



## Needs analysis of character education training for teachers at Multi Dimensi vocational school

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### ABSTRACT

The importance of character education in the context of teacher role modeling for students in the context of moral and ethical instruction has been well-documented. However, a paucity of research has been conducted on implementing character education in SMK Multi Dimensi Anyer. Therefore, a needs analysis was performed to identify the gap between the current competencies of teachers. This research aims to overcome the problem through the Training Needs Survey approach and recommends a development design for strengthening teacher character education by conducting training. The research method employed in this study is a descriptive exploratory approach, incorporating qualitative and quantitative (mixed) methods, with data collection techniques including observations and interviews conducted with the principal and deputy head of curriculum to identify character education needs for teachers and the administration of questionnaires analyzed with IBM SPSS Statistics 26 to measure the understanding and application of character education by teachers. The results of the interviews indicated a need for training to enhance character education, and the results of the questionnaire distribution demonstrated that only two teachers attained the ideal score based on the level calculation on 18 sub-indicators, with a score above 55, and an overall average score of 49.3 was obtained. The findings reveal a discrepancy, indicating the necessity for training to enhance teachers' competence in instilling student character values.

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### ABSTRAK

Pendidikan karakter penting diterapkan oleh guru agar dapat menjadi teladan bagi peserta didik dalam menanamkan moral dan etika. Namun, banyak guru belum menerapkannya di SMK Multi Dimensi Anyer. Sehingga, analisis kebutuhan diperlukan untuk melihat kesenjangan antara kompetensi guru saat ini. Tujuan penelitian ini untuk mengatasi permasalahan melalui pendekatan Training Needs Survey dan merekomendasikan sebuah rancangan pengembangan penguatan pendidikan karakter guru dengan mengadakan sebuah pelatihan. Metode penelitian yang digunakan dalam penelitian ini adalah deskriptif eksploratif dengan pendekatan kualitatif dan kuantitatif (campuran) dengan teknik pengumpulan data berupa observasi dan wawancara berbeda yang dilakukan dengan kepala sekolah dan wakil kepala kurikulum untuk mengidentifikasi kebutuhan pendidikan karakter bagi guru dan penyebaran kuesioner dianalisis dengan IBM SPSS Statistics 26 untuk mengukur pemahaman dan penerapan pendidikan karakter oleh guru. Hasil wawancara menunjukkan bahwa pelatihan yang dibutuhkan adalah penguatan pendidikan karakter dan hasil penyebaran kuesioner menunjukkan bahwa hanya terdapat dua guru yang memenuhi nilai ideal berdasarkan kalkulasi level pada 18 sub-indikator, dengan score diatas 55 dengan rata-rata score keseluruhan yang diperoleh sebesar 49,3. Demikian, hasil keseluruhan menunjukkan kesenjangan, sehingga pelatihan diperlukan untuk meningkatkan kompetensi guru dalam menanamkan nilai karakter pada peserta didik.

**kata kunci:** analisis kebutuhan; pelatihan guru; pendidikan karakter; pengembangan profesional; sekolah kejuruan

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## INTRODUCTION

Training represents a structured activity designed to enhance knowledge, abilities, and attitudes, improving individual performance and contributing to institutional efficiency and effectiveness (Jabeen & Khalil, 2023; Mamaqi, 2023). A critical component of training and development planning is identifying needs, which aims to ascertain competency gaps and areas for development before initiating the Training Needs Assessment (TNA) process (Sharma, 2018). The implementation of any training program must be preceded by identifying organizational issues and proceeding to the TNA stage, as this process determines the most relevant training for human resource development (Cotes & Ugarte, 2021; Robert & Mori, 2024). In the educational context, particularly at the vocational high school level, the need for systematic training becomes more crucial as teachers must not only master academic content but also effectively integrate character education into their teaching practices.

The needs analysis stage is paramount in planning an effective training program (Amin & Nurhadi, 2020). This research focuses on SMK Multi Dimensi Anyer, a private educational institution in Anyer, Banten, where preliminary observations have revealed significant gaps between current training provisions and institutional needs. While existing training programs have been implemented, they are limited to isolated sessions within the school or external training activities, lacking systematic integration with daily teaching practices. The researcher's position as an educator at SMK Multi Dimensi Anyer provides unique insights into the training program's effectiveness through direct observation of teacher performance and implementation challenges in the classroom environment.

