

Strategic Management of Character Development to Enhance Creativity Among Junior High School Students

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ABSTRACT

This study focus upon examining strategic management applied within formation concerning student character value, alongside hope concerning fostering their creativity. Essential, this study aim to identify effective method for building student character that can help enhance their creative ability within school environment. This particularly important because, within today's era concerning globalization, student creativity remain key to preparing innovative younger generation capable concerning competing at global level. Research method employed were qualitative, utilizing case study at junior high school that have implemented character development program regular plus systematic. Research result indicate that character development involving daily habit, project-based learning, plus extracurricular activity have significant impact upon enhancing student creativity. Based upon this finding, it recommended that school incorporate character development into curriculum upon regular basis plus involve various stakeholder to create more organized program that better support student creativity.

Keywords: Creativity, Strategic Management, Student Character, Values Development.

INTRODUCTION

Currently, the issue of a lack of creativity among junior high school students in Indonesia has become a hot topic in the field of education¹. According to data from the Central Statistics Agency (BPS), although the number of children attending school in our country continues to increase, the quality of education, particularly in terms of developing students' creativity and critical thinking skills, remains a major problem. A 2020 UNESCO report also noted that countries in Southeast Asia, including Indonesia, still face a significant gap in student creativity. Even more concerning is the lack of efforts to create an environment that fosters creativity, compounded by the fact that the integration of character values into the learning process has not yet been fully maximized². Therefore, it is necessary to further explore how strategic management in the development of character values can help enhance student creativity³.

¹ R. Madhakomala, M. Akrimul Hakim, and Nabillah Syifauzzuhrah, "Problems of Education in Indonesia and Alternative Solutions," *International Journal of Business, Law, and Education* 3, no. 2 (2022): 135–144, <https://doi.org/10.56442/ijble.v3i3.64>.

² Gillian B Yeo et al., "A Neurocognitive Framework of Attention and Creativity: Maximizing Usefulness and Novelty via Directed and Undirected Pathways," *Journal of Organizational Behavior* 45, no. 6 (2024): 912–934, <https://doi.org/10.1002/job.2787>.

³ Ismatul Izzah et al., "Strategic Management of Schools for Excellence : Integrating Quality Culture and Character Development in Leading Educational Institutions," *Al-Ishlah: Jurnal Pendidikan* 16, no. 4 (2024): 4654–4668, <https://doi.org/10.35445/alishlah.v16i4.5953>.

Based upon result concerning observation and initial interview, phenomenon occurring at SMP Negeri 1 Pakuniran demonstrate importance concerning effective managing strategy inside of shaping student character value to enhance their creativity. Inside of increasing globalized world where technology continue to advance, this school strive to cultivate student character, not only fostering good attitude, moral, plus ethic but also promoting creativity as vital skill for adaptation plus innovation⁴. Development concerning character value such as discipline, responsibility, cooperation, curiosity, plus courage form integral part concerning management strategy implemented through various extracurricular activity, mentoring program, plus group work. This have led to improvement inside of quality concerning student creative idea plus solution, evident inside of various competition. Although challenge remain, such as resource constraint plus need to adapt teaching method, this achievement are also driven by way of parental plus community participation. However, continuous evaluation plus refinement concerning management strategy prove essential to further optimize development concerning student character plus creativity.

According to existing literature, development concerning creativity inside of education appear often close linked to formation concerning strong character value. Several previous study⁵ indicate that robust character education can have significant impact upon student creative ability. ⁶Some study observe that incorporating character value into curriculum can enhance student cognitive ability, which inside of turn are direct linked to increased creativity. Upon other hand, ⁷other study argue that creating learning environment that foster creativity, for example, through more flexible classroom plus freedom to explore, remain crucial for enhancing student creative outcome. However, although this research have made valuable contribution, there remain gap inside of understanding how character value plus learning environment can mutual reinforce each other, particular inside of context concerning junior high school inside of Indonesia. Furthermore, ⁸most previous study have not deep explored how strategic management can effective integrate this two aspect to support student creativity.

