Implementation of Serviam Character Education at Saint Theresia Senior High School Jakarta

Albertus Noegroho
Universitas Kristen Indonesia, Jakarta, Indonesia
albert73devo@gmail.com

Article Info	ABSTRACT
	Character education is an important part of shaping students' character in facing the challenges of the times. Saint Theresia Senior High School implements character education that aligns with the school's vision. How is the implementation of the Serviam value in that school? There has been no research on this matter yet. This research aims to explore the implementation of the Serviam value at Saint Theresia Senior High School. The method used is qualitative. Data were obtained using interview techniques, observation, and documentation studies. The results show that the implementation of value education is carried out through (1) learning activities and planning (95% of teachers have prepared lesson plans with Serviam character), implementation in learning (88% of teachers have implemented lesson plans with Serviam character in learning), and in attitude assessment (100% of teachers have conducted attitude assessments with Serviam character). (2) the development of habitual school culture; (3) extracurricular activities; and (4) daily activities at home and in the community) This research contributes to enriching the literature on character education and provides important input for stakeholders on the development of integrative and systematic character education, thereby serving as input and development in the school curriculum.

1.   INTRODUCTION

The 21st century is marked as a century of openness which demands fundamental improvements related to lifestyles in the past. In this digital era, knowledge, science and technology and information are experiencing rapid development to reach various aspects of life, including the education sector. The world of education is faced with a real challenge at this time, namely increasing the necessary competencies such as competency Critical Thinking and problem solving skills, communication and collaboration skills, competence in creating and innovating, and skills in using information and media literacy (Stanikzai, M.I. (2023). Education has the most vital role in efforts to form a complete Indonesian human being, because there is character education as an inseparable part of education in general and this can be a powerful tool in dealing with negative impacts, both impacts that come from within and from outside (Imawan. O.R.,2023). The problem in character education that often arises

today is that values and character, politeness in association as a civilized society (Civil Society) has been abandoned by many young people to old people. This is shown that everyone can do whatever they want, this situation can also be seen in the world of social media which is rife and becomes a channel for moral decadence, blasphemous behavior through social media, cyberbullying, and other behaviors that are still rife such as student fights, hijacking of gadgets. transportation by students, as well as other behaviors that harm society and the students themselves.

Currently, the government through related ministries has carried out many programs related to Character Education (Fadli, 2021). However, it is a shame that the character education model that has been developed and implemented is not yet the right model, and has not been able to overcome moral decline optimally. Value education or character education with improved quality of implementation becomes an important part of education in formal educational institutions. Many parties assume that there is an increase in intensity and quality in order to be able to respond to the growing social phenomena, since the morally contagious decadence in the world, education as it should be the tip of the spear, how important 21st century learning is when we realize it or not, there are many negative effects that must be overcome due to the many changes in the 21st century (Aryani, I. K., & Yuliarti,2022). Such problems can be overcome by realising character education in every school. Character education is one of the solutions (Kim.H.,2015). The character is defined as a family of personality traits that manifests in one's thoughts, feelings, and actions (Qin, C., Cheng, X., Huang, Y. et al, 2022).

Values education can be paraphrased in another language, namely character education. The 2010-2025 National Policy for National Character Development emphasizes that character education is the result of a combination of four parts, namely heart exercise, thought exercise, exercise, and taste and intention exercise. Exercise of the heart is related to feelings, attitudes and beliefs/faith. Thought is related to the process of reasoning to find and use knowledge critically, creatively and innovatively. Sport is related to the process of perception, readiness, imitation, manipulation and creation of new activities accompanied by sportsmanship, as well as feeling and intention related to will and creativity which is reflected in caring, imagery and the creation of novelty that has been formulated by the Indonesian government through the Indonesian Ministry of Education and Culture. (Kemendiknas, 2010). Character education has three key parts: knowing good, loving good, and doing good (Lickona, 2009). Values influence individuals' behaviour in everyday life and guide their evaluation of themselves and others, choices, and actions (Li, J., & Li, X.,2024).

