

Character Education Based on National Values: A Case Study at Sekolah Kebangsaan Dato' Wan Ahmad Rasyid, Malaysia

Lukman Ismail^{1*}, Sam'un Mukramin¹, Renaldi¹, Sahabuddin Nanda¹, Norhayati binti Mohamed²

¹Universitas Muhammadiyah Makassar, Indonesia

²Principal Dato' Wan Ahmad Rasid National School, Malaysia

ABSTRACT

Character education based on national values is an important foundation for developing a generation that is not only knowledgeable but also possesses moral integrity and a love for the homeland. This study aims to analyze the implementation strategy for character education grounded in national values in schools, emphasizing the roles of the curriculum, extracurricular activities, school culture, teacher role models, and parental involvement. This research uses a descriptive qualitative approach with literature analysis and empirical studies at Sekolah Kebangsaan Dato' Wan Ahmad Rasyid. The results show that internalization of national values can be achieved systematically through integration into core subjects, reinforcement through extracurricular activities, and instilling these values in the school culture. Furthermore, teachers serve as primary role models in demonstrating national-spirited behavior, while collaboration with parents ensures the sustainability of character education beyond school. Thus, the implementation strategy for character education based on national values is holistic and multi-layered, strengthening students' national identity while acting as a bulwark against the influence of globalization.

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***Correspondent Author:**

Lukman Ismail

Email:

lukmanismail@unismuh.ac.id

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INTRODUCTION

Character education has become a strategic issue in human resource development, both nationally and internationally (Ananda et al., 2022; Edi, 2021). Amid the increasingly rapid pace of globalization, countries around the world face serious challenges, including an identity crisis, moral degradation, and the weakening of national values among younger generations. In this context, education functions not only as an instrument for transmitting knowledge but also as a means of character formation grounded in moral values, ethics, and nationalism (Setyadi & Ruslan, 2021). Character education grounded in national values is presented as the answer to developing a generation that is not only intellectually intelligent but also rooted in the nation's cultural identity and noble values (Arifin, 2025; Ananda et al., 2022). However, in general, previous research on character education is conceptual or normative, grounded in philosophy, and offers limited empirical exploration of the values embodied in everyday life, especially at the elementary school level.

As a multiracial and multicultural society, education that focuses on national character and values is crucial. The ethnic diversity of Malays, Chinese, Indians, and other minority groups presents both opportunities and challenges for maintaining social cohesion and national integration. In this regard, school education is crucial for instilling national values that embrace diversity, encourage

tolerance, and strengthen unity (Hamisa et al., 2023). Elementary school education, as the foundation of the formal education system, plays a strategic role in instilling and internalizing national values (Nurmanita et al., 2024). However, there is a lack of empirical case studies specifically documenting national values character education in practice, how it is negotiated and internalized by students in multicultural primary schools in Malaysia.

Dato' Wan Ahmad Rasyid National School is one example of efforts to implement character education based on national values. In addition to teaching the school curriculum, this school also instills the values of patriotism, discipline, responsibility, and national solidarity. The practice of character education in this school is interesting to study because it is implemented within a pluralistic social context, thus illustrating the dynamics of student character formation amidst diversity (Alfiana & Najicha, 2022; Nurhasanah et al., 2024). Several previous studies have examined this practice through case studies that used qualitative research to document the perspectives of various school actors and situated character education within the lived experiences of the multicultural school community.



Figure 1. Character Education Based on National Values

The following conceptual framework in Figure 1 illustrates the relationship among character education, national values, and student identity. This model is designed to explain the logical flow of how character education implemented in schools can contribute to the formation of students' national identity (Hakim & Darajat, 2023). With this approach, this study seeks to illustrate that character education is not a stand-alone process but is intertwined with national values internalized in school life. Character education is positioned as the initial foundation within this framework. Through curriculum, habits, and role models, schools play a key role in instilling fundamental values such as discipline, responsibility, cooperation, and tolerance (Dewi & Najicha, 2024; Kristanto et al., 2020).