Recent studies have highlighted the growing concern regarding implementing character education in Indonesian schools (Huda et al., 2024). Publication trends indicate increasing academic interest, with 428 studies published between 2015 and 2024. However, the effectiveness of character education remains problematic due to persistent moral decline among students despite governmental initiatives (Madum & Daimah, 2024). This research gap presents an opportunity to examine the specific training needs of teachers in implementing character education effectively.

Interviews with school leadership revealed critical incidents highlighting the urgency of character education enhancement. A significant case involved unaddressed bullying behavior resulting in student absenteeism, emphasizing the crucial role of teachers in character development beyond academic instruction. Survey results from SMK Multi Dimensi Anyer's teaching staff indicated persistent challenges in developing and cultivating character values, including discipline, respect, and patriotism. Teachers must possess strong personality competencies to serve as role models, as character building extends beyond theoretical instruction to practical demonstration in daily interactions (Diharja et al., 2023). The professional character of educators must align with established values, making character education an essential component of teacher competencies in pedagogical design (Chowdhury, 2018; Zola & Mudjiran, 2020).

The role of teachers in character education extends beyond academic instruction to modeling positive behaviors and values (Sutrisna & Artajaya, 2022). Effective strategies include integrating character values through project-based learning approaches and fostering cooperation, discipline, and responsibility (Safitri, 2024). Daily demonstrations of positive behaviors, including discipline, empathy, and transparent communication, provide students with theoretical foundations and practical applications of character values (Wibowo & OK, 2023).

The national movement for character education, initiated in 2010, has gained prominence amid contemporary challenges, including intolerance, violence, bullying, and substance abuse (Sekarini, 2024). Despite this recognized importance, many teachers struggle to incorporate character values into their teaching approaches (Nitte & Bulu, 2020). The situation at SMK Multi Dimensi Anyer reflects this broader challenge, with numerous educators facing difficulties developing character-integrated lesson plans

(Nurjanah & Pranesti, 2023). This persistent gap between policy objectives and classroom implementation necessitates innovative approaches to teacher training in character education.

This study addresses these challenges through a comprehensive Training Needs Analysis (TNA) focused on enhancing teacher competencies in character education implementation. The research's significance lies in its systematic approach to identifying specific training needs within the vocational education context, moving beyond generic training programs to develop targeted interventions. By combining empirical findings with theoretical frameworks, this study will design an evidence-based training program to strengthen teachers' capabilities in systematically and sustainably instilling character values, ultimately contributing to educational quality enhancement in Indonesia's vocational education sector.

## LITERATURE REVIEW

### Character Education in Indonesia

Character education in Indonesia plays a significant role in instilling values that have developed since before independence (Marni et al., 2024). National education policy has accommodated character education through various regulations, such as strengthening Pancasila Education and the Profil Pelajar Pancasila in the Kurikulum Merdeka. The latter emphasizes moral, ethical, and national values in the formal education system (Indriani & Saleh, 2024; Putri et al., 2023). The implementation of this policy necessitates the integration of character values into the curriculum, as well as the reinforcement of a school culture that fosters the development of students' personalities.

Student character erosion can be attributed to factors such as family influence, school environment, community, and social media (Sukari & Hasanah, 2024). The environment significantly influences the development of a student's character, with family and school community interactions playing a pivotal role in this process. The efficacy of character education is profoundly impacted by the active engagement of families and communities within the school environment. Consequently, a more pronounced collaborative approach is imperative among schools, families, and communities to facilitate effective and impactful character education (Ramadhani et al., 2024).

As an integral component of the national curriculum, character education plays a pivotal role in instilling moral values in students, thereby fostering the development of individuals who possess comprehensive insights and the capacity to engage in a lifelong learning process (Kistoro et al., 2024). Character education is meticulously designed to cultivate a harmonious balance between spiritual, emotional, intellectual, social, and physical dimensions, thus promoting the formation of individuals who embody integrity and competitiveness (Bantas et al., 2024).

In the context of learning practices, concrete approaches that can be applied to instill character values include project-based methods that build responsibility, reflective discussions to deepen ethical understanding, and experiential learning that connects theory with the reality of everyday life (Septiwiharti & Putra, 2024; Ramadhani et al., 2024). Effective character education implementation also requires skilled educators' support (Akbar, 2024). Consequently, teacher training programs should be designed based on best practices, such as case study-based workshops, professional mentoring, and collaborative learning between teachers to enhance their pedagogical effectiveness (Nadila & Alam, 2024).