Being a serious challenge for education in overcoming the fading of values in adolescents, schools as educational institutions play an important role in creating a nation that we can be proud of. This is reflected in Law No. 20 of 2003 article 3 concerning the National

Education System state (Indonesia R.,2003) and leadership education needed in the twenty-first century, focusing particularly on the importance of character (Brooks, E., Tse, S., Wright, J.Y. et al, 2024).   The Government of the Republic of Indonesia in the National Policy for National Character Development for 2010 – 2025 that Based on these character values, the Ministry of National Education has four main character values among students in schools, namely honest (from the heart), intelligent (from the mind), Tough (from sports) and caring (from taste and intention) has been proclaimed by the Government of Indonesia through the Ministry of Education and Culture. From this explanation it is increasingly clear that teachers and schools have a very central role in transforming school values in various teaching and learning activities and extracurricular activities, this can only be realized if teachers and schools also live up to the values to be transformed.

Departing from this, the role of schools as formal educational institutions is obliged to develop character education as mandated by the law. This has been realized by all stakeholders responsible for school management. Schools in general have values that will be championed and implemented in the education of students. These values become a reference for all school members to act and behave in ways that reflect the organizational culture. Organizational culture can be defined as a system of values, beliefs, assumptions, or norms that have long been valid, agreed upon and followed by members of an organization as a guide to behave and solve organizational problems. Organizational culture is one of the variables that greatly influences the transformation process in education. Organizational culture is empirically proven to affect knowledge sharing. The quality and achievement of an organization in general and school organizations in particular are measured, among others, by the quality of its students, both with regard to knowledge, skills and attitudinal competencies (Sawan et al.2021), in accordance with Gardner's (2016) ideas about the concept of human competence and motivation, as well as Salovey and Mayer (1990) and Goleman (2018) regarding the concept of multiple intelligences.

Schools generally have values that will be championed and implemented in the education of students. These values are the operationalization of the school's vision and mission, which can be a consideration for parents to choose the school as a place for their children's education (Dwiatmoko, 2022). A conducive school environment allows all learners to develop in all potentials. (Kemendiknas, 2010). In the school context, value education is often known as character education. The principle of character education is to encourage the birth of good children, grow in good character, grow with the capacity and commitment to do the best things and do everything right, and tend to have a purpose in life, Zagzebski (1996) argues that intellectual virtues are just like moral virtues: attributes of a person that dictate good/desirable behavior (moral virtue); however, in the case of intellectual virtue, good/desirable thinking, to be successful we need something more than intelligence and

knowledges (Crespi, P. 2020),   strategies of character education: dialogue that increases virtue literacy, and habituation through practice (Cohen de Lara, 2024). Conceptualized values of education as a broader concept of value orientations towards education that helps to describe the mechanisms behind primary and secondary effects, and thus, behind social inequalities in educational decisions and educational trajectories (Scharf et al. 2019).

According to the curriculum document of Saint Theresia Senior High School, character education has been developed by the Ursuline School of Saint Theresia Senior High School Jakarta, which prepares students for life in an increasingly advanced era. The school's vision is to develop intellect, enhance awareness of value systems, prepare students to prioritize honesty, foster friendships among students, based on mutual understanding, both in school, family, and society. Spirituality is a way of life or a meaningful way of living for the fulfillment of a person's spiritual life, a learning process, as well as various types of educational activities both directly and indirectly.

The Serviam values developed into core values at Saint Theresia Senior High School Jakarta include: love and compassion, integrity, courage and resilience, unity, totality, and service. (Ursulin, 2022). Core Values as the main guiding principle of education, and applied in both academic and non-academic environments.

The values of Serviam are instilled through learning activities in all subjects, school culture development, extracurricular activities, and daily activities at home and in the community. Its achievement can be measured through the following. First, love and compassion are values manifested in attitudes and behaviors driven by deep cognitive and affective awareness to bring happiness to others and preserve the universe and its contents as a fruit of faith reflection to glorify God. The indicators are the willingness to help those in need, forgive others' mistakes, accept and appreciate others, the ability to bring a positive aura, create a joyful and enthusiastic atmosphere in their environment, the willingness to make others happy, to be gentle and friendly with others, and the ability to care for the natural environment.

Second, integrity is a form of personal identity that is shown with complete maturity. This personal character is characterized by strong life principles as a guide when behaving and speaking. St. Angela Merici's advice to her followers must have obedience and be in line with the honor of God and have integrity in the person (Mazzonis,Q.,2004). For St. Angela Merici, Integrity is the principal, guiding principle of life, especially the unity of words and actions and making choices. A person of integrity is cultivated from an early age through continuous value and character education.