These values serve as the foundation for developing national awareness in students. Internalizing national values is at the core of character education at Dato' Wan Ahmad Rasyid State Senior High School. Among the national values are love of the homeland, respect for national symbols, inter-ethnic solidarity, and a commitment to maintaining unity. These values serve as a crucial link between character education and the formation of student identity (Marsini, 2025; Sartika et al., 2025). The primary impact of a national-values-based educational character is the formation of a nationalistic student identity. This identity is demonstrated by students' positive attitudes toward the nation, adherence to regulations, and behavior as responsible multicultural citizens (Nurmanita et al., 2024; Sudrajat, 2014; Surya, 2016). With a strong identity, students are expected to address the challenges of an increasingly global world without altering their national identity.

National values-based character education at the Dato' Wan Ahmad Rasyid National School aligns with the Malaysian government's vision for a united, harmonious, and globally competitive society. National values are embedded in learning through existing national education policies (Hana et al., 2024; Wulansari et al., 2024). Some existing programs include extracurricular activities, flag ceremonies, national history lessons, and education on politeness and cooperation. It is hoped that, by implementing various programs systematically, this school can produce a young generation with a strong national character and an open attitude towards progress worldwide.

The weakening of national values among younger generations, with a decline in respect for national symbols, a lack of cooperation, and increased individualism, are real challenges. Character

education in elementary schools is a preventive and corrective approach to helping the younger generation internalize national values (Nurmanita et al., 2024; Sari et al., 2025). The case study of Sekolah Kebangsaan Dato' Wan Ahmad Rasyid serves as an empirical example of how National Character Education in Elementary Schools can address these challenges. Therefore, this study attempts to address the empirically visible gaps and provide specific contextual evidence to answer how value-based character education is implemented in a multicultural elementary school setting.

Furthermore, this study plays a significant role in the concept of character education based on national values. This research is expected to contribute to the development of character education by analyzing school practices that can serve as a reference for schools in Malaysia and other countries with multicultural populations. Given the importance of strengthening national identity as a fundamental value for the sustainability of the nation-state in the era of globalization, this research is relevant. The uniqueness of this research lies in its qualitative, in-depth case study approach, which reduces abstract discussions and provides an empirical picture of school practices and the daily processes through which national values and identity are strengthened in a multicultural society.

METHOD

This research uses a qualitative approach with a case study method because the main focus of this research is to understand in depth the practice of national values-based character education at Sekolah Kebangsaan Dato' Wan Ahmad Rasyid (Vargas et al., 2017). This approach was chosen to explore the experiences, strategies, and dynamics in the field through the perspectives of participants: teachers, students, and school officials. Through case studies, researchers can obtain a comprehensive picture of how national values are internalized in the learning process and school activities (Waruwu, 2024). This research focuses on one institutional environment to provide a holistic understanding of the practices and meanings in the specific context of value-based national character education.

Data collection techniques included participant observation, in-depth interviews, and documentation studies (Khairani et al., 2025; Vargas et al., 2017). Participant observation was used to directly observe the implementation of learning, extracurricular activities, and social interactions within the school environment. In-depth interviews were conducted with the principal, teachers, students, and parents to obtain diverse perspectives on the implementation of character education based on national values. Meanwhile, documentation studies were conducted by reviewing curriculum documents, school regulations, and activity reports to complement field data (Waruwu, 2024). This study involved 15 participants, consisting of 1 principal, 6 teachers, 6 students, and 2 parents, who were sampled using purposive sampling. Field activities were conducted for 3 months, providing sufficient time for repeated observations, in-depth interviews, and data saturation.