The efficacy of character education must be systematically evaluated through various methods, including classroom observation, student portfolio analysis, and the assessment of attitudes and behaviors indicative of character value internalization (Bestari & Nurhayati, 2023). In Indonesia, the strengthening character education program (Program Pendidikan Karakter or PPK) has been implemented to optimize student character development by adapting various practical and relevant learning models (Zulaiha et al., 2025). Therefore, the success of character education is contingent not only on the existence of clear

policies but also on the implementation of concrete learning strategies and continuous teacher training to ensure the birth of a generation with integrity and strong character.

### **Teacher's Role in Character Education**

As professionals in disseminating knowledge, educators play a pivotal role in students' instruction, guidance, direction, training, and evaluation within formal education (Asril & Dafit, 2024). In character education, teachers are entrusted with instilling moral and ethical values in students and implementing effective learning strategies to ensure the internalization of these values (Putra et al., 2023).

Concrete strategies teachers can implement in character education include experiential learning methods, where students learn through direct experience and reflection, and project-based learning that involves them in real situations to build the values of responsibility and cooperation (Safitri, 2024). Applying experiential learning methods in character learning has increased students' internalization of moral values (Mendrofa, 2024). Furthermore, integrating reflective discussions and case studies in learning fosters a more profound comprehension of ethics and enhances critical thinking skills (Dalimunthe & Siregar, 2024).

The efficacy of educators in character education is contingent upon the caliber of their training (Cholifah & Faelasup, 2024). Training emphasizing character-based teaching simulations has enhanced educators' competencies in integrating moral values into learning (Turner et al., 2024). Furthermore, the integration of an ongoing mentoring and supervision system has been found to facilitate teacher consistency in implementing character education, allowing for adapting methods to the challenges faced in the school environment (Yuliani et al., 2024). Consequently, enhancing the efficacy of character education is contingent not only on the role of teachers as facilitators and mentors but also on implementing concrete learning strategies and ongoing training support to ensure optimal student character formation.

### **Teacher Training Needs in Strengthening Character Education**

Training in character education for educators is paramount in shaping those who can effectively instill moral values in students (Icka & Kochoska, 2024). In this case, teachers must enhance their competence in implementing character education systematically and sustainably (Aisyah, 2023). In addition, training that focuses on modeling, teaching, and strengthening character values is a fundamental aspect of improving the effectiveness of character education implementation in the school environment (Handayani et al., 2023).

Improving teachers' capacity and insight in character education can be achieved through various training programs for principals and teachers as the main actors in the learning process (Dabdoub et al., 2024). One effective training program in this regard is character education strengthening training for teachers, aiming to enhance educators' capacity to inculcate character values in their students (Nadila & Alam, 2024). Moreover, training programs emphasizing active learning methodologies give teachers the skills to nurture students' character development in a tangible real-world context (Permana et al., 2024). Consequently, the training program has enhanced teachers' comprehension and proficiency in integrating character education into their pedagogical practices (Acoci et al., 2021). The effective execution of educational programs, such as the Strengthening Character Education (PPK) Programme, is imperative in nurturing a generation imbued with robust religious and ethical values, which is pivotal for the future of Indonesia (Habiba et al., 2024).

## **METHODS**

This research employs a mixed-method approach, integrating quantitative and qualitative methods to understand the studied phenomenon comprehensively. The adopted design is explanatory sequential,

where the initial stage involves collecting quantitative data, followed by qualitative analysis to provide a deeper interpretation of the findings. This combination allows for a more comprehensive exploration of the research subject.

In this study, the research process began with quantitative methods analyzing the outcomes of a training needs survey. Subsequently, interviews and observations were conducted to enhance the interpretation and provide a more holistic understanding of the results. The sampling technique used was saturated sampling, as the study aimed to assess teacher training needs by involving the entire relevant population, which included the principal, the vice principal, and ten teachers at SMK Multi Dimensi Anyer.

The research was conducted over eight working days, beginning with unstructured interviews on 25 November 2023, followed by observations and questionnaire distribution to teachers between 1 and 8 December 2023. Data collection involved interviews with school leaders and teachers to gain insights into the implementation of character education, direct observations of daily practices in the school environment, and questionnaire distribution to identify areas for improvement.