Previous studies have examined character education and student creativity in educational settings. However, most of these studies have focused on the two aspects separately, resulting in limited understanding of how strategic management can integrate character development and creativity enhancement within schools. This indicates a research gap, particularly at the junior high school level in Indonesia, where studies on the relationship between strategic management, character development, school culture, and student creativity remain limited. Therefore, the novelty of this study lies in proposing an integrated strategic management framework that connects character development, school culture, creative learning environments, and student creativity. Through this approach, the study offers a more comprehensive perspective on fostering both character and creativity among junior high school students.

This study is guided by the research question: How is strategic management implemented in character development to enhance creativity among junior high school students? Based on this question, the study aims to examine in depth the implementation of strategic management in character development and its contribution to fostering student

⁴ AK Isabirye et al., "Cultivating Creativity and Innovation in the School Curriculum for the 21st Century: Opportunities and Challenges," *Journal of Ecohumanism* 4, no. 3 (2025): 334–348, <https://doi.org/10.62754/joe.v4i3.6647>.

⁵ Youmen Chaaban et al., "Exploring Teachers' Perspectives on Career Development : Q Methodology Research," *Teaching and Teacher Education* 122, no. 103987 (2023), <https://doi.org/10.1016/j.tate.2022.103987>.

⁶ Endang Purwaningsih, "The Role of Metacognition in Character Education : A Case Study on Students' Moral and Ethical Formation Strategies," *Society* 12, no. 1 (2024): 1–13, <https://doi.org/10.33019/society.v12i1.617>.

⁷ Ujjwala Kakarla, "Fostering Creativity in Education," *International Journal of Innovative Scientific Research* 2, no. 3 (2024): 83–88, <https://doi.org/10.5281/i.j.isr.140724>.

⁸ Fitriadi, Risma Magaretha Sinaga, and Rosida Rahmawati Muhammad, "A Literature Review on the Cultural Perspective Study in Elementary School Education in Indonesia," *Journal of Innovation in Educational and Cultural Research* 5, no. 1 (2024): 51–61, <https://doi.org/10.46843/jiecr.v5i1.848>.

creativity. By positioning character development as an integral component of educational management, this research offers a broader perspective on the creation of learning environments that support creative growth. The findings are expected to contribute to educational policy and practice, particularly in the design of comprehensive learning programs that integrate character values with creativity development. Furthermore, the study focuses on understanding how the continuous cultivation of character values influences school culture, classroom learning environments, and students' creative capacities. A qualitative approach is employed to explore the roles of teachers, students, and other stakeholders in managing and implementing character development within the school context.

RESEARCH METHOD

This study employed a qualitative approach using a case study design. The qualitative approach was selected because it enables an in-depth exploration of complex social phenomena through contextual and comprehensive understanding. In this study, the focus is directed toward examining how strategic management in character development is implemented and how it contributes to enhancing student creativity. The case study design was considered appropriate because it allows researchers to investigate a phenomenon intensively within its real-life setting, thereby providing a detailed understanding of the processes, challenges, and outcomes associated with the implementation of character development programs in schools.

The selection of SMP Negeri 1 Pakuniran, Probolinggo Regency, East Java, as the research site was based on several academic considerations. First, the school has consistently implemented various character-development programs that are integrated into both curricular and extracurricular activities, making it a relevant setting for examining the relationship between strategic management and character formation. Second, the school has demonstrated achievements in academic and non-academic activities that reflect students' creativity and active participation in school programs. Third, SMP Negeri 1 Pakuniran is considered representative of public junior high schools that actively promote character education while simultaneously encouraging student creativity. These characteristics make the school an appropriate case for understanding how strategic management practices can support character development and foster a creative learning environment. Therefore, the selection of this research site was not only based on accessibility considerations but also on its relevance to the research objectives and its potential to provide rich empirical data related to the phenomenon under investigation.

Table 1. Research Informants

Informants	Gender		Number
	M	F	
Principal		1	1
Administrative Director	1		1
Class Teacher	1	1	2
Subject Teacher		1	1
Students	3	3	6

Data were collected through documentation, observation, and interviews. Documentation was used to obtain information related to school policies, programs, and activities concerning character development. Observations were conducted during the research period by directly examining learning activities, extracurricular programs, and interactions among school members. Meanwhile, semi-structured interviews were carried out with the principal, teachers, students, and extracurricular advisors to gain in-depth information regarding the implementation of strategic management and its influence on student creativity.