Data analysis was conducted thematically with the stages of data reduction, data presentation, and conclusion drawing. Data from observations, interviews, and documentation were categorized into themes: national values, teaching strategies, challenges in their implementation, and their impact on student character formation (A'yun et al., 2025). Thematic development began with open coding, namely the determination and identification of meaningful data units. Initial codes were combined and compared in axial coding, then grouped into broader categories that formed the main themes of the study. These inductive main themes emerged from recurring phenomena and patterns across various data sources and were not predetermined. To maintain data validity, researchers used source and method triangulation, ensuring the results of this study were of high quality (Khairani et al., 2025; A'yun et al., 2025; Waruwu, 2024). This research is expected to produce a deep, contextual understanding of character education grounded in national values in schools. To clarify the research process and increase methodological transparency, researchers present the sequence of research stages in the form of a flowchart as follows:

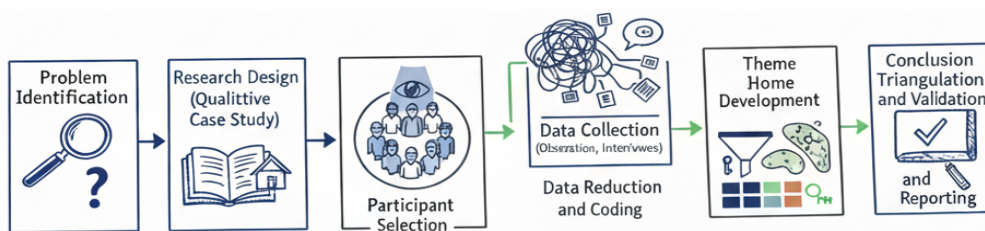


Figure 2. Research Methodology Process

RESULTS AND DISCUSSION

This study aims to describe how national values-based character education is implemented, the challenges faced, and its impact on student identity formation at Sekolah Kebangsaan Dato' Wan Ahmad Rasyid, Malaysia. Using a case study approach, this study emphasizes not only the description of the phenomenon but also a critical analysis based on the theory of character education and national values. Thus, the research findings can be more comprehensively understood and make academic and practical contributions. Unlike many previous studies that discuss character education at the conceptual or policy level, this study provides empirical evidence drawn from direct school practice in a multicultural elementary school context (Fitri & Wahyuningsih, 2023; Hakim & Darajat, 2023).

The process of internalizing these values occurs not only in the classroom but also through school culture, extracurricular activities, and student social interactions. Therefore, this study positions schools as a strategic arena that functions as a vehicle for character formation and national identity for students in a pluralistic society. These findings complement previous literature by demonstrating that national values education operates as a lived and negotiated process shaped by everyday interactions, rather than as a uniform transmission of values. Furthermore, this discussion provides an analytical framework linking implementation strategies, challenges, and the impact of character education. These three aspects are interconnected, forming a sustainable values education system. A well-designed strategy will help address challenges and successfully addressing them will strengthen the positive impact on students. This relationship is visualized in Figure 3.

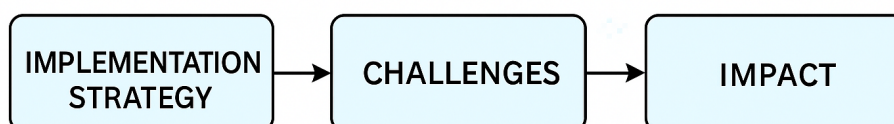


Figure 3. Conceptual Framework of Character Education Based on National Values

Figure 3 shows an analysis using the conceptual framework for character education based on national values as mentioned above. This framework explains that the process of character formation of students through national values at Sekolah Kebangsaan Dato' Wan Ahmad Rasyid can be understood through three main stages: implementation strategy, challenges, and impact. This framework builds on previous character education models by explicitly including challenges as an integral and dynamic component rather than treating them as an external disruption to implementation. In the first stage, the implementation strategy emphasizes the various ways schools instill national values, whether through formal learning, extracurricular activities, or school culture. In the second stage, challenges are obstacles that arise during the process of internalizing values, particularly those related to multicultural social conditions, globalization, and limited educational resources. In the third stage, the impact of implementing strategies aimed at developing student character, particularly in strengthening national identity and social discipline and solidarity, is assessed (Nurfatimah et al., 2022; Surya, 2016; Syamsudin & Hadi, 2025).