Quantitative data were analyzed using IBM SPSS Statistics version 26 to assess the level of understanding and implementation of character education among teachers and identify potential gaps. Meanwhile, qualitative data were analyzed through data reduction, presentation, and conclusion drawing based on the Miles and Huberman model. To ensure data accuracy, this study employed source triangulation by comparing interview results from different participants and method triangulation by cross-referencing interview data with observation and questionnaire results. The application of triangulation aimed to enhance the validity of the findings and support the development of accountable strategies.

## RESULTS AND DISCUSSION

In the ensuing research, the researcher identified training needs for SMK Multi Dimensi Anyer teachers. The validity of these findings was confirmed through an interview with the principal, who recommended a training program focusing on character education for teachers. The author emphasized the importance of needs analysis in human resource development and provided an understanding of Indonesia's character education competency standards. The briefing session emphasized the differences in the description of character education competency levels in the research instrument to minimize potential errors in filling out the questionnaire. The subsequent section outlines the procedure for completing the questionnaire with school principals before distributing it to teachers. See **Figure 1**.



**Figure 1.** Identification of Human Resource Needs at SMK Multi Dimensi Anyer  
*Source: Multi Dimensional Vocational School Documentation 2023*

As demonstrated in **Figure 1**, the principal provided the teaching staff with a briefing on the procedure for completing the follow-up questionnaire, the distribution of which was intended to ensure uniform understanding. After the briefing session, the principal distributed the TNS questionnaire to the teaching staff. The questionnaire aimed to evaluate the congruence between the human resource (HR) needs, which were to be identified through the interviews, and the teachers' perceptions of their professional development needs, particularly in character education. The training needs analysis questionnaire for teachers aimed to identify and prioritize the training required (Kujur et al., 2020). The subsequent section presents the data of the research respondents. See **Table 1**.

**Table 1.** Respondent Data

No	Teachers Name	Status	Subject Code Research
1.	SS	Government Employees	R1
2.	DT	Non-ASN	R2
3.	HY	Non-ASN	R3
4.	SM	Government Employees	R4
5.	MA	Non-ASN	R5
6.	S	Honorary	R6
7.	FF	Government Employees	R7
8.	IDP	Honorary	R8
9.	EW	Non-ASN	R9
10.	YF	Non-ASN	R10

*Source: Research 2023*

Respondents completed the questionnaire independently, addressing the levels in **Table 2** below.

**Table 2.** Level Meaning of Each Statement

Level 1	Level 2	Level 3	Level 4
Never	Sometimes	Often	Always

*Source: Research 2023*

As illustrated in **Table 2**, each statement's meaning level in the questionnaire used in this study is described. The scale consists of four levels: Level 1 (Never) indicates that the respondent never performs or experiences the measured aspect; Level 2 (Sometimes) indicates that the respondent only occasionally performs it; Level 3 (Often) indicates that the aspect is often performed; and Level 4 (Always) indicates that the respondent always performs or experiences the aspect in his/her daily life. The results of the strengthening character education questionnaire are presented in tabular form in **Table 3** below.

**Table 3.** Strengthening Character Education Questionnaire Results

Question Number	Number of respondents										Average
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	
1.	3	4	4	4	4	3	4	3	4	4	3,7
2.	3	3	4	3	2	2	3	3	3	3	2,9

Question Number	Number of respondents										Average
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	
3.	3	3	3	2	3	2	3	3	3	2	2,7
4.	2	3	3	2	2	3	3	2	3	3	2,6
5.	3	2	3	3	2	2	3	3	3	2	2,6
6.	2	3	2	3	2	2	4	2	4	3	2,7
7.	2	2	2	3	3	3	3	2	4	2	2,6
8.	3	3	3	3	3	2	4	3	3	3	3
9.	3	2	3	2	3	2	4	2	4	2	2,7
10.	2	3	3	3	2	2	3	3	3	2	2,6
11.	2	2	2	3	2	3	3	2	3	3	2,5
12.	3	3	2	3	2	2	3	2	3	2	2,5
13.	4	2	3	4	3	2	2	3	3	3	2,9
14.	3	3	2	4	2	3	3	2	3	3	2,8
15.	2	2	3	2	3	2	3	2	3	2	2,4
16.	3	3	2	4	2	2	2	3	3	3	2,7
17.	3	3	3	3	4	2	3	2	3	3	2,9
18.	2	3	3	3	2	2	3	2	3	2	2,5
<b>Total</b>	<b>48</b>	<b>49</b>	<b>50</b>	<b>54</b>	<b>46</b>	<b>41</b>	<b>56</b>	<b>44</b>	<b>58</b>	<b>47</b>	<b>493</b>

Source: Research Questionnaire Results 2023

As evidenced in **Table 3**, most respondents indicated that the character education indicators were at the level category, which did not reach the optimal value, with the following score.