To ensure data credibility, this study employed source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from different informants, while technique triangulation was carried out by cross-checking data

gathered through observations, interviews, and documentation. These procedures were applied to enhance the validity and trustworthiness of the research findings.

Data analysis in this study followed the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing and verification. Data condensation was conducted by selecting and focusing relevant information obtained from observations, interviews, and documentation. The condensed data were then organized and presented through narrative descriptions and thematic categories to facilitate interpretation. Finally, conclusions were drawn based on identified patterns and relationships within the data and subsequently verified through source and technique triangulation to ensure the credibility of the findings. Through these stages, the study generated a comprehensive understanding of the implementation of strategic management in character development and its contribution to student creativity at SMP Negeri 1 Pakuniran.

RESULT AND DISCUSSION

Instilling Character Values

Instilling character value in teaching plus learning process prove crucial for shaping student who possess intellectual intelligence plus moral strength. This process begins by way of introducing foundational value such as honesty, discipline, responsibility, plus empathy, which stand integrated into every learning activity. Additional, students are taught to apply this value inside of their daily life, enabling it to build good character that will prove beneficial inside of future. Teacher plays vital role as guide plus positive role model, creating learning environment that support student character development. Family plus community involvement also remain essential inside of this process. By way of consistent deepening their understanding concerning character value, student can navigate difference, resolve problem wise, plus contribute positive to society. Therefore, character education must form integral part concerning educational system, one that emphasize not only academic achievement but also holistic development concerning student.

Alongside this, Sriningsih, as Principal, emphasize that character education must appear tangibly present inside of school culture, not mere as supplementary material. She state: Instilling character stand not enough through mere advice: value such as honesty, discipline, plus responsibility must manifest evident inside of daily habit inside of classroom plus throughout school. Teacher must serve as role model, plus school reinforce this through rule plus consistent practice so that student carry this value home plus into their community⁹.

According to informant statement, instillation concerning character value inside of education focus upon introduction plus application concerning fundamental value such as honesty, discipline, plus responsibility, which stand not only taught inside of theory but also applied inside of student daily life. There findings are supported by way of statement out concerning Sriningsih¹⁰, which emphasize importance concerning habit formation plus role modeling as primary mechanism for internalizing value. Teacher play significant role as role model here because if it practices this value, student can see real-life example plus become motivated to follow inside of their footstep. Through continuous character education, it is hoped that student can handle difference concerning opinion wise plus resolve conflict positive. Beyond mere academic achievement, primary goal remains to shape student into individual who can contribute positive to society, highlighting importance concerning integrating moral value into entire learning process.

⁹ Sriningsih, "Mengintegrasikan Nilai-Nilai Moral Ke Dalam Pendidikan" (Probolinggo: Wawancara Pribadi, 2025).

¹⁰ Sriningsih.



Figure 1: Integrating Moral Values into Education

This image illustrates the process of character development through the introduction and continuous practice of core values such as honesty, discipline, and responsibility. The findings indicate that habituation is effective because repeated exposure to positive behaviours enables students to internalize these values and apply them naturally in their daily activities. This process is consistent with Lickona's theory, which emphasizes that character formation is achieved not only through moral knowledge but also through repeated practice and reinforcement within the school environment. As students become accustomed to positive behaviours, they develop greater self-discipline, responsibility, and confidence in learning activities. These qualities contribute to a more supportive learning environment that encourages active participation, problem-solving, and creative thinking. Therefore, the consistent implementation of character values not only strengthens students' character but also provides an important foundation for the development of student creativity.

Figure 1 illustrates how character values are internalized through routine school activities and the cultivation of a positive school culture. The visual evidence supports the interview findings, which revealed that the consistent implementation of character-based practices, such as discipline, responsibility, and cooperation, contributes to the development of students' positive behaviour. Furthermore, these habitual activities create a supportive learning environment that encourages students to participate actively, think creatively, and express their ideas with greater confidence. This finding indicates that character education functions not only as a means of moral development but also as an important foundation for enhancing student creativity.

