



Analysis of KAMIBAJA (Thursday Interest in Talent and Identity) Activities in Instilling Humanitarian and Unity Values in Elementary School Students

Inha Wafda Najwa Fauzia¹, Ika Ratnaningrum²

^{1,2,3}. Universitas Negeri Semarang

Correspondence E-mail: inhawafda22@students.unnes.ac.id

ABSTRACT	ARTICLE INFO
<p><i>This research focuses on examining how KAMIBAJA (Thursday, Interest, Talent, and Personality) activities in instilling humanitarian and unity values among elementary school students. This research was motivated by the need to strengthen character education through meaningful and experiential learning. This research uses a qualitative descriptive approach at Sekaran 01 Elementary School, Semarang, involving the principal, teachers, and students as research subjects. The data in this study were obtained using various techniques, including observation, in-depth interviews, and supporting documentation, and analyzed using the interactive model of Miles, Huberman, and Saldaña.</i></p> <p><i>The results of this study revealed that KAMIBAJA activities were implemented through structured stages, including planning, grouping based on student interests, activity implementation, and reflection. These activities effectively fostered humanitarian values such as empathy, respect, social awareness, and fair treatment, as well as unifying values including cooperation, tolerance, togetherness, and a sense of belonging. However, several challenges were identified, such as variations in student participation, limited time allocation, and the need for optimal teacher facilitation. The study concluded that KAMIBAJA activities serve as an effective experiential learning model in supporting character education and contributing to students' holistic development.</i></p> <p>© 2026 Kantor Jurnal dan Publikasi UPI</p>	<p>Article History: Submitted/Received 21 Apr 2026 First Revised 26 Mei 2026 Accepted 28 may 2026 First Available online 01 Jun 2026 Publication Date 01 Jun 2026</p> <hr/> <p>Keyword: Character Education; Human Values; Unity; KAMIBAJA; Elementary School</p>

1. INTRODUCTION

Elementary education is a fundamental stage in shaping students' character and social identity. At this level, students begin to develop basic attitudes, values, and behavioral patterns that influence their long-term personal and social development. Therefore, elementary education emphasizes not only cognitive achievement but also prioritizes the development of moral and social values, particularly humanitarian and unity values. This aligns with the national education goals stated in Law No. 20 of 2003, which emphasizes the development of students' character and social responsibility.

Human values include empathy, respect, and social awareness, while unity values relate to cooperation, tolerance, and a sense of belonging in a diverse social environment. These values are particularly important in the Indonesian context, where diversity demands individuals to live harmoniously. Research shows that early exposure to social interactions and collaborative activities plays a crucial role in developing empathy and social sensitivity among students (Sari et al., 2022). Furthermore, strengthening character education through structured school programs has been shown to support the development of students' moral behavior (Rahmawati, 2023).

However, in practice, the implementation of character education in elementary schools is often limited to theoretical teaching delivered in the classroom. This approach tends to emphasize the acquisition of knowledge rather than the internalization of values, resulting in a gap between students' understanding and actual behavior. Studies show that values such as empathy and cooperation are more effectively developed through direct experience and real-life interactions rather than through abstract explanations alone (Pratiwi, 2023; Lestari, 2022).

To address this issue, schools are required to design innovative programs that integrate experiential learning with character education. One approach is through school-based activities that enable students to actively participate, collaborate, and interact socially. Programs based on students' interests and talents are considered effective because they increase engagement and create meaningful learning experiences (Hendrawan & Lestari, 2024). Furthermore, experiential learning activities allow students to construct their own understanding through interaction and reflection, which strengthens the internalization of values (Hidayah et al., 2022).

In this context, KAMIBAJA (Thursdays of Interest in Talent and Identity), implemented at Sekaran 01 Elementary School in Semarang, has become an interesting educational phenomenon. This program is designed as a routine school activity that integrates the development of students' interests and talents with character building. Through KAMIBAJA, students engage in various collaborative and participatory activities that provide opportunities for direct social interaction. Such an environment allows human values, such as empathy and mutual respect, as well as unity values, such as cooperation and tolerance, to develop naturally through practice.

Previous research has highlighted that habitual and collaborative school programs can significantly improve students' social cohesion, sense of responsibility, and teamwork skills (Putri & Sunarto, 2021). Furthermore, programs implemented consistently as part of the school culture are more effective in shaping students' character than incidental activities (Wahyuni & Mulyani, 2021). Other studies have also demonstrated the effectiveness of experiential and collaborative learning activities in fostering empathy, cooperation, and social responsibility among elementary school students. However, most of these studies have focused on classroom-based learning, general character education programs, or extracurricular activities without examining how specific school culture programs facilitate the internalization of humanitarian values and unity through students' direct experiences.