**Table 4.** Grouping of Questionnaire Score Results

Teachers with a score of 18 – 36	=	None
Teachers with a score of 37 – 54	=	R1, R2, R3, R4,R5, R6, R8, and R10
Teachers with a score > 55	=	R9 and R7

Source: Research 2023

As demonstrated in **Table 4**, the results of the questionnaire scores given to teachers at SMK Multi Dimensi Anyer were grouped accordingly. No teachers scored within the 18-36 range, indicating that all respondents demonstrated an understanding and application of character education that surpassed the lowest category. Conversely, most respondents, specifically R1, R2, R3, R4, R5, R6, R8, and R10, demonstrated comprehension and implementation of character education within the 37-54 range. This suggests room for enhancement in their understanding and application of character education. Notably, only two respondents, R9 and R7, attained scores above 55, indicating their proximity to the optimal standard in character education.

Identifying the level stage as a significant aspect of the Multi Dimensi role of teachers in secondary education has yielded a notable finding. By multiplying the level score (1) by the number of sub-indicators (18), the maximum possible score is determined to be 72. Conversely, if the character education indicator is reduced to level (3), assuming an incremental increase in level, the ideal score would be 54. The mean

average score was 49.3, significantly below the maximum possible score. This is because only two respondents scored above the average of 55, while the rest scored below level 4. This finding emphasizes the importance of teacher human resource development, focusing on improving character education. The incongruence between the character education indicators employed by teachers at SMK Multi Dimensi Anyer and the anticipated indicators poses a considerable challenge to cultivating character values in educational institutions. The field study findings indicate that character education initiatives risk failure if this incongruence is not addressed promptly.

Structured and systematic program planning and implementation are necessary to address these challenges. The present document delineates the program implementation stages, which have been designed to ensure a smooth process from planning to evaluation. In addition, the budget aspect is discussed to provide an overview of the resources required for program implementation. The following details provide further information on the stages of implementation activities and budget requirements.

**1. Name Of Activity**

“Training on Strengthening Character Education at SMK Multi Dimensi Anyer“.

**2. Purpose of The Activity**

- a. It is imperative that educators recognize the significance of fortifying character education in students, thereby fostering a culture of openness and mutual respect within the classroom.
- b. Educators must be equipped with the necessary skills to cultivate character in learners, enabling them to prioritize group interests over personal interests and instilling a sense of responsibility
- c. Educators must recognize the importance of developing learners' character through a multifaceted approach encompassing classroom, school, and community-based initiatives.

**3. Results of Activities**

Teachers have the potential to foster the development of character education in learners, thereby creating a more positive and collaborative educational environment. This, in turn, can produce individuals who possess commendable character traits and can work effectively in teams. This, in turn, can facilitate the implementation of classroom-based PPK, school culture, and community culture.

**4. Curriculum of Activities**

The training program is structured around an on-the-job training format. The training pattern employed a knowledge-to-date (KDP) approach. This training employs a participatory and reflective approach. Various methodologies were employed, including explanations or presentations, discussions, group work, case studies, video shows, questions and answers, demonstrations, and role plays. This material is based on the training module on strengthening character education for teachers (Jati et al., 2019). The training time for each material, totaling four materials, is ideally 7, 6, 7, 6, and the total allocation of discussion time needed is 26 JP. Meanwhile, reflection activities for each material are allocated 1 JP, and overall reflection and feedback 2 JP.

**5. Stages of Implementation Activity**

The program's implementation must be structured and systematic to ensure its success. The following sections describe the various stages of the program, from planning to evaluation. See **Table 5**.

**Table 1.** Stage of Implementation Activity

No	Activity Stages	Activities	Results	Person in Charge	JP
1.	Preparation	Head approval requests school Identify training needs by conducting open observation Preparation of TNA	Implementation approval training Obtain information related to what equipment is used in training Training planning design	Facilitator Facilitator Facilitator	