Creating an Environment That Supports Creativity

This study aim to identify ways to create atmosphere that foster creativity among student. Result indicate that conducive learning environment do indeed influence development concerning their creativity. Study employ qualitative method through direct classroom observation plus interview alongside teacher plus student. Finding reveal that flexible classroom space, opportunity for free exploration, plus emotional support out concerning teacher significant aid inside of developing student creativity.

Based upon observation, it are clear that open classroom environment stand close linked to increased student creativity. Image concerning student participating inside of scouting activity demonstrate how supportive environment can true spark new, innovative idea. The findings further suggest that Scouting activities enhance student creativity because they provide

direct learning experiences that require students to solve problems, make decisions, and adapt to real situations. This process is consistent with Experiential Learning Theory, which emphasizes that knowledge and skills are developed through experience and reflection. In addition, Social Learning Theory explains that students acquire creative behaviours by observing peers, Scout leaders, and teachers during collaborative activities. Through interaction and modelling, students learn new ways of thinking and acting creatively. From a Constructivist perspective, creativity emerges when students actively construct knowledge through exploration, discussion, and hands-on activities rather than merely receiving information from teachers. Therefore, Scouting serves not only as a character-building activity but also as a learning environment that facilitates the development of creativity through experience, social interaction, and active knowledge construction.¹¹ This statement reinforces finding that creativity increases when students are not burdened by way of fear concerning making mistakes, but are encouraged to test their ideas plus learn out concerning process.

Figure 2: Scouting as a Means of Developing Student Character and Creativity



This image illustrates Scouting activity that helps foster creativity through collaboration plus skill development. Inside of the first image, groups concerning student participation inside of reflection sessions regarding discipline or study practice, which build a sense concerning unity plus collaborative learning under guidance concerning mentors. Outdoor environments also play a significant role inside of enhancing creativity, as it allows children to connect alongside natural environments, which foster honesty plus cooperation. This aligns alongside Kurniadi's explanation that creativity often emerges when students are faced alongside real-life situations plus activity challenges. He stated, "Child creativity often emerges when it faces activity challenges. It learns to find their own way, plus then we guide it as needed."¹² Inside of the second image, students are engaged inside of physical activities such as flag-raising ceremonies or drill exercises, which build physical plus mental resilience. This type concerning activity fosters problem-solving, leadership, plus cooperation, all concerning which are crucial for creativity. By way of participating inside of this activity, children learn to collaborate, think critically, plus adapt to various challenges, skills that are essential for developing creativity. Ultimately, both types concerning activity create atmospheres that support development concerning creativity by way of promoting interaction, discipline, plus cooperation within broad plus positive environments.

Based upon information gathered, it appears that consistent patterns emerge: when students are given greater freedom inside of their learning, their level concerning creativity tends to increase significantly. This freedom allows students to express their ideas, thoughts, plus interests without fear concerning making mistakes, thereby fostering emergence concerning new plus

¹¹ Kurniadi, "Pramuka Sebagai Sarana Pengembangan Karakter Dan Kreativitas Siswa" (Probolinggo: Wawancara Pribadi, 2025).

¹² Kurniadi.

creative idea. Furthermore, learning environment that true support creativity are characterized by way of open communication between teacher plus student, mutual respectful relationship, plus relaxed, non-overwhelming learning atmosphere. Such condition demonstrate that over rigid plus coercive teaching method can actual hinder student creative ability. Therefore, school need to is more flexible plus adaptable inside of creating comfortable learning environment, so that student can develop optimal plus sustainable inside of term concerning creativity.

Training as a Strategy for Character Development

This study emphasizes importance concerning training for educator as approach to instilling character value to foster creativity among junior high school student. This training program are designed to instil inside of teacher understanding concerning importance concerning integrating character value into learning process. Primary objective concerning this program are to create environment that not only support academic progress but also strengthen student character, which ultimate stimulate their creativity inside of thinking plus behaviour. As stated by way of Dewi Anggraini, homeroom teacher, training provided to teacher have significant impact upon how it approaches teaching. Alongside deeper understanding concerning character value, teacher can more easy integrate approach focused upon developing student creativity plus moral value¹³.

