PROMOTING EMOTIONAL LITERACY AND CHARACTER VALUES IN ELEMENTARY STUDENTS: A SERVICE-LEARNING APPROACH AT BUNKLOTOK SCHOOL

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Abstract: The low quality of character education in elementary schools is reflected in the frequent occurrence of students' non-empathic behaviors, such as bullying, using harsh words, and difficulties in managing their own emotions. This issue poses a challenge in creating a socially and emotionally healthy learning environment. The student community-service program carried out at SDN Bunklotok, Central Lombok, aimed to instill character values and emotional intelligence in students through educational and participatory approaches. The activities implemented the Service Learning (SL) method combined with the Participatory Action Research (PAR) approach, designed through interactive learning activities such as exercise sessions, ice breaking, games, inspirational stories, quizzes, and a "tree of hope," supported by animated materials from *Inside Out*. The results show an improvement in students' understanding of basic emotions and emotional management, as well as increased empathy and respect for others. Pretest and posttest activities indicated improvements in students' comprehension, and high enthusiasm was observed during quizzes and discussions. In conclusion, character education designed creatively and involving students' emotional engagement proves effective in shaping character awareness from the elementary level.

Keywords: Character Education, Basic Emotions, Interactive and Visual Learning, Elementary School

Introduction

Character education has become a central focus in Indonesia's educational development agenda, aiming to build learners who are not only academically competent but also morally grounded.[1] Values such as religiosity, honesty, discipline, and responsibility need to be internalized through the school environment, family, and

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[1] Abullah Qurbi, Noviana Diswantika, and Edhitiya Putri, "Implementasi Pendidikan Karakter Dan Budi Pekerti Peserta Didik," *Jurnal Ilmiah Kependidikan* 14, no. 2 (2021): 525–38.

broader community.[2] Studies by Qurbi et al.[3] in *Implementasi Pendidikan Karakter dan Budi Pekerti Peserta Didik* and Baidowi[4] in *Implementasi Pendidikan Karakter di Sekolah melalui Kegiatan Intrakurikuler dan Ekstrakurikuler* highlight that the success of character education relies on curriculum planning, learning implementation, habituation in schools, and the active involvement of parents and the community. Meanwhile, research at the elementary school level by Arafiyah & Rosidah[5] reveals that instilling religious values, literacy culture, and extracurricular activities contribute to the development of patriotism, independence, and social concern.

Theoretically, character education is reinforced by Thomas Lickona's perspective, as discussed by Ningsih[6], emphasizing the teacher's role as a model and facilitator of character values through moral, ethical, and empathy-based learning. On the other hand, Gunawan[7] notes that challenges in character education emerge from gaps in curriculum implementation, social changes brought by globalization, and insufficient teacher training.

The term *emotion* originates from the Latin *emovere*, meaning "to move" or "to move away",[8] indicating that emotion essentially drives action. Emotions are responses to stimuli, either internally or externally. For example, joy affects a person's mood and can manifest through laughter, whereas sadness may lead to crying. Emotional intelligence (EQ) was first introduced in 1990 by psychologists Peter Salovey (Harvard

[2] Efi Nur Amira et al., "Implementasi Pendidikan Karakter Melalui Budaya Sekolah," *Journal Scientific of Mandalika (JSM)* 5, no. 7 (2024): 306–17.

[3] Qurbi, Diswantika, and Putri, "Implementasi Pendidikan Karakter Dan Budi Pekerti Peserta Didik."

[4] "Penanaman Karakter Pada Siswa Melalui Kegiatan Intrakurikuler Dan Ekstrakurikuler Di Sekolah Dasar Terpadu Islam," *EDUCARE: Journal of Primary Education* 1, no. 3 (December 2020): 303–22, https://doi.org/10.35719/educare.v1i3.31.

[5] "Penanaman Nilai Karakter Religius Dan Cinta Tanah Air Terhadap Peserta Didik Program Studi Pendidikan Guru Sekolah Dasar , Universitas Muhammadiyah Cirebon," *Prosiding Dan Web Seminar*, 2021, 366.