Third, courage and sincerity are values that manifest in attitudes and behaviors without fear and firmly uphold principles to act rightly and wisely in facing urgent, dilemmas, and critical risks and challenges. The indicators are the ability to choose the right actions in critical, dilemmas, and urgent situations; the ability to bear the risks of decisions or policies taken; the

ability to act rightly and wisely; the ability to face challenges; the courage to fight for justice; holding steadfast to the values of truth; resilience in facing various challenges; the courage to fight for justice(Ursulin,2022).

Fourth, unity is a value that manifests in attitudes and behaviors of living together, prioritizing harmony, solidarity, and being bound to one another in love. The indicators are the willingness to build a harmonious life together; the ability to create constructive relationships; the ability to cooperate with various parties; the willingness to deliberate to reach a consensus; the ability to tolerate, appreciate, and accept differences as a shared wealth; the willingness to prioritize the common good over individual interests (Ursulin,2022).

Fifth, totality is a value manifested in attitudes and behaviors driven by high self-motivation to fully dedicate oneself in carrying out tasks and responsibilities with sincerity, thoroughly, and correctly. The indicators are the willingness to work and serve diligently; the ability to complete assigned tasks optimally, on time, and correctly; the ability to solve problems and make wise decisions; the readiness to continuously improve skills and capacities; and the ability to innovate (Ursulin,2022).

Sixth, service is a value that manifests in the attitude and behavior of being ready and selfless to share talents, abilities, and skills for the happiness of others and the glory of God. The indicators are the sincerity to give all potential for the community's progress; the willingness to carry out tasks and duties with joy; the ability to meet customer satisfaction; the readiness to actively engage in work and service (Ursulin,2022).

In addition, the spirit of service must be cultivated until it becomes one's character. It had a particular focus on six specific character virtues: service, gratitude, honesty, humility, wisdom, and pro-social purpose. These were chosen for three reasons: (i) They were identified in a review of leadership studies literature as important for good and wise leadership (Chun, 2005; Crossan et al., 2015; Gini, 2013; Haskins et al., 2018; Kempster et al., 2011; Sturm et al., 2017; Wright & Quick, 2011); (ii) they are especially relevant for leadership development during the life stage of emerging adulthood (Arnett, 2014,; Brooks et al., 2019); (iii) they are recognised as important by a wide range of moral traditions.

In the 21st century, education works are faced with challenges that require critical thinking skills, creativity, communication skills, and cooperative skills. This has made Ursuline schools constantly transform according to the times. educate. Character education in accordance with the values of Ursuline Education is the foundation of spirituality in the curriculum, which is the foundation used in the process of managing schools and curricula, learning processes, and various kinds of educational activities carried out, either directly or indirectly. Serviam values becomes a strong will possessed by students to manifest it in everyday life. In other words, Serviam is a reference in the life of the learning community which makes Ursuline schools an inherent character that distinguishes them from other schools. All

school members have a strong will to serve God in others. Character development in education is the core of education and has an influence on all educational activities. Given the importance of character development in education and human life, the application of Serviam character values cannot be done arbitrarily, but needs to pay attention to the stage of development of learners and its suitability to the environment, the needs of national development, the development of science, and technology and art, in accordance with the type and level of each educational unit.

According to the results of a preliminary study (2023) on the application of Serviam values in the Ursuline school of Saint Theresia Senior High School, there seems to be a gap between ideas and curriculum documents and between documents and implementation so that the structure and substance of the Serviam values character development program needs to be constructed and reconstructed in order to improve the quality of graduate competencies with character and ready to serve in their lives.

Based on the problem identification above, the problem formulated in this research is how is the implementation of Serviam values in all educational processes at Saint Theresia Senior High School?

The details of the problem formulation are as follows. (1) How is the planning for the implementation of Serviam values in the entire educational process at Saint Theresia Senior High School? (2) How is the implementation of Serviam values in the educational process at Saint Theresia Senior High School? (3) How is the school culture in developing Serviam values at Saint Theresia Senior High School? (4) How is the development of Serviam values in extracurricular activities at Saint Theresia Senior High School? (5) How are daily activities in developing Serviam values at Saint Theresia Senior High School?