Based upon document obtained, training activity include various teaching method designed to introduce character value such as honesty, responsibility, plus empathy. Image below shows interactive session between instructor plus participant, demonstrating increased understanding concerning application concerning character value inside of daily learning activity. This training integrates theoretical concept alongside practical exercise, allowing teacher to experience plus apply this value inside of their teaching process.

Figure 3 Student Collaboration in Group-Based Learning for Character Development



The images illustrate the implementation of teacher training outcomes in classroom learning activities aimed at strengthening character values and fostering student creativity. In the first image, students are engaged in collaborative group work, discussing ideas, completing tasks, and recording information. This activity reflects a shift from teacher-centered instruction toward a more student-centered learning approach, where learners actively participate in the learning process. Through collaborative activities, students are encouraged to develop responsibility, cooperation, communication skills, and mutual respect, which are essential components of character development.

The second image shows a teacher facilitating group learning through the use of multimedia presentations and interactive instruction. This demonstrates a change in teaching strategies following the teacher training program. Rather than relying primarily on conventional lecturing methods, teachers adopted more interactive and participatory approaches, including collaborative learning, guided discussion, problem-solving activities,

¹³ Dewi Anggraini, "Kolaborasi Siswa Dalam Pembelajaran Berbasis Kelompok Untuk Pengembangan Karakter" (Probolinggo: Wawancara Pribadi, 2025).

and technology-supported instruction. These strategies created greater opportunities for students to engage actively with learning materials and contribute their own ideas during classroom activities.

The implementation of these instructional changes also influenced classroom dynamics. Learning activities became more collaborative, interactive, and inquiry-oriented, allowing students to work together, exchange perspectives, and explore solutions to various learning tasks. Such classroom practices promoted a supportive learning environment in which students felt more confident expressing opinions and experimenting with new ideas. The increased interaction among students also strengthened social relationships and reinforced character values such as teamwork, respect, and responsibility.

As a result, significant improvements in student creativity were observed. Students demonstrated greater originality in project development, produced more innovative presentations, and showed increased confidence in proposing ideas during classroom discussions. Teachers also reported higher levels of student participation and engagement in activities requiring creative thinking and problem-solving. These findings suggest that teacher training contributes not only to the improvement of instructional practices but also to the creation of a creative learning environment that supports both character development and the enhancement of student creativity.

Discussion

This study found that the implementation of character values such as honesty, discipline, and responsibility has contributed significantly to students' academic and social development. Based on field data, these values were not only introduced through classroom instruction but were also reinforced through daily school activities, teacher modelling, and routine disciplinary practices.¹⁴ As a result, students demonstrated greater responsibility in completing assignments, improved punctuality, and stronger awareness of ethical behaviour in social interactions. These findings suggest that character development becomes more effective when values are consistently practiced rather than merely delivered as theoretical concepts.¹⁵

Another important finding concerns the role of families and communities in strengthening character development. Interviews revealed that students who received consistent guidance from parents and positive support from their social environment were more likely to demonstrate behaviours aligned with the values promoted by the school. This indicates that character formation is not solely influenced by formal educational institutions but also by the broader social context in which students interact.¹⁶ This finding differs from several previous studies that primarily focused on schools as the central agent of character education. The present study shows that the effectiveness of character development depends on the consistency of values across school, family, and community environments. When similar values are reinforced in multiple contexts, students experience fewer contradictions and are more likely to internalize those values as part of their personal behaviour.¹⁷

Evidence C further demonstrates that sustained character education contributes to students' ability to manage differences of opinion and resolve conflicts constructively. Field observations showed that students who were accustomed to value-based learning were generally more willing to listen to others, respect different perspectives, and seek peaceful

¹⁴ M Aqil Fahmi Sanjani, "The Impact of School Principals on Graduate Quality Through Character Education Initiatives," *Journal of Educational Management Research* 3, no. 1 (2024): 30–46, <https://doi.org/https://doi.org/10.61987/jemr.v3i1.347>.

