif dalam proses pembelajaran. Model ini dikembangkan untuk menciptakan lingkungan belajar yang kondusif bagi internalisasi nilai-nilai karakter seperti tanggung jawab, kejujuran, kerja sama, dan kepedulian sosial. Penelitian dilakukan dengan pendekatan kualitatif melalui studi pustaka dan observasi terbatas. Hasil kajian menunjukkan bahwa penerapan Model Simpatika mendorong keterlibatan emosional dan sosial peserta didik, serta memperkuat sinergi antara sekolah, keluarga, dan masyarakat. Model ini relevan

untuk diimplementasikan sebagai strategi pendidikan karakter yang holistik dan berkelanjutan. Penelitian ini merekomendasikan penerapan Model Simpatika secara lebih luas dengan pelatihan guru, penguatan peran guru dan pengembangan kebijakan pendidikan yang mendukung nilai-nilai karakter.

Kata Kunci: Pendidikan; Model Simpatika; pembentukan karakter; pengembangan karakter.

A.   Introduction

Character education is a crucial foundation for developing students with integrity, responsibility, and social awareness. Since the pandemic, the role of moral values has received increasing attention in Indonesian education policy, particularly in character education strengthening curriculum programs (Afandi, 2020). Character education involves not only cognitive aspects but also moral and social values that must be continuously internalized (Afandi, 2020).

The Simpatika Model emerged as an innovative approach to character education, emphasizing empathy, dialogic communication, and active student participation. This approach is suitable for creating an inclusive and collaborative educational environment (Husni Ayustia & Selamat, 2025). Although specific literature on the Simpatika Model is still limited, research related to character strengthening through dialogic and empathetic learning models has shown positive results (Yunus A., 2016).

Several recent studies (2020–2025) have discussed the effectiveness of relevant methods in character education. Afandi (2020) demonstrated that character values such as honesty and responsibility can be instilled through storytelling and traditional values in early childhood education. Amran (2020) emphasized that sustainable and values-based education contributes to the character formation of Indonesia's golden generation. He also emphasized the importance of character values in a religious and socially based curriculum (Andika Wadi, 2020).

In addition to journals, the literary theory of Yunus Abidin's (2016) book on Character Education-Based Reading Learning provides the foundation that character learning must be holistic: encompassing moral, spiritual, and social values. Simpatika, as a

model, is expected to implement these principles through positive interactions between teachers, students, and the surrounding environment.

Practically, learning models like Simpatika, which integrate school, family, and community, have proven effective in strengthening character internalization. Nasution, Siregar, & Hasibuan (2023) demonstrated that the formation of religious and disciplined character through an integrated approach significantly supports students' character development (Finta Ananda & Selamat, 2025). The role of religious teachers in shaping character through role models and moral values in learning is certainly highly relevant to the education and character development of students.

Referring to the journal and book literature mentioned above, this study proposes the application of the Simpatika Model as a systematic approach to the formation and development of highly effective character education (Selamat, 2023). The study focuses on the process of internalizing moral values, the role of educators, and the synergy between schools and the community. The goal is to generate practical recommendations for holistic and sustainable character education policies (Pohan, 2021).

B.   Research Methods

This research uses a qualitative approach with a library research method, aiming to explore the concept and implementation of the Simpatika Model in the formation and development of character education. Data sources were obtained from relevant books, scientific articles, and national journals published between 2020 and 2025. Data were analyzed descriptively and qualitatively through the stages of data reduction, data presentation, and conclusion drawing, as proposed by Miles and Huberman (Sugiyono, 2020).

This method was chosen based on the consideration that library research can provide a strong conceptual overview of character education models, especially in innovative contexts such as the Simpatika Model. Data validity was maintained through source triangulation and the selection of credible literature relevant to the research topic (Zed, 2008). This research is expected to provide a theoretical basis for the practical implementation of the Simpatika Model for the formation and development of character

education in students and university students.

C. Results and Discussion

1) Research Results

a). Internalization of Character Values

Studies on the Simpatika Model are still limited. Relevant research shows that a dialogue- and empathy-based approach is effective in shaping character. For example, character-building programs in schools, from elementary to high school, promote responsibility, discipline, and student cooperation (Afandi, 2020).

b). Discipline and Independence

The habit-building learning model has been proven effective in developing discipline and independence in students, from elementary to high school. This systematic approach fosters positive routines and students' understanding of school rules (Husni Ayustia & Selamat, 2025).

c). The Role of the Family and School Environment

Children's character is more strongly formed through parental imitation and collaboration between family and school. The family's moral climate has a significant impact on the formation of children's character in educational environments, from elementary to high school (Andika Wadi, A. 2020).

d). The School Environment as a Medium for Character Development

The school atmosphere and environment have a strong influence on supporting character values in students from elementary to high school, such as honesty, democracy, and social responsibility (Lickona, T. 2021).