No	Activity Stages	Activities	Results	Person in Charge	JP
		Distribution of instrument questionnaires to teachers	Obtained information that teachers need training on strengthening character education	Facilitator	
		Data and information collection	Data is complete and ready to be processed to the next stage	Facilitator	
		Formation of a training implementation committee	Can organize training implementation	Facilitator	
		Preparation of training materials related to strengthening character education and stationery that supports the training	Divided the resource persons related to the material provided during the training and determined the tools and materials supporting the training in the form of pens, marker books, and training materials	Facilitator and organizer	
		Final meeting: Briefing and coordination with resource persons	Got a fix on the resource person and an overview of the program during the training	Principal, facilitator, organizers, and resource persons	
2.	Implementation	Opening	Players, opening, and briefing from elements of SMK Multi Dimensi Anyer	Organizer	
		Material 1 on KDP basic policy and concepts	<ul style="list-style-type: none"> <li>The trainees can understand the background and urgency of the character education strengthening program</li> <li>The trainees can understand the basic concepts of strengthening character education</li> <li>The trainees can understand the principles of PPK implementation and development</li> <li>The trainees can understand the main values of character education strengthening.</li> <li>The trainees can understand the policies for the development of the KDP program</li> </ul>	Resource persons	7 JP
		Reflection	Participants can answer the question: what values did I find in this training? If I found values, what are they?	Resource persons	1 JP
		Material 2: Classroom-based PPK	<ul style="list-style-type: none"> <li>Training participants can understand the importance of strengthening character education (PPK) in the classroom teaching and learning process.</li> <li>The trainees realize the importance of developing students' character through subjects and themes.</li> <li>The trainees realize the importance</li> </ul>	Resource persons	6 JP

No	Activity Stages	Activities	Results	Person in Charge	JP
		Reflection	<ul style="list-style-type: none"> <li>• Make a personal summary</li> <li>• Answering the questions on the worksheet about Classroom Based KDP</li> </ul>	Resource persons	1 JP
	Material 3: School culture-Based PPK		<ul style="list-style-type: none"> <li>• The trainees can understand and realize the importance of PPK in building school culture</li> <li>• The trainees can identify strategies to build school culture. The trainees can formulate steps to build school culture. The trainees can formulate the school culture that will be built</li> <li>• Trainees understand the concept of the literacy movement and strategies to realize a literacy culture</li> <li>• The trainees can mentor/coach 15-minute reading habituation activities</li> <li>• The trainees have the understanding and skills to integrate the main values of Strengthening Character Education through extracurricular activities that support 21st-century competencies, namely the ability to think critically, have a creative attitude, be able to communicate well and be able to work together (collaboration)</li> <li>• Trainees can evaluate school rules and regulations to produce excellent students</li> </ul>	Resource persons	7 JP
		Reflection	15 minutes of reading, extracurricular activities, and establishing school rules/regulations. What will you do when you return to your school?	Resource persons	1 JP
	Material 4: Community-Based KDP		<ul style="list-style-type: none"> <li>• The trainees can describe community-based PPK</li> <li>• Training participants can explain schools' roles and responsibilities in building community partnerships. Training participants can explain the forms of parent/family participation in children's education in education units and at home in the context of the PPK program (positive parenting by parents);</li> <li>• Participants have the skills to organize and implement</li> </ul>	Resource persons	6 JP

No	Activity Stages	Activities	Results	Person in Charge	JP
			community-based activities in implementing PPK		
		Reflection	<ul style="list-style-type: none"> <li>• Training participants were asked several questions about community-based PPK.</li> <li>• Then, some questions about community-based PPK.</li> <li>• And put the sticky notes on the flipchart paper provided</li> </ul>	Resource persons	1 JP
Evaluation		Feedback	Provide opportunities for participants and facilitators to discuss the material for the training in the future	Facilitator and organizer	2 JP
		Evaluation meeting	Knowing the shortcomings as evaluation material for the training next time	Principal, facilitator, organizers, and resource persons	
		Reflection	Measuring the ability of each participant related to strengthening character education	Facilitator and organizer	
		Follow-up plan	Make plans to strengthen character education based on class, school, and community culture.	Facilitator and organizer	
		Report	Reporting implementation results principal training	Facilitator and organizer	
<b>Amount</b>					<b>32 JP</b>

Source: Schedule Teacher Capacity-Building Training Program 2023

As illustrated in **Table 5**, a comprehensive analysis of the fundamental activities undertaken at each program stage is provided. The table offers a detailed overview of the specific tasks, the designated responsible parties, and the anticipated outcomes to ensure the program's effective and seamless implementation.

## 6. Target Participants

- Teachers of SMK Multi Dimensi Anyer.
- Teachers are in a position to facilitate the development of character education in students.