Thus, the conceptual framework provides a clear analytical framework for discussing the research findings. School implementation strategies will always face challenges. However, overcoming these challenges will have a positive impact on students. This relationship demonstrates that the process of character education grounded in national values in schools is not a formal program but a dynamic, interconnected, and ongoing one. This dynamic perspective challenges the linear nature of education, which is disconnected from sociocultural processes.

Sekolah Kebangsaan Dato' Wan Ahmad Rasyid uses an inclusive strategy that combines formal learning, extracurricular activities, and school culture to instill national values. In formal learning, teachers systematically integrate values such as patriotism, responsibility, and discipline into subjects including History, Malay Language, and Moral Education (Ananda et al., 2022; Nurfatimah et al., 2022; Sesilia et al., 2024). Through this integration, national values are embedded in the subject matter rather than taught as separate moral instruction. Extracurricular activities serve as an extension of experiential classroom learning. Weekly flag-raising ceremonies, National Day commemorations, nationalistic-themed competitions, and supportive teamwork programs provide students with opportunities to practice national values in real-life contexts. These activities foster discipline, solidarity, and respect for national symbols through direct participation and reinforce the values introduced in formal instruction (Oktavianatun & Nugraheni, 2024; Rafsanjani et al., 2025).

School culture is the third pillar of implementation. The school environment consistently reflects national values through symbols embedded in daily routines and behavioral norms. Internalization of values is manifested in practices such as singing the national anthem, greeting teachers, respecting national symbols, and emulating teachers' consistent actions (Ardhiya et al., 2022). Neutralization and habituation, as two main mechanisms in character formation, are the focus of Lickona's theory explaining educational character (Indriasari et al., 2024; Nuranisa et al., 2024; Yudhyarta et al., 2023). In this case, the coherence of school culture ensures that national values are embedded and passed on in daily interactions rather than in disconnected programs (Indriasari et al., 2024; Wulansari et al., 2024).

Outside of school, parents and the community are key partners in strengthening the implementation of these values. To ensure that students acquire values consistent with those promoted in school, these values are also implemented at home and in the community. Schools also involve school committees and local stakeholders in national and social activities (Arifin, 2017). This also aligns with the view that character education is a shared responsibility between schools, parents, and the community (Mulyadi et al., 2023). In general, this strategy places character education within a context, process, and continuity that encompasses elements of understanding, learning from experience, and social habituation. Character education based on national values serves not only as a teaching effort but also as an effort to build an identity system that integrates student identity with the principle of unity in diversity (Nurhayati et al., 2021; Welianti & Sartono, 2025).

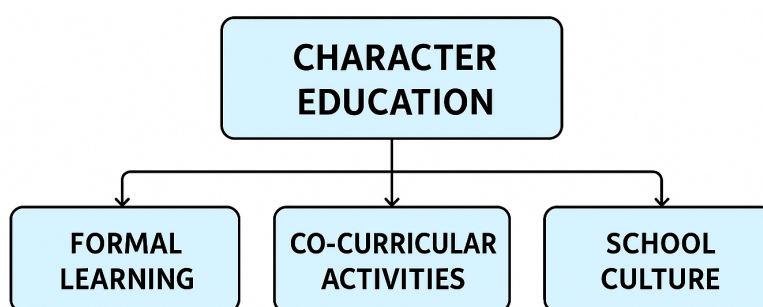


Figure 4. Character Education Implementation Strategy
Based on National Values

Figure 4 presents a strategic framework for a character education system grounded in nationalist values, encompassing formal learning systems such as extracurricular activities and school culture. In this case, the formal learning system provides a structured pathway to instill nationalist values into the subject matter conceptually (Rostikawati et al., 2020). Extracurricular activities translate these values into life experiences that foster disciplined leadership, collaboration, and solidarity (Hana et al., 2024). School culture functions as an ecosystem that reinforces the norms, symbols, and daily practices that support the internalization of these values. The interactions between these domains illustrate that character education functions as an integrated system rather than as a collection of separate initiatives.