2. METHODS

The method used in this research is qualitative method. Data collection was carried out using interview techniques, observation and documentation studies. Data was obtained from the principal, vice principal for curriculum and vice principal for student affairs and vice principal for public relations, teachers and students of Saint Theresia Senior High School, Jl. H. Agus Salim No. 75 Menteng, Jakarta. Other data sources are school documents related to the implementation of Serviam values such as School Programs, School Strategic Plan Programs, Curriculum Documents, Lesson plan program (RPP), Annual Programs and Semester Programs.

The research data was validated by triangulating sources and techniques. Researchers tested the data by interviewing several informants and comparing the data they presented. Researchers also used triangulation techniques. The validity of the interview results was tested by observation techniques and in-depth study of documents related to the research. Furthermore, the data was analyzed with the stages of data reduction, data presentation and

conclusion drawing.

3.   RESULTS AND DISCUSSION

The curriculum development carried out by Saint Theresia High School is outlined in the school program including the strategic plan and curriculum program which requires every teacher to incorporate Serviam values into learning activities, both in face-to-face activities in the classroom and in every activity carried out both inside and outside the classroom. Serviam values, which are core values in Ursuline education, are applied in an integrated manner into learning activities in each subject, school culture, extra-curricular activities and practices in daily life both at school and at home or in the community.

3.1.   Actualization of Serviam Values Education

The Basic Values of Serviam Education mentioned above need to be detailed in more depth so that they can be easily realized in the daily education process. The Basic Values of Serviam Education must be lived and actualized by all school members in all Ursuline Educational Institutions in order to become the "atmosphere" or culture of the school that lives and breathes life into its members. In order for the Basic Values of Serviam Education to become a school culture, every Ursuline Educational Institution needs to do the following: (a) Creating sacred and social spaces for school community encounters. Social space is a place or school atmosphere that allows encounters between campus/school members where positive interactions occur, building relationships with each other. A place for maximum growth for each school member. Sacred space is an atmosphere of positive encounters that support the personal development of each school community, where everyone who comes can feel sincere acceptance because of respect/appreciation for each other. A place to draw "strength" and "renewal of spirit" to live life positively and energetically. (b) Creating an atmosphere of joy and hope. The Basic Values of Serviam Education will flourish if a supportive atmosphere is provided. The atmosphere of joy is an important element so that every school community feels the freedom of being children of God, thus encouraging them to understand, live, and apply the Serviam Values in their daily lives. Optimism, full of hope, is the basis for the growth of strong faith in something that has not yet been seen or experienced. Thus, an atmosphere of hope, optimistic about the Divine Providence that will always be with those who hope and strive, will be a good field for the growth and development of Serviam individuals. (c) Creating a culture of innovation, responsive to the needs of the times. Being critical, creative and able to innovate requires constant practice. Creativity and a positive critical attitude need to be built and developed together. Sharing ideas and thoughts for the development and progress of many people needs to be familiarized to all school members.

3.2.   Implementation Stages of Serviam Value Education

In an effort to encourage the realization of Serviam values in the practice of Serviam value education, it is carried out in the form of: (a) School Pastoral, The role of school pastoral