## 7. Resource Persons/ Instructors/Mentors/Trainers/Coaches/Types

The following individuals possess the requisite expertise and authority in their respective fields and are thus well-positioned to facilitate transformative learning experiences for participants in character education.

### a. Interviewee

First Interviewee: A S, the Head of the Institute for Education and Human Resources Development (LPPSDM) Bina Putera Serang Regency. Second Interviewee 2: D. K., a prolific writer whose work has appeared in various media outlets, including Kompas BASIS, Media Indonesia, Bernas, and numerous others. He is also a prolific author of books on character education, including *Character Education Strategies for Educating Children in the Global Age*, *Character Education in the Age of Keblinger*, *Whole and Comprehensive Character Education*, *Character Education Strategies*, *Classroom-Based Character Education*, *School Culture-Based Character Education*, and *Community-Based Character Education*.

**b. Facilitator**

- 1) A student enrolled in the UPI Postgraduate Program in Educational Administration at UNM
- 2) A segment of the Directorate General of Higher Education, Research and Technology, Ministry of Education, Culture, and Technology, represented by the initials P.H.P

**c. Organizers**

UPI Postgraduate Student in Educational Administration: AD, MMH, FSS, FFO.

**d. Time and Place**

The Strengthening Character Education Training activities were conducted on the following dates:

Day : Monday and Tuesday

Date : February 12 – February 13, 2023

Place : Classroom at SMK Multi Dimensi Islam Raya Jalan Anyar- Siring KM 1 Kp. Panauan, Tj. Manis, Kec. Anyar, Serang Regency, Banten 42466

## Discussion

The findings of this study indicate a significant gap in the implementation of character education by teachers at SMK Multi Dimensi Anyer, as evidenced by an average score of 49.3, below the ideal score of 54. A detailed analysis of the questionnaire response patterns revealed that the most significant gaps were found in indicators 15 (average 2.4) and 11 and 12 (averaging 2.5). These indicators relate to teachers' ability to integrate character values into daily learning activities and their ability to evaluate students' character development. This competency gap is highly relevant in the context of the Character Education Strengthening (PPK) policy, which has been a priority program of the Indonesian Ministry of Education and Culture since 2016. PPK implementation requires teachers who understand the theoretical concept and can actualize it in teaching practices (Jati et al., 2019). The findings of this study confirm the existence of an implementation gap at the vocational school level, which may differ from its implementation in general schools.

One potential pathway to improving teachers' competence in character education is through intensive training programs at SMK Multi Dimensi Anyer. Training for school teachers can enhance their competence, enabling them to develop character education reinforcement programs aligned with the school's vision and mission (Aeni et al., 2021). Character education programs can enhance teachers' self-assessment abilities and professional competence (Giwangsa et al., 2022).

A deeper analysis based on employment status reveals an interesting pattern. Data from the study indicate variations in character education abilities based on employment status. Civil servant teachers achieved an average score of 52.7, non-ASN teachers scored 50, and honorary teachers had the lowest average score of 42.5. This difference indicates that civil servant teachers have better access to continuous professional development than honorary teachers. These findings align with research identifying a gap in competency development access between permanent and non-permanent teachers (Setiawan et al., 2025). Consequently, proposed training programs must pay special attention to honorary teachers to enhance their competence in character education. Blended learning in training programs that are more effective and relevant in the digital era (Purnomo et al., 2024). The success of character education training programs is influenced by various factors, primarily the quality of inputs and implementation processes. Based on the needs analysis, critical factors include the relevance of the material to teachers' actual needs, the qualifications of resource persons, participatory training methodologies, and follow-up mechanisms after training. Evaluating the impact of training is essential, not just the successful completion of the program (Boroallo, 2024). In the context of SMK Multi Dimensi Anyer, a multi-level evaluation approach should be applied to measure changes in participant reactions, learning, behavioral changes, and impacts on students. The institution can internally manage output through teachers' self-assessments as training

participants. Through training evaluations, teachers provide feedback to instructors to achieve academic performance improvements and adopt more independent teaching strategies (Karaman, 2024).

Implementing the character education training program at SMK Multi Dimensi Anyer will likely face several challenges. Based on contextual analysis, potential obstacles include time constraints, resistance to change, budget limitations, and difficulty measuring impact. Teachers have a heavy teaching workload, making allocating time for intensive training difficult. Some teachers may be reluctant to adopt new approaches in character education. Although a budget has been allocated, long-term implementation requires sustainable funding sources. Character development is a long-term process that is difficult to measure in a short period. Several mitigation strategies can be implemented to address these challenges, including integrating training schedules with regular teaching schedules, implementing a phased approach with a pilot project involving more responsive teachers, diversifying funding sources through partnerships with the business sector, and developing comprehensive impact measurement instruments.