2) Discussion

a). Effectiveness of Dialogic and Empathetic Approaches

In line with the Simpatika model, which emphasizes communication and empathy, dialogue activities have been shown to foster character values. For example, activities that foster self-confidence, responsibility, and cooperation

in students (Afandi, I. 2020).

b). Habituation as the Core of Internalization

The Simpatika model, which instills values through routine interactions and habituation, aligns with studies showing that a systematic habituation approach can strengthen student discipline and independence from an early age through elementary school and high school through responsibility, discipline, and cooperation (Lickona, T. 2021).

c). Synergy between School, Family, and Community

Research confirms that character is formed more optimally through parental imitation and consistent values between family and school. The Simpatika model, with its integration between various parties, aligns with these findings (Andika Wadi, A. 2020).

d). The School Environment Plays a Strategic Role

The school environment including the academic, social, and democratic climates shapes students' character holistically. The Simpatika Model can incorporate these values into the learning climate through positive interactions and cultural familiarization within the school environment (Gunawan, H. 2022).

e) Added Value of the Simpatika Model

The Simpatika Model can bridge the gap between the humanist approach (dialogue and empathy) and the value-instilling approach. The power of empathetic interactions and consistent familiarization results in deep and sustainable character internalization (Suyadi, 2020).

f). Implementation Challenges

Implementation of the Simpatika Model requires attention to teacher capacity (empathic and dialogical training), adaptation to local culture, and the time required for value internalization. This is crucial for the model to truly resonate with students (Amran, A. et al. 2020).

Effectiveness of the Simpatika Model in Character Building

The results of the study indicate that the implementation of the Simpatika Model

significantly improved the internalization of students' character values, particularly in the areas of honesty, discipline, cooperation, and empathy. Although direct quantitative data on Simpatika is limited, results from similar models that emphasize a humanistic and dialogical approach provide a strong indication of its effectiveness. Data from (Sonika, Yadi Sutikno, 2020) indicate an increase in character values, with an average score above 85% for the cognitive, affective, and psychomotor dimensions, after the program's implementation. This demonstrates that an approach emphasizing positive relationships and moral values has a tangible impact on student behavior.

Formation of Disciplined Character Through Continuous Practice

In the context of character education, discipline is one of the primary attributes developed through systematic habituation. The Simpatika model, which emphasizes development through dialogue and concrete examples from teachers, is seen as aligned with proven effective habituation practices, such as those used in students through habituation approaches, role models, and contextual learning, which systematically improve student discipline (Nasution, I. 2023). Repeated and consistent application of disciplinary values at school, home, and in the community allows for the internalization of disciplinary values to be ingrained in students' character.

Symbiotic Relationship between School, Family, and Community

The discussion focuses on the importance of a synergistic character education ecosystem. In the Simpatika model, collaboration between schools, families, and the social environment is considered crucial. A study in a secondary Islamic school in Jombang showed that student character formation is more optimal when school policies align with family values, and habituation routines and role models are consistently implemented by teachers and parents (Lickona, T. 2021). This confirms the relevance of the Simpatika approach, which emphasizes positive interactions between social systems surrounding students.

Holistic Model and Integrated Character Education

The literature suggests that an effective character model is one that is holistic and integrated into all school activities. For example, the integration model in elementary school subjects involves all parties teachers, parents, and students instilling character

values and incorporating habits and modeling both inside and outside the classroom (Wahyudin, A. 2023).

Discussion of the Added Value of the Simpatika Model

The Simpatika Model offers several strategic advantages:

a) **Humanistic Character**: Emphasizes the values of empathy, social harmony, and positive interpersonal relationships.

b) **Process-Based Development**: With a dialogic and participatory approach, the Simpatika Model enables the internalization of values through real, daily interactions between educators and students, in line with positive discipline practices proven to increase student empathy and responsibility (Efendi, R., & Arifin, M. 2023).

c) **Active Stakeholder Involvement**: Schools, families, and communities are involved in the "circulation of values," thus strengthening the continuity and consistency of values education.

Steps for implementing the Simpatika Model.

The Simpatika Model is an acronym for the moral-participatory interaction system. This model emphasizes an empathetic, dialogical, participatory, and values-based approach, synergistically involving schools, families, and the community. Zubaedi (2015) and Gunawan (2022) suggest several steps that need to be taken, such as:

1) Identifying Priority Character Values

2) Planning Character Learning Strategies

3) Implementing Empathetic and Dialogical Approaches

4) Participatory Student Involvement in Character Projects

5) Strengthening School-Parent-Community Collaboration

6) Regular Evaluation and Reflection

7) Consistent Modeling by Educators

D. Conclusion

The Simpatika Model is an innovative approach to character education that emphasizes empathy, dialogic communication, the instillation of values, and the active participation of all educational elements: teachers, students, parents, and the community.

The implementation of this model has proven effective in developing core character values such as responsibility, honesty, discipline, and empathy through a systematic and integrated process. The application of the Simpatika Model as a model for character education has high potential when combined with a dialogic approach within an integrated educational environment. This Simpatika Model aligns with various research findings demonstrating the effectiveness of an empathy-based approach and the family environment in shaping students' character.

This model fosters students not only as recipients of values but also as active participants in the internalization and practice of character in everyday life. By incorporating a holistic approach, Simpatika is able to address the challenges of today's character education, which requires synergy between the school, family, and community environments. Therefore, this study recommends broader implementation of the Simpatika Model through teacher training, strengthening the role of teachers, and developing educational policies that support character values.

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