[6] "Implementasi Pendidikan Karakter Dalam Perspektif Di Sekolah," *INSANIA : Jurnal Pemikiran Alternatif Kependidikan* 16, no. 2 (2018): 235–54, https://doi.org/10.24090/insania.v16i2.1590.

[7] "Pendidikan Karakter, Tantangan Dan Solusi Di Era Globalisasi," in *Seminar Nasional Pendidikan (SNP) 2024* (Pontianak: Fakultas Keguruan Dan Ilmu Pendidikan Universitas Tanjungpura, 2024)2024, 159–72.

[8] Sukatin Sukatin et al., "Analisis Perkembangan Emosi Anak Usia Dini," *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 5, no. 2 (2020): 77–90, https://doi.org/10.14421/jga.2020.52-05.

University) and John Mayer (University of New Hampshire).[9] They defined EQ as the ability to manage emotional aspects vital for individual success, including understanding one's own and others' emotions, filtering emotional information, and using it to guide thinking and behavior.

Emotional intelligence plays a key role for educators in enhancing character-based education. As educators interact directly with learners, emotional competence is essential to understanding and responding to students' feelings, motivations, and temperaments, contributing to more effective education and character-building.[10] Conversely, educators' inability to manage their emotional intelligence may negatively affect students, leading to disappointment, anger, stress, or even psychological and physical disturbances.

However, emotionally competent educators foster a safe, comfortable, and encouraging environment, motivating students to develop positive attitudes such as politeness and kindness. Humans are naturally endowed with intellect and heart (*qalb*). According to Imam al-Ghazali, the heart is the essence of the soul, belonging to the metaphysical or angelic domain, as it is spiritual in nature and cannot be perceived by the five senses.

Theoretical Frameworks

Character education in elementary schools is essential for shaping students who are not only academically capable but also possess strong moral values. The persistence of non-empathic behavior among students, including teasing and impolite communication, highlights the urgent need for more effective character-education approaches to create a socially and emotionally supportive learning environment.[11]

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[9] Moh. Mansur Fauzi, "KECERDASAN EMOSIONAL MENURUT LUQMAN AL-HAKIM (STUDI ANALISIS SURAT LUQMAN, AYAT 12 – 19)," *Jurnal Pendidikan Islam Al I'tibar* 4, no. 1 (2017): 50–71.

[10] Septiaji Evi Natanti, Ida Dwijayanti, and Kusen Kusen, "Analisis Pengaruh Pembelajaran Sosial Emosional (PSE) Terhadap Karakteristik Peserta Didik Kelas II Di SDN Kalicari 01," *Journal on Education* 6, no. 4 (2024): 19217–44, https://doi.org/10.31004/joe.v6i4.5922.

[11] Putri Damayanti, A Beny Rama Putra, and Ija Srirahmawati, "Pengembangan Kecerdasan Emosional Melalui Pendidikan Karakter Pada Peserta Didik Di Sekolah Dasar," *Equilibrium Jurnal Pendidikan*, 2021, https://doi.org/10.26618/equilibrium.v9i3.5992; Atika Maulidina Hasan, "Penerapan Blended Learning Berbasis Pendidikan Karakter Di Sekolah Dasar," *Decode Jurnal Pendidikan Teknologi Informasi*, 2022, https://doi.org/10.51454/decode.v2i2.41.

Damayanti et al. found that developing emotional intelligence through character education is crucial because it strongly correlates with students' moral behavior. Students with higher emotional intelligence are better able to regulate emotions and show empathy, contributing to a positive learning environment. Similarly, Ibrahim demonstrated that mathematics teaching incorporating emotional intelligence can also foster students' character development, underscoring the need for holistic approaches to improve the quality of character education.[12]

The community-service program at SDN Bunklotok employed SL and PAR methods to instill character values and emotional intelligence. These approaches align with previous research indicating that participatory learning enhances student engagement.[13] Through interactive activities such as exercise sessions, ice breaking, games, and the use of *Inside Out* animations, students gained a clearer understanding of basic emotions and emotional regulation consistent with research suggesting that creative learning methodologies improve emotional comprehension.[14]