Table 1. Summary of Character Education Implementation Strategies
Based on National Values

Aspect	Implementation Strategy	Objective
Formal Learning	Integration of national values in subjects (History, Malay Language, Moral Education)	Forming students' conceptual understanding of national values.
Extracurricular Activities	Flag-raising ceremony, National Day, nationalism-themed competitions, and mutual cooperation.	Provides real experiences to practice national values.
School Culture	National anthem, saluting, exemplary teacher behavior, and respect for national symbols.	Creating an environment that supports the instillation of national values.
External Collaboration	Collaboration with parents and communities in national activities.	Ensuring consistency of values in school, home, and community.

Overall, Sekolah Kebangsaan Dato' Wan Ahmad Rasyid implements the multidimensional approach of integrating national values into character education, encompassing teaching, culture, and social aspects. This demonstrates that the delivery and mastery of character education theory are meaningless without consistent activities, practices, and role models to strengthen students' national identity (Siahaan et al., 2023; Oktavianatun & Nugraheni, 2024). In practice, Sekolah Kebangsaan Dato' Wan Ahmad Rasyid faces challenges due to the multicultural nature of its students' social environment. Various ethnicities, languages, and religions create inequalities in understanding and practicing national values. Unlike previous research that treated heterogeneity as a background variable, this study treats heterogeneity as an active variable that shapes and reinterprets national values within students.

Some students have a tendency towards individualism, fueled by global culture and the proliferation of digital media. Furthermore, the lack of school infrastructure, coupled with the burden of the academic curriculum, results in less than optimal appreciation and practice of national values (Ratnasari & Nugraheni, 2024; Sari et al., 2025). These findings suggest that education grounded in national values cannot be separated from schools' role but requires synergy among families, communities, and the educational superstructure. At Sekolah Kebangsaan Dato' Wan Ahmad Rasyid, the teaching of national values is not without challenges. Given students' diverse backgrounds, these challenges are also linked to globalization, the development of digital technology, and limited educational resources. The interaction of these various factors affects the effectiveness of the dedication to national values, which should begin in elementary school.

Ethnic, cultural, linguistic, and religious diversity enriches learning. However, it also gives rise to different meanings for national values (Sari et al., 2025). Students from different family and social

backgrounds often exhibit varying degrees of attachment to national identity. These differences can create gaps in the internalization process, necessitating a more inclusive, adaptive learning approach to ensure that all groups feel recognized and are not marginalized. Furthermore, globalization presents unique challenges in shaping national character in schools. Unprecedented access to information makes students more susceptible to global values, which in some cases even conflict with nationalist values. This phenomenon has led to increased individualistic tendencies, decreased social cohesion, and a low appreciation for local wisdom (Ashoumi & Yusuf, 2024; Sapitri et al., 2025). This situation is even more pronounced in multicultural schools, where plural identities are more visible. This exists within the framework of fostering the essence of national values present in schools. Teachers and schools are required to develop pedagogies that harmonize national values with the realities of multiculturalism.

Another significant challenge is the limited availability of supporting resources. Not all teachers are competent enough to teach national values with a multicultural approach. Some still use rote learning techniques that make it impossible for students to internalize these values in their daily lives (Indriasari et al., 2024; Ridlwan et al., 2022). The lack of teaching materials that illustrate national values in various contexts further exacerbates the challenge. School systems aiming to be multicultural need to focus on innovative ways to develop their lesson plans, further enhance their teaching materials, and adopt more interactive teaching methods that are more relevant to their students' social realities. Furthermore, family and social factors influence the successful internalization of national values. Students raised in families with strong cultural orientations sometimes exhibit exclusive attitudes toward other national identities. This can lead to friction in the school environment, including stereotyping, discrimination, and even potential intolerance (Ratnasari & Nugraheni, 2024). If not managed properly, schools can become arenas that intensify social barriers. Therefore, national values education in multicultural schools should aim to strengthen national identity while accounting for existing differences.

In general, implementing character education grounded in national values in multicultural schools poses complex challenges. Cultural, ethnic, and religious diversity demands inclusive, adaptive, and sensitive implementation strategies (Lestari et al., 2024; Nurfatimah et al., 2022). These challenges relate not only to the curriculum and teaching methods, but also to students' social interactions and the roles of families and communities. (Ridlwan et al., 2022). In this regard, a systematic framework is needed to identify barriers and formulate effective strategies to strengthen national identity in multicultural education.