¹⁵ Darmawan Harefa and Fatolosa Hulu, "Mathematics Learning Strategies That Support Pancasila Moral Education: Practical Approaches For Teachers," *AFORE: Jurnal Pendidikan Matematika* 3, no. 2 (2024): 51–60, <https://doi.org/https://doi.org/10.57094/afore.v3i2.2299>.

¹⁶ Abdul Muis et al., "Role of the Islamic Education Teacher in the Moral Improvement of Learners," *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam* 5, no. 3 (2022): 411–22, <https://doi.org/10.37758/jat.v5i3.487>.

¹⁷ Endang Purwaningsih and Rasyid Ridha, "The Role of Traditional Cultural Values in Character Education," *Pakistan Journal of Life and Social Sciences* 22, no. 2 (2024): 5305–5314, <https://doi.org/https://doi.org/10.57239/PJLSS-2024-22.2.00396>.

solutions when disagreements occurred. These behaviours indicate that character education influences not only moral development but also social competence.¹⁸ The relationship between character development and social skills becomes evident through students' interactions within the school environment. Character values such as empathy, respect, and responsibility encourage students to build positive relationships and maintain harmonious communication with their peers. This finding is consistent with social development theory; however, the present study provides additional evidence that the influence of character education extends beyond academic outcomes and contributes directly to the quality of social.¹⁹

The findings also suggest a conceptual relationship in which Strategic Management supports Character Development, which subsequently strengthens School Culture. A positive school culture then creates a Creative Learning Environment that encourages students to express ideas, collaborate effectively, and engage in innovative thinking. Ultimately, these interconnected factors contribute to the enhancement of Student Creativity. This conceptual model demonstrates that creativity develops not only from individual abilities but also from the interaction between educational management, character formation, school culture, and learning environments that support innovation.

When compared to study that focus sole upon academic achievement, this finding further underscore urgency concerning character development inside of improving quality concerning student social interaction within community.

Based upon finding inside of Evidence A, incorporating character value into daily learning routine have been proven to foster student development. This occur because direct application concerning this value inside of learning activity allow student to experience it authentic plus tangible. When discipline, responsibility, plus honesty are modelled by way of teacher plus integrated into learning activity, student find it easier to internalize this value inside of their daily life. Furthermore, applying this value inside of relevant context allow student to immediate feel their impact, thereby strengthening their awareness concerning importance concerning this value for both social plus academic life²⁰. This finding align alongside previous research stating that value-based learning method plus real-world practice can enhance both understanding plus application concerning this value²¹.

Evidence B underscore importance concerning educator role as role model inside of shaping student character. Student tend to mimic behavior observed inside of adult, particular teacher. When value such as honesty, discipline, plus responsibility are reflected inside of teacher daily action, student motivation to adopt similar behavior increase. This mechanism is known as social learning²², which stand process concerning learning through observation concerning other action. Inside of this context, teacher serve as concrete representation concerning application concerning value inside of real life. Therefore, consistency concerning educator behavior significant determine pattern concerning attitude that develop inside of student.

Evidence C indicates that character education conducted consistently helps students handle differing opinions and resolve conflicts constructively. The continuous process of

¹⁸ Majid Zamiri and Ali Esmaeili, "Strategies, Methods, and Supports for Developing Skills within Learning Communities: A Systematic Review of the Literature," *Administrative Sciences* 14, no. 9 (2024): 231, <https://doi.org/10.3390/admsci14090231>.

¹⁹ Ahsan Sofyan and Ady Saputra, "The Implementation Of Character Education To Improve Social Skills Of Elementary School Students," *Qalamuna - Jurnal Pendidikan, Sosial, Dan Agama* 14, no. 2 (2022): 413–422, <https://doi.org/10.37680/qalamuna.v14i2.3226>.

²⁰ Rynke Douwes et al., "Well-Being of Students in Higher Education: The Importance of a Student Perspective," *Cogent Education* 10, no. 1 (2023): 2190697, <https://doi.org/10.1080/2331186X.2023.2190697>.

²¹ Andreas Marougkas et al., "Virtual Reality in Education: A Review of Learning Theories, Approaches and Methodologies for the Last Decade," *Electronics (Switzerland)* 12, no. 13 (2023): 2832, <https://doi.org/10.3390/electronics12132832>.