In the context of KAMIBAJA, research is still limited and has not comprehensively explored how the program is implemented as a structured school-based activity to foster humanitarian values and unity. Existing studies generally emphasize students' interests and talent development, while the process of developing values such as empathy, respect, cooperation, tolerance, and a sense of community has received less attention. Furthermore, evidence regarding challenges encountered during program implementation and how these challenges may impact the effectiveness of value internalization remains limited. This gap is crucial because understanding the mechanisms by which school-based programs promote character development can provide practical guidance for educators in designing sustainable and meaningful character education initiatives.

Therefore, this study seeks to fill this gap by providing an in-depth analysis of the implementation of KAMIBAJA activities at Sekaran 01 Elementary School, Semarang. Specifically, this study examines how the values of humanity and unity are developed through student participation in KAMIBAJA activities and identifies challenges encountered during implementation. By focusing on the process of value internalization within a routine school culture program, this study contributes to the growing body of knowledge on character education and offers insights for schools seeking effective strategies to strengthen students' social and moral development.

2. RESEARCH METHODOLOGY

This study uses a qualitative descriptive approach to in-depth explore the implementation of KAMIBAJA (Thursday, Interest, Talent, and Personality) activities and their role in instilling human values and unity among elementary school students. A qualitative approach was chosen because it allows researchers to understand social phenomena holistically, focusing on the experiences, interactions, and meanings constructed by participants in their natural environment (Creswell & Poth, 2021). Through this approach, the study not only describes observable events but also interprets the underlying values embedded in these activities.

This research was conducted at Sekaran 01 Elementary School, Semarang, during the even semester of the 2025/2026 academic year. This location was chosen intentionally because

the school consistently implements KAMIBAJA as a structured and routine program, making it a relevant environment for examining the process of value internalization. Focusing on a single research site allows for a deeper and more contextual understanding of the phenomenon under study.

The subjects of this study consisted of principals, teachers, and students directly involved in KAMIBAJA activities. These participants were selected using a purposive sampling method, taking into account their roles, level of involvement, and ability to provide relevant information related to the research objectives. Principals were engaged to provide insights into policy and program design, teachers offered perspectives on implementation and facilitation, and students provided experiential data on participation and value formation.

Data were collected through three primary techniques to ensure richness and depth. First, observations were conducted to directly examine the implementation of KAMIBAJA activities, focusing on student behavior, interaction patterns, participation levels, and the emergence of human values and unity during the activities. The observation process allowed researchers to capture real-time dynamics that might not be fully revealed through verbal data.

Second, semi-structured interviews were conducted to gain deeper insights into participants' experiences and perceptions. Teachers and principals were asked about KAMIBAJA's goals, implementation process, and challenges, while students were asked to reflect on their experiences, interactions, and perceived values during their participation. This technique allowed researchers to explore the explicit and implicit meanings behind the activities.

Third, documentation was used to complement and strengthen the data obtained from observations and interviews. This documentation included activity schedules, school reports, photographs, and other relevant notes. These documents provided additional evidence to support the findings and helped ensure the credibility of the data.

The data analysis process followed the interactive model proposed by Miles, Huberman, and Saldaña, which consists of three main steps: data reduction, data presentation, and conclusion drawing (Miles et al., 2020). Data reduction involved selecting, focusing, and simplifying raw data obtained from the field by organizing it into meaningful categories such as implementation processes, humanitarian values, unity values, and challenges. Data presentation was carried out by presenting the organized data in a descriptive narrative, allowing researchers to identify recurring patterns, relationships, and themes. Finally, conclusions were drawn through an iterative process of interpretation and verification to ensure consistency and alignment with the data.

To ensure the validity and trustworthiness of the findings, this study employed triangulation techniques. Source triangulation was conducted by comparing data obtained from different participants, including students, teachers, and the principal. The triangulation method was applied by cross-checking findings from observations, interviews, and documentation. Through this process, researchers ensured that the findings were credible, consistent, and reflective of actual conditions in the field.

In addition to triangulation, several strategies were used to enhance data reliability. Credibility was strengthened through member checking, in which selected participants were asked to review and confirm the accuracy of interview transcripts and the researcher's interpretations. Reliability was maintained through an audit trail documenting all stages of the research process, including data collection procedures, field notes, coding activities, and analytical decisions. Confirmability was ensured by maintaining detailed records of the data and analysis process, allowing findings to be traced back to their original sources and minimizing researcher bias. Furthermore, transferability was enhanced through in-depth descriptions of the research setting, participant characteristics, and implementation of KAMIBAJA activities, allowing readers to assess the applicability of the findings to other educational contexts.

Overall, this methodological approach allows for a comprehensive and in-depth analysis of how KAMIBAJA activities are implemented and how the values of humanity and unity are developed through students' direct experiences and social interactions within the school environment.