as an important part in the process of serviam value education, through programs such as: formulating indicators of value achievement and formulating the content of the value into several religiosity activities in the form of spiritual deepening (recollection), recollection of the spirituality of Saint Angela, Catholic religious commemoration activities at school, commemoration of World Food Day, Commemoration of National Scripture Month. Each programmed activity is based on the values of Serviam and at the end of the activity a personal reflection is carried out by students and school members after participating in the activity. (b) Integration of Serviam values in the education and learning process. The process of embedding values is carried out simultaneously by each teacher by including one to two values in the lesson plan and lived during learning activities on that day. In line with the opinion of Sauri & Nurdin, (2019) that curriculum design can be carried out to maximize the practice of instilling value education, analyze learning materials and indicators to be achieved to find out character values by including them in the learning process.
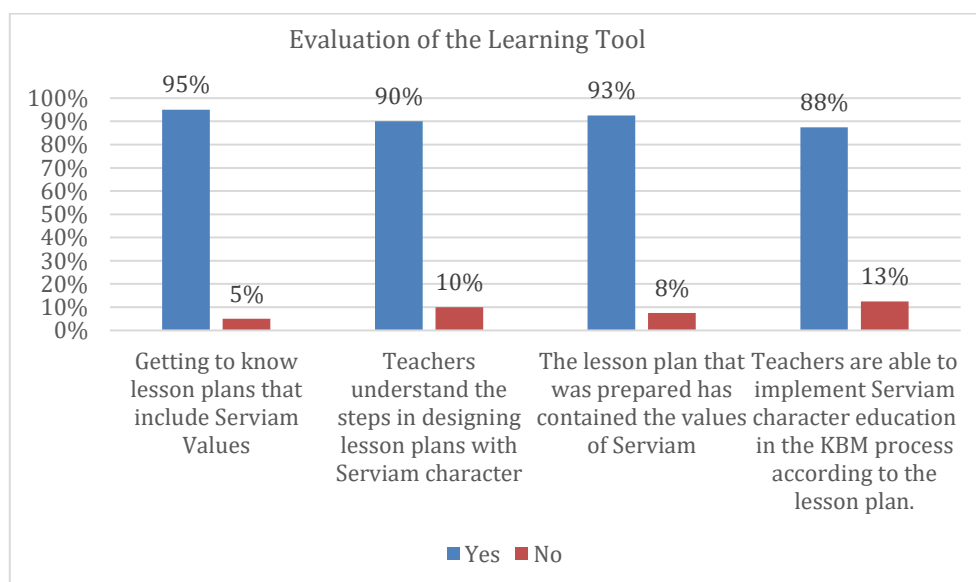

Figure 1. Evaluation of learning tools

The application of Serviam values in learning is measured using four indicators, namely (1) recognizing lesson plans that apply Serviam values; (2) teachers understand the stages of preparing lesson plans with Serviam character; (3) preparing lesson plans with Serviam character; and (4) applying Serviam character in the learning process.

Based on the results of the analysis of the Learning plan documents prepared by Saint Theresia High School teachers, the data obtained that (95%) teachers recognize Learning Planning that applies Serviam Character, (90%) teachers know the stages, (93%) teachers have compiled Serviam character learning plans and 88% of teachers have been able to implement Serviam character learning.

Furthermore, the lesson plan prepared by the teacher still has 80% not made in detail the integration of Serviam values in all subjects. Judging from the components of the lesson plan on the formulation of learning objectives or indicators made by the teacher has not been arranged systematically from easy to difficult or from concrete to abstract so that learning outcomes are not optimal. Thus, the lesson plans prepared have not fully internalized the Serviam values.

The implementation of learning is the implementation of the Lesson Plan (RPP) which includes preliminary activities, core (mastery of material), application of Serviam character in learning and closing activities (learning reflection). Based on the analysis of the results of supervision of teachers by the principal and vice principal for curriculum, a picture is obtained as in the following graph.
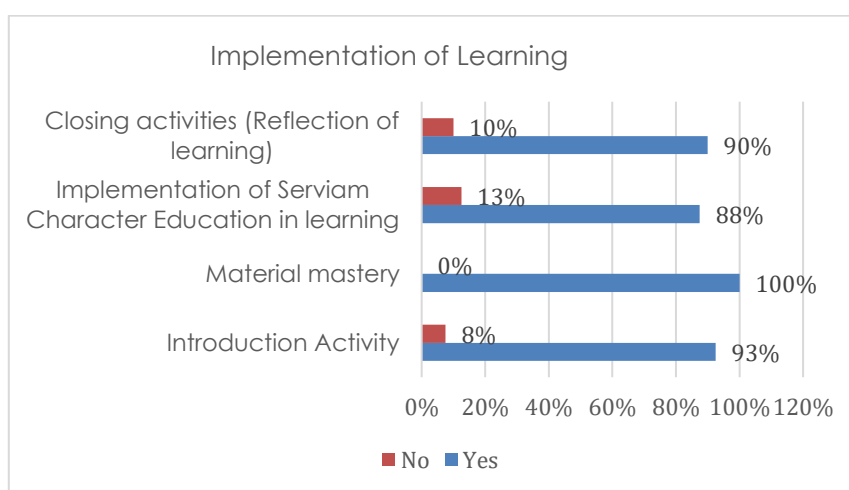

Figure 2. Implementation of learning

The figure above shows that 93% of Saint Theresia High School teachers open lessons by conveying serviam values and 100% of teachers master learning materials, 88% of teachers are able to apply serviam character education in learning. Although there are as many as 13% not optimal in internalizing the value of serviam in learning. In the closing activity, 90% of teachers have facilitated students to reflect on learning.