Students' social interactions improved through the activities, enhancing empathy and mutual respect. The high enthusiasm shown during quizzes and discussions demonstrates that emotional engagement significantly improves learning outcomes.[15] Purnama further found that high emotional intelligence is directly associated with improved academic achievement.[16]

Pretest and posttest results indicated improved understanding of basic emotions and emotional regulation.[17] The creatively designed lessons successfully

[12] Ibrahim Ibrahim, "Pembelajaran Matematika Dengan ICT Sebagai Sarana Pengembangan Kecerdasan Emosional Siswa Menuju Pembangunan Karakter Bangsa," *Jurnal Fourier*, 2012, https://doi.org/10.14421/fourier.2012.12.47-51.
[13] Hasan, "Penerapan Blended Learning Berbasis Pendidikan Karakter Di Sekolah Dasar."
[14] Fina Aulika Lestari, Hairun Hasanah Sagala, and Wahyu Nurrohman, "Literature Review: Pengaruh Kecerdasan Emosional Terhadap Akhlak Siswa," *Edu Society Jurnal Pendidikan Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 2023, https://doi.org/10.56832/edu.v1i3.150.
[15] Lestari, Sagala, and Nurrohman.
[16] Indah Mayang Purnama, "Pengaruh Kecerdasan Emosional Dan Minat Belajar Terhadap Prestasi Belajar Matematika Di SMAN Jakarta Selatan," *Formatif Jurnal Ilmiah Pendidikan Mipa*, 2016, https://doi.org/10.30998/formatif.v6i3.995.
[17] Yonatan Foeh and Meyrlin Saefatu, "Pengaruh Pendidikan Karakter Terhadap Kecerdasan Emosional (EQ) Di Sekolah Menengah Atas," *Edukatif Jurnal Ilmu Pendidikan*, 2024, https://doi.org/10.31004/edukatif.v6i2.6416; Damayanti, Rama Putra, and Srirahmawati, "Pengembangan Kecerdasan Emosional Melalui Pendidikan Karakter Pada Peserta Didik Di Sekolah Dasar."

attracted students' attention and facilitated comprehension.[18] Research suggests that educational models focusing on emotions are essential and correlate strongly with emotional intelligence development.[19]

Given the increasing complexity of modern educational challenges, character development must become an integral part of the curriculum. Zulaikhah emphasized that character education should be integrated with broader learning activities to develop academically successful and morally grounded students.[20] This aligns with growing attention toward students' social and emotional development, including in school-based learning activities.[21]

Character education equips students to face social challenges beyond school, such as interacting with peers, teachers, and parents. This highlights the importance of education that balances academic and moral aspects.[22] Therefore, initiatives such as those at SDN Bunklotok offer an effective model for enhancing character education at the elementary level.[23]

Overall, strengthening character education through creative, interactive, and participatory methods has a positive impact on students' social and emotional development. Expanding the implementation of such approaches across schools would help develop a generation that excels academically while embodying strong moral and humanitarian values.[24]

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[18] Yenti Yenti, Suaedi Suaedi, and Ma'rufi Ma'rufi, "Pengaruh Kemampuan Pemecahan Masalah Dan Kecerdasan Emosional Terhadap Kemampuan Berpikir Kreatif Siswa," *Proximal Jurnal Penelitian Matematika Dan Pendidikan Matematika*, 2022, https://doi.org/10.30605/proximal.v5i1.1389; Hasan, "Penerapan Blended Learning Berbasis Pendidikan Karakter Di Sekolah Dasar."

[19] Abdur Rahim et al., "Urgensi Pendidikan Karakter Bagi Pelajar Ma'had Al-Zaytun," *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 2024, https://doi.org/10.54371/jiip.v7i3.4107.

[20] Siti Zulaikhah, "Penguatan Pendidikan Karakter Melalui Pendidikan Agama Islam Di SMPN 3 Bandar Lampung," *Al-Tadzkiyyah Jurnal Pendidikan Islam*, 2019, https://doi.org/10.24042/atjpi.v10i1.3558.