Figure 5. Challenges of Implementing National Values in Multicultural Schools

Figure 5 visually illustrates the main challenges in implementing national values in multicultural schools. Cultural and language differences often create gaps in understanding among students, while potential identity conflicts arise from clashes between national values and ethnic

identities (Sriantini et al., 2025). Furthermore, a relatively homogeneous curriculum results in inadequate integration of national values to address students' multicultural realities. Other barriers include limited teacher training in managing classroom diversity and low parental involvement in supporting character education at home (Nurfatimah et al., 2022; Sari et al., 2025). A deep understanding of the above issues enables schools to design a more comprehensive educational process that is both motivating and challenging. This effort can be achieved through a contextual curriculum, teacher training with multicultural understanding, and strengthening collaboration between schools, parents, and the community (Hana et al., 2024). Thus, the expected internalization of national values is determined not only by the learning system and methodology but also by the collaboration and synergy among all parties involved in fostering a shared understanding of the importance of unity amidst diversity.

Table 2. Summary of Challenges in Implementing National Values in Multicultural Schools

Challenge Aspects	Information	Implications
Ethnic and Religious Diversity	Differences in perception of national symbols and national identity	Potential gaps in understanding and loyalty to national values
Globalization and Digital Media	The influence of global culture and individualistic trends	Weakening students' sense of nationalism and social solidarity
Limited Resources	Lack of teacher understanding and lack of educational facilities.	Barriers to teaching creativity and the effectiveness of national activities
Academic Curriculum Load	Excessive focus on cognitive achievements and exams	Character education is considered an add-on rather than a top priority.
Family and Community Support	Lack of synergy of values between school, home, and environment.	Reducing the consistency in students' internalization of national values.

Various complex challenges often arise when implementing national values in schools located in multicultural environments. Based on the data in the table above, we conclude that the challenges of implementing national values in multicultural schools are highly diverse. The internalization of national values, whether good or bad, is influenced by teachers' attitudes and behaviors and by the curriculum implemented. In ecological learning theory, student character in learning is influenced by various systems, namely the family, school, community, and the global system. This indicates that character education grounded in national values is not solely the responsibility of schools but also requires support from the broader educational ecosystem.

The implementation of character education grounded in national values in this school, although still facing many challenges, has had a positive impact on student identity formation. The results of observations and interviews show an increase in student discipline, positive attitudes towards national symbols, and tolerance, solidarity, and peer relationships across diverse backgrounds. In addition, the emergence of student activity with national nuances and increased student awareness of maintaining unity (Rahman & Ramadhan, 2024; Ratnasari & Nugraheni, 2024). All of this confirms that well-planned, consistent, and nationally aligned value-based character education is the identity of the younger generation in the current era of globalization. Thus, the model, implementation at Sekolah Kebangsaan Dato' Wan Ahmad Rasyid, can be used as a reference in the development of character education in other schools in Malaysia, as well as countries that are developing character education in a multicultural social context.

Character education based on national values is a highly strategic tool in shaping national identity for students in multicultural schools, such as Sekolah Kebangsaan Dato' Wan Ahmad Rasyid.

National identity is not only about awareness of national symbols but also about the internalization of values such as patriotism, tolerance, responsibility, discipline, and social solidarity. Through formal and non-formal education, character education can strengthen students' sense of belonging to the nation and homeland, thereby helping maintain social cohesion amid existing differences (Indriasari et al., 2024; Tasliah et al., 2024). Empirically, character education that implements national educational values has three main impacts. First, in the cognitive dimension, students' understanding of the nation's history, culture, and ideology increases. Second, in the affective dimension, students demonstrate positive attitudes, including respect for differences, empathy, and pride in their nation and state. Third, in the conative or behavioral dimension, students engage in actions such as flag-raising ceremonies, social activities, and demonstrations of respect for national symbols. This confirms that character education plays a significant role in strengthening national identity.