Learning Evaluation, according to the results of the documentation study on the evaluation system that has been carried out by educators at Saint Theresia High School, the data shows that 100% of teachers provide an assessment of students' Serviam behavior. This percentage is inseparable from the teacher's obligation to fill in the students' Serviam report card. Although in reality some teachers admit the difficulty in internalizing Serviam character values in the learning assessment of the attitude aspect because the teacher has not had time to fill out an attitude assessment journal containing Serviam character values at the end of each lesson. The evaluated aspects still tend to emphasize the cognitive aspects. (c)

Implementation of Serviam Value in School Culture. The results of interviews, observations and documentation studies show that Saint Theresia High School is very concerned about developing Serviam character through school culture. In developing and strengthening Serviam culture, Serviam values are applied in routine activities to form habits, spontaneous activities, exemplary and conditioning.

First, routine activities. Based on the results of observations on routine activities developed in the school culture, namely welcoming students (with 6 S: smile, greeting, greeting, polite, courteous and patient), ceremonies commemorating national holidays, short meditation and prayer together before and after the lesson ends, Eucharistic celebrations, novena, recollection in the framework of Christmas and Easter, annual retreats and in every activity held by the school. In addition, the school culture makes it a habit to put garbage in its place, clean the class, tidy up the chairs. The Serviam values internalized in school culture activities aim to foster the values of love and compassion, integrity, courage/resilience, unity, totality and service. This finding is in line with the results of previous research which concluded that Serviam character development is carried out, among others, through routine pastoral programs (Dwiatmoko, 2022).

Second, spontaneous activities. Based on the results of observations on spontaneous activities carried out at Saint Theresia High School in the form of collecting voluntary donations (collect) to help people who experience disasters, sick friends and or lose family members. Spontaneous activities aim to foster the values of love and compassion, integrity, unity and service.

Third, exemplary. based on the results of observations on exemplary activities, the data obtained that the teacher has shown the character of Serviam values in the form of entering on time both to school and to class. Submitting administrative tasks according to the specified time. Speak politely both in class and outside the classroom so as to become a harmonious person who is balanced between attitudes and actions. The Serviam values that are internalized through exemplary work aim to foster the values of love and compassion, integrity, courage/resilience, unity, totality and service.

Fourth, conditioning by building a school climate. Based on the results of observations on school climate building activities in the form of conditioning such as, making posters containing Serviam character values themed about Serviam, clean, comfortable and green environment. The Serviam values internalized in school climate building activities aim to foster the values of love and compassion, integrity, courage/resilience, unity, totality and service.

The implementation of Serviam values is also carried out by making Serviam values a theme in self-development activities. The self-development activities are Angela Session, peer tutor leadership. All of these efforts are believed to be effective in shaping Serviam's character in students. In line with this, the results of previous research show that school culture has a

positive effect on the character building of students. (d) Application of Serviam Values Through Extracurricular Activities. Based on the results of observations on extracurricular activities, scouts. This activity aims to improve students' prosocial attitudes with indicators of increasing "sensitivity to share, cooperate, care for others who need help, more willing to sacrifice. The materials provided in scout activities include: first aid training in accidents, love for the environment and simple knots, making stretchers, interviewing community leaders and religious leaders, camping and leadership. The Serviam values internalized in scout extracurricular activities aim to foster the values of love and compassion, integrity, courage / resilience, unity, totality and service.

Other extracurricular activities carried out at Saint Theresia High School are first in the field of sports (Basketball, Futsal, Volly, Table Tennis, Badminton, E-sport, and Pencak silat). Second, in the field of language (Japanese and Mandarin Language). Third, in Arts (Band, Choir, Modern Dance and Digital Painting, Cinematography, Manga). Fourth, in the field of skills (Culinary, Photography, Robotics).