[21] Foeh and Saefatu, "Pengaruh Pendidikan Karakter Terhadap Kecerdasan Emosional (EQ) Di Sekolah Menengah Atas."

[22] Rahim et al., "Urgensi Pendidikan Karakter Bagi Pelajar Ma'had Al-Zaytun"; Hasan, "Penerapan Blended Learning Berbasis Pendidikan Karakter Di Sekolah Dasar."

[23] Anselmus Yata Mones and Cresensius Paulus Boli Toba, "Pengaruh Pendidikan Karakter Terhadap Kecerdasan Emosional Remaja Kelas XI Di SMA Negeri 1 Malaka Barat Besikama," *Jurnal Penelitian Pendidikan Agama Katolik*, 2021, https://doi.org/10.52110/jppak.v1i1.5; Foeh and Saefatu, "Pengaruh Pendidikan Karakter Terhadap Kecerdasan Emosional (EQ) Di Sekolah Menengah Atas."

[24] Hasan, "Penerapan Blended Learning Berbasis Pendidikan Karakter Di Sekolah Dasar."

Method

The program was conducted at SDN Bunklotok, located in Bunklotok Hamlet, Batujai Village, Praya Barat District, Central Lombok, Nusa Tenggara Barat. Activities took place on Saturday, 24 May 2025, from 07:30 to 10:30 WITA. The primary participants were 22 fourth-grade students.

Prior to implementation, the team conducted preliminary observations and obtained program authorization on Tuesday, 20 May 2025. Observations were conducted to understand the classroom's social dynamics, revealing behaviors such as teasing, lack of emotional awareness, and low empathy. These findings informed the design of activities focused on introducing and strengthening understanding of emotional expressions such as sadness, joy, anger, and fear. The team also coordinated technical arrangements with the class teacher.

The program employed the Service Learning (SL) method combined with the Participatory Action Research (PAR) approach. SL was chosen because it integrates character-building learning with real-life actions in the school environment through interactive activities such as exercise, inspirational stories, games, and the "tree of hope".[25] PAR elements were incorporated through problem identification (minor misbehavior), action implementation (character education), and evaluation (pretest and posttest). Ice breaking was also an essential component. As noted by Harianja & Sapri, ice breaking prevents monotony, increases engagement, reduces boredom, and enhances interaction among students and between teachers and learners.[26]

The program began with group exercise to energize students, followed by introductions and a pretest. Materials were delivered through interactive presentations using animated PowerPoint slides from *Inside Out*. Visual media were used to capture students' attention and directly involve them in the learning process.[27] Students were

[25] Agus Afandi et al., *Metode Pengabdian Masyarakat*, ed. Jarot Suwendi; Basir, Abd; Wahyudi, *Direktorat Pendidikan Tinggi Keagamaan Islam*, vol. I (Direktorat Pendidikan Tinggi Keagamaan Islam Direktorat Jenderal Pendidikan Islam Kementerian Agama RI, 2022)2022.

[26] May Muna Harianja and Sapri Sapri, "Implementasi Dan Manfaat Ice Breaking Untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar," *Jurnal Basicedu* 6, no. 1 (January 2022): 1324–30, https://doi.org/10.31004/basicedu.v6i1.2298.

[27] Ilarmin Ilarmin et al., "Media Visual Untuk Meningkatkan Prestasi Belajar Pada Pembelajaran IPS Di Kelas VI SDN Bahoea Reko-Reko," *Jurnal Ilmiah Dikdaya* 14, no. 1 (May 2024): 77, https://doi.org/10.33087/dikdaya.v14i1.606.

guided to recognize basic emotions and identify personal experiences related to those emotions. After the material presentation, the activities included a discussion session, inspirational storytelling, quizzes, and a posttest. The program ended with the "tree of hope," where students wrote their aspirations on paper slips and posted them on a large manila sheet.