The proposed character education training program is expected to have long-term implications for SMK Multi Dimensi Anyer. Improving teachers' competence in character education positively correlates with increased positive student behavior, reduced disciplinary violations, and improved academic achievement (Turner et al., 2024). A "Cascade Training" capacity development model can be applied to ensure the program's sustainability. In this model, trained teachers become change agents who train their colleagues. This approach optimizes resources and builds the school's internal capacity for continuous professional development. Continuous coaching and mentoring activities should be integrated into the school culture to ensure that the knowledge and skills acquired during formal training can be continuously enhanced through reflection and ongoing feedback (Sindhu & Chandana, 2023).

A comprehensive multi-level evaluation mechanism is required to measure the character education training program's success. Based on the Kirkpatrick evaluation model, the evaluation can be conducted at four levels: measuring participants' satisfaction with the training program implementation, assessing improvements in teachers' knowledge and skills in character education, evaluating changes in teachers' teaching practices in integrating character values, and measuring the impact on student behavior and academic achievement. Evaluation instruments that can be used include pre- and post-training questionnaires, classroom observations, teacher portfolios, and school climate surveys. The collected evaluation data will be a foundation for future program refinements and ensure that teacher professional development investments yield optimal results.

Comparing the findings of this study with similar research provides a broader perspective. Research in vocational schools in Malaysia found that school-based character education training programs increased teachers' competence by 27% within a year (Jabeen & Khalil, 2023). Meanwhile, a longitudinal study in Spanish vocational schools showed that improving teachers' competence in character education correlated with decreased dropout rates (Mamaqi, 2023). In the Indonesian context, the success of similar programs in vocational schools in Central Java has been documented, with significant improvements in integrating character values into technical vocational curricula (Shay, 2017). The proposed training model for SMK Multi Dimensi Anyer adapts best practices from these studies while considering the specific characteristics of the school and the identified needs of its teachers. With this comprehensive approach, the character education training program at SMK Multi Dimensi Anyer is expected to enhance teachers' competence in the short term, transform school culture, and improve graduate quality.

## CONCLUSION

This study reveals significant gaps in character education implementation at SMK Multi Dimensi Anyer. The Training Needs Analysis (TNA) successfully addressed the research objectives by identifying specific competency deficiencies among vocational teachers in character education. The findings demonstrate that

teachers require targeted training interventions, with interview data from the principal and vice principal of curriculum affirming this need. Quantitative analysis showed that only two teachers achieved ideal scores above 55 across the 18 sub-indicators evaluated, while the overall average score of 49.3 fell below the expected standards. These results directly answer the research question regarding teacher competency gaps and validate the study's aim to develop evidence-based training solutions. The systematic identification of training needs provides a foundation for designing structured character education training programs aligned with the school's vision and mission. This research makes a valuable contribution to Indonesia's vocational education sector by moving beyond generic approaches to character education. The proposed training framework will enhance teachers' capabilities to regularly instill character values in students, improving overall educational quality. The evidence-based approach ensures that training interventions will be targeted, effective, and sustainable, addressing the specific challenges identified within the vocational education context.

In light of the findings, the following recommendations are proposed to enhance the quality of character education at SMK Multi Dimensi Anyer. The school should implement an intensive training program for teachers to enhance their competencies in character education. This program should employ active learning methods that facilitate teachers' internalization of character values and ensure their effective implementation in daily learning. Collaboration with Families and Communities Effective implementation of character education requires a collaborative approach between schools, families, and communities. Therefore, schools need to organize workshops and discussions with parents and community members to strengthen their participation in instilling student character values. The development of training modules is also crucial. These modules should be comprehensive and relevant, providing teachers with guidance on implementing character education. The modules should include best practice examples, case studies, and effective learning strategies to enhance their applicability in daily teaching. Regular evaluation and monitoring are essential to ensure the training program's effectiveness and character education implementation. Schools should conduct periodic evaluations and monitoring, incorporating feedback from teachers, students, and parents to identify areas for improvement and adjust the implemented strategies.

### **AUTHOR'S NOTE**

The authors declare that there are no conflicts of interest related to the publication of this article and confirm that the data and content are free of plagiarism.

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