The results of the study show that scouting activities are effective for shaping the character of students. A study at Saint Ursula Jakarta Junior High School showed that extracurricular scout activities can improve students' prosocial attitudes with indicators of increased "sensitivity to share, cooperate, care for others who need help, more willing to sacrifice, and so on" (kusumaningrum, 2019). These results were in line with the findings of Demirci et al. (2019) and Shoshani and Shwartz (2018) suggesting that character strengths could be important protective factors in the positive development of youth. (e) Application of Serviam Value Through Daily Activities. Based on the results of observations on daily activities at home in the form of live-in activities. This activity is carried out after the implementation of the end-of-semester assessment. During live-in, habituation is carried out, namely making drinks for parents, sweeping the floor, cleaning their own bedrooms, helping in the kitchen, putting garbage in its place, cleaning the house, washing clothes, and tidying up kitchen utensils. Daily activities at home are carried out by students before the end of semester holidays with direct assessment by parents at home and the results are submitted to the school every working day. Therefore, it is expected that parents' exemplary behavior is important in fostering attitudes that are in accordance with Serviam character values. The Serviam values internalized in daily activities at home aim to foster the values of love and compassion, integrity, courage/resilience, unity, totality and service.

3.3. Reflection of students' learning while experiencing education at Saint Theresia Senior High School

Based on the documentation study in a survey conducted by the school in measuring changes in behavior during their schooling at Saint Theresia Senior High School which is related to the implementation of Serviam values that have been experienced by students during

school, in this survey students can choose the most prominent changes in attitudes and behaviors that they experience during their education at school.

Table 1. Respondent data

Class	Academic Year 2021/2022		Academic Year 2022/2023	
	Number of students	Number of respondents	Number of students	Number of respondents
10	170	170	205	195
11	158	139	163	144
12	179	173	154	114
Amount	501	482	522	453

Table 2. Questionnaire results data Changes in attitudes and behavior of students that are most prominent after attending Saint Theresia High School

Survey data on the implementation of Serviam Values for Students		**Survey Year 2022**		**Survey Year 2023**	
No.	Notable changes in attitude and behavior	Number of students	Percentage	Number of students	Percentage
1	Accept and accept others	356	73,8%	324	71,5%
2	Can cooperate with friends	326	67,6%	323	71,3%
3	Care for others	355	73,6%	318	70,2%
4	More friendly and polite	332	68,8%	321	71.0%
5	Able to solve problems and make decisions wisely	338	67,5%	315	69,5%
6	Earnestly in working and serving	288	58,3%	287	63,4%
7	Care for the environment	227	46,1%	219	48,3%
8	Not easily discouraged	287	58%	275	60,7%
9	Respect and obey parents and teachers	367	76,1%	352	77,7%
10	Be honest in words and actions	337	78,5%	345	76,1%
11	Willing to be involved in activities in work and service	368	74%	335	73,9%
12	Pray more diligently	338	67,5%	358	79,0%
13	No changes	0	0%	0	0%

Based on the data above, it can be analyzed that changes in behavioral attitudes of students at Saint Theresia High School show that students benefit from the cultivation of Serviam values, in the form of changes in attitude and behavior in their daily lives. Changes in attitudes and behaviors shape the personal self of students to become more integrity and mature attitudes in behavior and action. This behavioral attitude is important in the life of the nation and state.

To improve the quality of student character formation, values education must be carried out simultaneously at an early age in every educational institution through the design of a

focused and comprehensive values education curriculum, as well as the role of the teacher asrole model will make the process of instilling value more realized.

4.   CONCLUSION

The implementation of Serviam values is carried out integratively, namely first, through Serviam values-based learning activities. The entire learning process from planning, implementation and assessment is carried out professionally with the aim of shaping Serviam's character, in addition to achieving other learning objectives. Second, the application of Serviam values is carried out through the development of school culture by implementing routine activities to foster habits, spontaneous activities, exemplary and conditioning that allow the growth of Serviam character in students. Third, extracurricular activities, both mandatory and optional. In accordance with government regulations, scouting activities are carried out as extracurricular activities, all of which carry the same spirit of Serviam. Fourth, daily activities at home and in the community by means of live-in and requiring children to practice Serviam values in daily activities at home. To control this, parents are required to make reports on their children's activities periodically. From the views of students, there is a change in good behavior in each of them as a form of the impact of serviam character education that has been implemented by Saint Theresia Senior High School.).

5.   ACKNOWLEDGMENT

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