Results and Discussion

The community service program was executed as planned, delivering content that introduced students to a range of basic emotions: happiness, sadness, fear, anger, and other common emotions in children. In parallel, key character values were cultivated, including empathy, mutual respect, the courage to express feelings, and the ability to understand others' emotions. This focus on social-emotional competencies is critical, given that evidence-based character education has been shown to significantly enhance children's empathy, cooperation, and prosocial behavior.[28]

Prior to the main sessions, an initial observation on Tuesday, May 20, 2025 revealed that the fourth-grade students of SDN Bunklotok struggled with recognizing and understanding both their own and others' emotions. The observation noted behaviors such as students mocking peers, difficulty in appropriately expressing feelings, and a lack of empathy among classmates. Based on these findings, the team designed relevant material on basic emotions (happy, sad, angry, afraid) and healthy ways to express them. On the same day, official permission was obtained from the school, and with the support of the principal and class teacher, the program was scheduled for Saturday, May 24, 2025.

During the program implementation, student participation was high. The session opened with a group exercise routine that created an energetic, enthusiastic atmosphere, followed by an ice-breaking activity to help students feel comfortable and ready to learn. A pre-test administered before the lessons showed that 12 students (55%) already understood fundamental emotional expressions, whereas 10 students

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[28] Melyana R Pugu, Loso Judijanto, and Romadhon, "Character Education Intervention in Primary School: A Literature Review As A Foundation For Community Service," *Journal of Community Dedication* 4, no. 2 (2024): 397–413.

(45%) did not yet have a good understanding. This baseline confirmed the need for the intervention and highlighted room for improvement in students' emotional awareness.
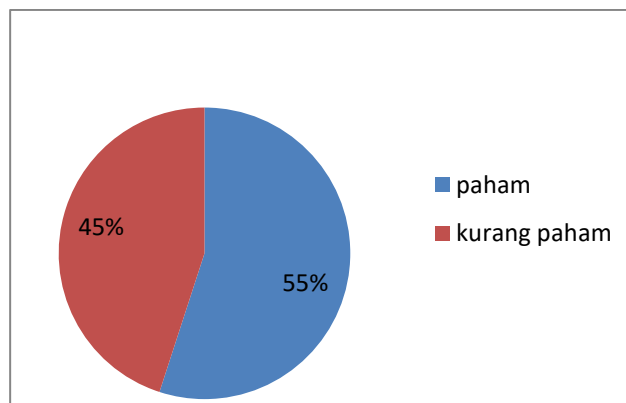

Figure 1. Pre-test Results Related to the Material to be Delivered

The instructional material was delivered using an interactive and visual approach suited to children's experiences. One key method was the screening of a clip from the animated film *Inside Out* (2015) as a medium for teaching about emotions. *Inside Out* was chosen because it presents emotional concepts in a concrete, visual form through characters such as Joy (happiness), Sadness, Anger, Fear, and Disgust. This approach made it easier for students to appreciate that all emotions play a role and should be acknowledged rather than suppressed. The students' response to the film was very positive: they stayed focused, laughed, and even mimicked the characters' expressions. Such use of engaging visual media is known to help simplify complex concepts and boost students' motivation and interest in learning.[29]

The content was structured to introduce and strengthen the fourth graders' understanding of various basic emotions and how to manage them. Students were guided to recognize emotions like sadness, anger, fear, and happiness. Comprehension was built interactively through concrete everyday examples, for instance, feeling afraid of going to a cemetery alone at night, getting angry when teased by a friend, or feeling happy upon receiving a birthday gift. Students were also taught about the effects of

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[29] Lilik Yuninnur, Fitriani, and Hamdil Mukhlishin, "Development of Animated Videos on Basic Chemistry Laws as Digital Learning Media," *Jurnal Penelitian Pendidikan IPA* 11, no. 8 (August 25, 2025): 177–82, https://doi.org/10.29303/jppipa.v11i8.11932.

emotions on behavior and social relationships (for example, unmanaged anger can lead to fights), which underscored why learning to regulate emotions is important for maintaining positive interactions.