3. RESULT AND DISCUSSION

3.1. Implementation of KAMIBAJA Activities

The KAMIBAJA program at Sekaran 01 Elementary School, Semarang, is implemented through a structured process consisting of planning, grouping, activity implementation, and reflection. Each stage plays a crucial role in ensuring that activities are not only implemented effectively but also contribute to the development of students' character values.

In the planning stage, teachers design activities based on students' interests and needs. This stage ensures that activities are relevant and engaging, which increases students' motivation to participate. Well-prepared planning also provides a clear structure that supports the integration of character values into activities.

In the grouping stage, students are divided based on their interests and talents. This grouping allows students to explore their potential while interacting with peers who may have different abilities and perspectives. Through this process, students learn to adapt, communicate, and build social relationships.

During the implementation phase of the activity, students actively participated in various collaborative tasks. They engaged in discussions, shared ideas, and completed activities together. The learning process emphasized student engagement, where students were not passive recipients but active participants constructing their own understanding through interaction and experience.

The reflection phase allowed students to express their experiences and the values they acquired. Students were able to articulate lessons related to cooperation, respect, and empathy, demonstrating that reflection plays a crucial role in strengthening the internalization of values.



Figure 1. Implementation of KAMIBAJA activities

Figure 1 depicts students participating in a performance-based KAMIBAJA activity in the schoolyard. Students are seen working together to create a coordinated group performance, with each member taking on a specific role to contribute to the overall presentation. This activity requires communication, mutual support, discipline, and cooperation among group members to achieve a common goal. The students' coordinated movements and collective participation demonstrate not only the development of creativity and self-confidence, but also the internalization of human values such as respect, empathy, and social awareness. Furthermore, this activity encourages students to value individual contributions while fostering a sense of unity and togetherness within the group. This visual evidence supports the finding that KAMIBAJA provides meaningful experiential learning opportunities through collaborative participation.

3.2. Humanitarian Values in KAMIBAJA Activities

Based on operational indicators, humanitarian values were evident during KAMIBAJA activities. Empathy was reflected in students' willingness to help peers in difficulty. Students demonstrated concern by helping friends without being asked, indicating the emergence of intrinsic social awareness.

Indicators of respect were evident in how students responded to differences of opinion during discussions. Most students listened attentively, accepted different perspectives, and maintained positive interactions without conflict. This reflects the development of mutual respect as an important aspect of humanitarian values.

Furthermore, social awareness was evident in students' collaborative behavior. Students worked together, shared responsibilities, and supported each other in completing tasks. These behaviors demonstrated that students were able to apply humanitarian values in real-life situations through direct interaction.

Indicators of fair treatment were also observed, although not optimally across all groups. Some students still tended to interact more with familiar peers. However, overall, students demonstrated efforts to treat others equally and avoid exclusion, indicating progress in developing inclusive social behaviors.

3.3. Values of Unity in KAMIBAJA Activities

The values of unity were strongly reflected in student behavior during KAMIBAJA activities. Indicators of cooperation were evident in group work, where students actively

contributed to completing tasks. Most groups were able to share responsibilities and work together toward a common goal.



Figure 2. Students collaborate in group discussions.

As shown in Figure 2, students engaged in group discussions that required active communication, cooperation, and mutual understanding. Interactions between students reflected the development of unity values, particularly cooperation and tolerance. Students exchanged ideas, respected differences of opinion, and worked together to reach shared decisions.

The students sitting in small groups and actively participating in discussion activities during the implementation of KAMIBAJA. Students engage in face-to-face interactions, exchanging ideas, listening to peers, and collaboratively discussing assigned tasks. The discussion atmosphere creates opportunities for students to practice cooperation, tolerance, and mutual respect while working toward a common goal. The arrangement of students in groups facilitates active participation and encourages each member to contribute to the learning process. These interactions illustrate how KAMIBAJA encourages social engagement and strengthens the values of unity through collaborative learning experiences. The image also provides visual evidence of students' active engagement in constructing knowledge and developing interpersonal skills in a supportive learning environment.

Furthermore, a sense of togetherness is evident when students demonstrate responsibility for group outcomes. They commit to completing tasks and take pride in their group's accomplishments. This emotional connection strengthens the sustainability of the values of unity beyond the activity itself.

3.4. Challenges in Implementing KAMIBAJA

Despite the positive results, several challenges were identified in the implementation of KAMIBAJA activities. One major challenge is the varying levels of student participation. Not all students demonstrate equal engagement, as some tend to dominate group activities while others remain passive. This situation can limit the opportunity for all students to actively practice and internalize the values of humanity and unity.

Another challenge is the limited time allocated. The duration of activities is sometimes insufficient to support in-depth discussion and reflection, which are crucial for strengthening the internalization of values. As a result, students may understand the activity but not fully connect it to the intended values.

Furthermore, teacher facilitation remains a crucial factor. Teachers are required to

manage the diverse characteristics of students and ensure active participation. Without effective facilitation, activities can become task-oriented rather than value-oriented.