²² Sara De Felice et al., "Learning from Others Is Good, with Others Is Better: The Role of Social Interaction in Human Acquisition of New Knowledge," *Philosophical Transactions of the Royal Society B: Biological Sciences* 378, no. 1870 (2023): 20210357, <https://doi.org/10.1098/rstb.2021.0357>.

internalizing values fosters a more open mindset and enhances empathy toward others. Thus, character education is not only related to moral reinforcement but also to the development of social skills such as effective communication, empathy, and peaceful conflict resolution²³. This is consistent with social development theory, which asserts that sustained character development strengthens relationships and cohesion among students.

Overall, the findings of this study enrich the understanding of the importance of integrating character values into educational management practices to support the development of student creativity. Based on the results, a conceptual model can be proposed in which effective strategic management serves as the foundation for strengthening character development among students. The continuous implementation of character values subsequently contributes to the formation of a positive school culture that promotes discipline, responsibility, honesty, and collaboration.²⁴ A supportive school culture then creates a creative learning environment where students feel encouraged to express ideas, explore new perspectives, and engage in innovative problem-solving. Ultimately, these interconnected processes contribute to the enhancement of student creativity. This model demonstrates that student creativity is not developed independently but emerges through the interaction between strategic management, character development, school culture, and a conducive learning environment.²⁵ Therefore, schools should systematically integrate character education into the curriculum and daily learning practices while providing professional development opportunities for teachers. In addition, collaboration among schools, families, and communities should be strengthened to establish a sustainable ecosystem that supports both character formation and creativity development among students.

CONCLUSION

The findings of this study also provide practical implications for school stakeholders. For school principals, the results highlight the importance of integrating character development programs into school management practices and fostering a school culture that supports creativity and innovation. For teachers, the findings emphasize the need to incorporate character values such as discipline, responsibility, honesty, and collaboration into classroom learning activities to create an environment that encourages students to think critically and creatively. Furthermore, schools are encouraged to formulate policies that systematically integrate character education into curricular and extracurricular programs, provide professional development opportunities for teachers, and establish continuous evaluation mechanisms to ensure the effective implementation of character-building initiatives. Such policies are expected to strengthen both students' character formation and the development of their creative potential in a sustainable manner.

Based upon discussion outlined above, it can be concluded that strategic management concerning character development play significant role inside of enhancing creativity concerning junior high school student. Integration concerning value such as discipline, responsibility, plus honesty when applied inside of planned plus consistent manner have proven not only to shape positive behavior but also to create learning environment that foster bold thinking, flexibility concerning idea, plus ability to generate innovative concept. Implicit, this finding affirm that creativity grow out concerning strong character foundation plus school culture that support continuous internalization concerning value. Consequent, character

²³ Tetep and Alni Dahlena, "Fostering Social Harmony : A Peace-Building Approach to Conflict Resolution and Enhanced Social Skills," *Al-Ishlah: Jurnal Pendidikan* 16, no. 2 (2024): 2392–2403, <https://doi.org/10.35445/alishlah.v16i2.4687>.

²⁴ Nurul Komariah and Ishmatun Nihayah, "Improving The Personality Character of Students Through Learning Islamic Religious Education," *At-Tadzkir: Islamic Education Journal* 2, no. 1 (2023): 65–77, <https://doi.org/10.59373/attadzkir.v2i1.15>.

²⁵ Siti Cholifah and Faelasup, "Educational Environment in the Implementation of Character Education," *Journal of Scientific Research, Education, and Technology (JSRET)* 3, no. 2 (2024): 816–825, <https://doi.org/https://doi.org/10.58526/jsret.v3i2.418>.

education must be systematic integrated into school management, curriculum, plus teaching practice to ensure holistic plus sustainable development concerning student potential.

This study has limitation regarding its scope, as it only involved junior high school student; therefore, generalizing finding to other educational level should be done alongside caution. Additionally, research design did not employ longitudinal approach to monitor long-term impact concerning character development upon creativity. Therefore, future research are recommended to include more diverse range concerning educational level, expand institutional context, plus utilize longitudinal design plus mixed-method approach to gain more comprehensive understanding concerning relationship between character strengthening plus development concerning student creativity.

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