The material then progressed to discuss common pressures and uncertainties children face (such as anxiety before an exam or confusion in choosing friends), conveying that everyone experiences emotions and that it is important to learn how to control them. Simple emotion-regulation strategies were introduced, for example, encouraging students to talk to a teacher or parent when feeling sad or scared, to empower them with healthy coping mechanisms.[30]

Following the animation viewing, students were prompted with questions and engaged in a discussion about emotions they have experienced and how to handle them. The discussion indicated that using the *Inside Out* animation enabled students to grasp emotional concepts more quickly. For example, they became better at distinguishing between feeling angry and feeling sad, and they understood the importance of expressing emotions in a healthy way.[31] This observation aligns with previous research showing that animated media can make abstract material more accessible and enhance children's engagement in learning.

Figure 2. Delivery of Material

[30] Zikron Fadhil Alhusaini, Mohammad Muallim, and Muhammad Ghifari, "Reintepretation of The Story of Prophet Job For The Concept Self-Control: Analysis of The Double Movement Theory," *Al-Tadabbur: Jurnal Ilmu Al-Qur'an Dan Tafsir* 10, no. 1 (2025): 201–22, https://doi.org/10.30868/at.v10i01.8302.

[31] Eka Melati et al., "Pemanfaatan Animasi Sebagai Media Pembelajaran Berbasis Teknologi Untuk Meningkatkan Motivasi Belajar," *Journal on Education* 6, no. 1 (2023): 732–41, https://doi.org/10.31004/joe.v6i1.2988.

After the core material delivery, the program continued with an inspirational story session, followed by a question-and-answer segment and a quiz, all designed to reinforce students' understanding of emotion management. The story presented was the tale of Prophet Ayyub (Job), who is renowned for his patience in enduring severe trials such as the loss of wealth and family, and suffering from a serious illness. This story was chosen for its relevance to the program's theme of recognizing and managing emotions, especially negative emotions like sadness, fear, and anger.

The children learned that even in the most difficult circumstances, Prophet Ayyub remained calm and patient, did not resort to blame, and continued to pray. The narrative captivated the students' attention and prompted them to reflect on how to handle their own feelings when facing challenging situations, reinforcing ideals of patience and emotional self-control.[32]

Figure 3. Inspirational Stories about Prophet Ayyub AS

After the storytelling, a Q&A session was conducted by posing questions like, "When was a time you felt afraid?", "How did you feel when a friend didn't return your pen?", and "What can you do if you feel angry at a friend?". The students responded with enthusiasm and courage, openly sharing personal experiences. This interactive dialogue demonstrated that they were beginning to better recognize and articulate their emotions, an important milestone in character education and emotional intelligence development. The ability for children to verbalize feelings in a supportive environment is crucial, as higher emotional intelligence in children is associated with

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[32] Ahmad Zubaidi et al., *Imajinasi Dan Refleksi Kritis Pengembangan Pendidikan Islam*, ed. Mir'atun Nur Arifah and Moh. Mizan Habibi (Penerbit Indonesia Imaji, 2022)2022.

greater engagement in school and more positive relationships with peers.[33] Following this, an interactive quiz was carried out to evaluate the students' understanding in an engaging way.

The quiz questions were aligned with the material taught, and the quiz was administered in a fun, non-competitive format so that students did not feel anxious or pressured. Many students were excited to participate and answered correctly. This enthusiasm indicated that delivering the material through interactive methods and storytelling was effective in boosting students' comprehension and participation regarding the importance of recognizing and managing emotions. Indeed, active learning strategies and game-like activities at the primary level have been shown to significantly improve student motivation, social-emotional skills, and engagement.[34] Students who answered questions correctly were given simple rewards (e.g., school stationery), which proved to be highly motivating and made them more confident in contributing.

Figure 4. Prize Distribution

A post-test was conducted after all the instructional and interactive sessions as a final assessment of how well the students had absorbed the topics. The post-test results demonstrated a substantial improvement in understanding. Of the 22 students who participated, 82% (about 17 students) answered the questions correctly and showed a good grasp of the material. Meanwhile, 18% (approximately five students)

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[33] Shauna L. Tominey et al., "Teaching Emotional Intelligence in Early Childhood," Young Children, 2017, https://www.naeyc.org/resources/pubs/yc/mar2017/teaching-emotional-intelligence.