To address this challenge, teachers can implement simple strategies such as assigning clear roles in group work, providing brief and directed reflections, and encouraging participation from less active students. These efforts can help optimize KAMIBAJA implementation and ensure that the intended values are more effectively internalized.

3.5. Discussion

The findings of this study reveal that KAMIBAJA activities serve as an effective medium for instilling the values of humanity and unity through experiential and collaborative learning. The effectiveness of this program is reflected not only in observable student behavior but also in the gradual internalization of these values that emerges through repeated participation and meaningful interactions.

From a humanitarian values perspective, the results indicate that empathy, respect, and social concern develop naturally through direct social engagement. Students demonstrate empathy by helping peers without external prompting, indicating that these values begin to form intrinsically. This supports the notion that internalization of values is more effective when students actively engage in real-life social situations rather than passively receiving theoretical instruction. The experiential nature of KAMIBAJA allows students to encounter authentic situations that require them to respond emotionally and socially, strengthening their moral awareness.

Furthermore, the development of respect and fair treatment reflects students' increasing ability to manage differences of opinion and background. This is particularly important in the elementary school context, where students are still in the early stages of social development. The ability to accept differences and maintain positive interactions suggests that KAMIBAJA contributes to the formation of inclusive social behavior. However, findings also indicate that this process is not uniform across all students, as some still tend to interact selectively with familiar peers. This suggests that the internalization of values is gradual and influenced by individual differences.

Regarding the value of unity, findings indicate that cooperation, togetherness, tolerance, and a sense of belonging are developed through group-based activities. Students are able to collaborate, share responsibilities, and work toward common goals, demonstrating that cooperation is not only conceptually understood but also practiced in real-life situations. The emergence of togetherness and group cohesion further indicates that students are developing emotional connections within their groups, strengthening their sense of unity.

A significant contribution of this study is the identification of belonging as an important dimension of unity values. While much research focuses on observable behaviors such as cooperation, this study highlights that emotional attachment to the group plays a crucial role in maintaining unity. Students who feel a sense of belonging are more likely to be responsible, actively participate, and maintain positive relationships. These findings suggest that character education programs should not only focus on behavioral outcomes but also consider emotional

engagement as a key factor.

Furthermore, the findings emphasize the importance of routine and consistency in value formation. KAMIBAJA is implemented as a routine program, allowing students to repeatedly experience situations that require empathy, cooperation, and tolerance. This repetition transforms values from temporary behaviors into habitual actions. Without consistent practice, values may remain superficial and not fully internalized. Therefore, the sustainability of such programs is crucial for long-term character development.

Despite these positive results, several challenges have been identified. Variations in student participation levels indicate that not all students benefit equally from the activities. Some students remain passive, which can limit their opportunities to internalize values. This suggests that active participation is a crucial factor in the effectiveness of experiential learning. Teachers need to ensure that all students are meaningfully engaged, not just physically present.

Another challenge is the limited time allocated. The duration of KAMIBAJA activities may not always be sufficient to allow for in-depth reflection, a crucial component of experiential learning. Reflection helps students connect their experiences to their underlying values, and without sufficient time, this process may not be optimal.

Furthermore, the teacher's role as a facilitator is crucial. Teachers are required to manage group dynamics, guide interactions, and reinforce values throughout the activity. The effectiveness of KAMIBAJA depends heavily on how well teachers fulfill this role. Without proper facilitation, activities can become routine tasks without meaningful value formation.

Overall, this study highlights that KAMIBAJA's effectiveness lies in the integration of experiential learning, social interaction, and consistent implementation. The program provides a structured yet flexible environment where students can actively develop their understanding of human values and unity. Therefore, KAMIBAJA can be considered a relevant model for character education in elementary schools, particularly in fostering social and moral development.

4. CONCLUSION

This study concludes that KAMIBAJA (Thursday Interest in Talent and Identity) activities play a significant role in instilling humanitarian and unity values among elementary school students. Through structured stages consisting of planning, grouping, implementation, and reflection, this program creates meaningful learning experiences that encourage active participation and social interaction. Findings indicate that humanitarian values such as empathy, respect, and social awareness, as well as unity values including cooperation, tolerance, togetherness, and belonging, are developed through direct involvement and repeated practice. These values are not only conceptually understood but also reflected in students' behavior during the activities.

However, the program's effectiveness is influenced by several factors, including variations in student participation, limited time allocation, and the need for effective teacher facilitation. Therefore, continuous improvement is needed to optimize the implementation of KAMIBAJA activities. Schools are encouraged to strengthen similar programs by ensuring

consistent implementation, improving teacher facilitation skills, and providing sufficient opportunities for reflection. Further research is recommended to explore the long-term impact of these programs and their application in broader educational contexts.

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