[34] Manar S. Alotaibi, "Game-Based Learning in Early Childhood Education: A Systematic Review And Meta-Analysis," *Frontiers in Psychology* 15 (April 2, 2024): 1–11, https://doi.org/10.3389/fpsyg.2024.1307881.

still had difficulty articulating a deeper understanding of emotions, though they showed effort. Compared to the pre-test in which only 55% of students had basic knowledge of emotions, this increase to 82% clearly indicates that the learning approach employed in the program helped students recognize and comprehend emotions more effectively.[35]
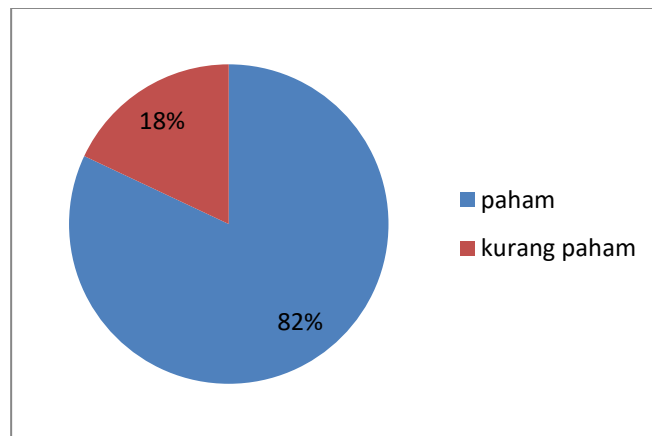

Figure 5. Posttest Results Related to the Material That Has Been Presented

This outcome is consistent with broader evidence that well-structured social and emotional learning interventions can yield significant gains in students' emotional skills and attitudes, alongside improvements in their overall school engagement and social behavior.[36]

Finally, a "Tree of Hope" activity served as one of the closing sessions, providing each student with an opportunity to express their aspirations for the future. Every student was given a small piece of paper to write down a wish or dream, for example, to become a doctor, teacher, policeman, or policewoman, and these were then collectively attached to a large sheet of manila paper on the classroom wall. Although not directly tied to the earlier emotion lessons, this session was a valuable form of self-expression.

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[35] Christina Cipriano and Michael Strambler, "Research Finds Social and Emotional Learning Produces Significant Benefits for Students," Yale School of Medicine, 2023, https://medicine.yale.edu/news-article/new-research-published-in-child-development-confirms-social-and-emotional-learning-significantly-improves-student-academic-performance-well-being-and-perceptions-of-school-safety.
[36] Tyralynn Frazier et al., "Evaluating The Feasibility And Preliminary Impact of The Social, Emotional, and Ethical (SEE) Learning Program: A Compassion-Based Social and Emotional Learning Program For Elementary School Children," ed. Fatma Refaat Ahmed, *PLOS One* 20, no. 8 (August 13, 2025), https://doi.org/10.1371/journal.pone.0328519.

Figure 6. Visualization of Students' Hopes and Aspirations

It also fostered a warm, optimistic atmosphere at the end of the program, reinforcing the message that understanding and managing emotions can help children pursue their hopes and goals more effectively. By ending on this reflective and aspirational note, the program underscored the broader significance of emotional well-being in supporting students' personal growth and future ambitions.

Conclusion

The community-service program at SDN Bunklotok demonstrates that character and emotional-intelligence-based learning positively impacts elementary school students. Through PAR and SL approaches, students learned to recognize emotions, understand their causes and effects, and regulate them appropriately. The interactive, contextual, and developmentally appropriate methods supported meaningful learning experiences.

Pretest and posttest comparisons (55% to 82%) confirmed the effectiveness of the approach. High participation in discussions and quizzes further highlighted the importance of interactive learning in fostering emotional awareness. This program reinforces the significance of early character education through hands-on, reflective, and engaging activities. It provides a model that can be expanded to other schools to support the formation of students who are academically competent and morally grounded.

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