In multicultural schools, the influence of character education is clearly evident in interactions between students of different ethnicities, religions, and cultures. With a national values-based approach, they develop the understanding that differences are not a threat, but a blessing. This aligns with Bandura's (2001) socio-cognitive theory, which suggests that identity is formed through repeated social learning, in which students imitate positive attitudes exemplified by teachers and the school environment (Nurfadilah & Roziah, 2024; See, 2022). Therefore, character education is not simply a transformation of values, but a profound process of internalizing and actualizing national values in everyday behavior. Moreover, the impact of character education is also evident in students' ability to respond to and navigate the turmoil of globalization. National identity acts as a filter, helping students maintain their cultural roots despite engaging with global values. Research shows that students with a strong foundation of national character are more resilient to negative influences such as radicalism, extreme individualism, and consumerism. Therefore, character education based on national values not only benefits schools internally but also represents a long-term investment in maintaining national resilience.

Table 3. Impact of Character Education on National Identity

Size	Character Education Indicators	Impact on National Identity
Cognitive	Understanding history, Pancasila, and national values	Awareness of cultural roots and nationalism
Affective	Attitude of tolerance, empathy, and respect for differences.	Pride as a citizen, social solidarity
Conative (Behavior)	Involvement in national activities (ceremonies, cooperation, social activities)	Real action in maintaining national unity and identity

Table 3 shows the relationship between the cognitive, affective, and conative domains, forming an integrated cycle. The knowledge (cognitive) acquired by students drives the formation of positive attitudes (affective) and ultimately results in actions (conative). These three domains reinforce each other, so it can be said that character education is a continuous process in the formation of national identity (Harahap & Malik, 2023). This graph demonstrates that character education is not a linear process but a dynamic cycle in which developed behaviors strengthen students' knowledge and attitudes through real-life experiences.

Overall, the analysis in this table and diagram confirms that character education plays a crucial role in strengthening students' national identity in multicultural schools. Its reach extends far beyond simply mastering national insight but also fosters an attitude of tolerance and active participation in national activities. Therefore, character education can be considered a long-term effort to foster a generation that adheres to national values while remaining adaptive to international dynamics

(Nurfatimah et al., 2022; Sapitri et al., 2025). Character education grounded in national values, in a positive sense, is a strategic approach to cultivating a young generation with noble morals, discipline, and a love for their homeland (Ratnasari & Nugraheni, 2024). These values not only regulate individual behavior but also serve as a foundation for strengthening national identity. To understand this process systematically, the following flowchart illustrates the relationships among character education, the internalization of values, and their impact on shaping students' national identity.

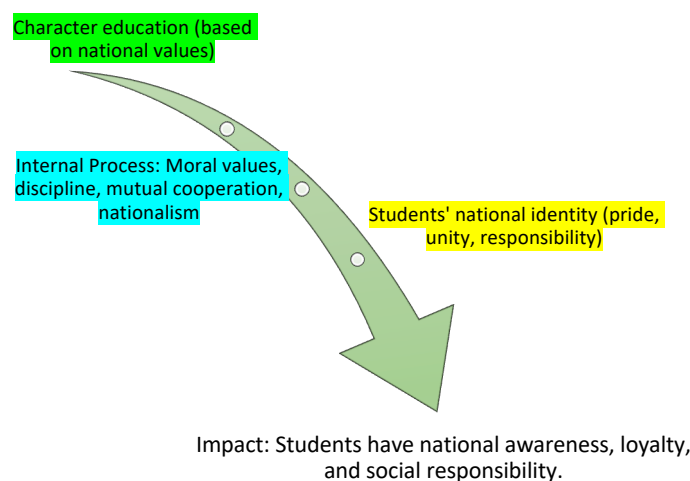


Figure 6. Impact of Character Education on Students' National Identity

Figure 6 shows that character education grounded in national values is the starting point for students' development of national identity. This visual model refines the previous conceptual framework by emphasizing identity formation as a cumulative, socially embedded process rather than a fixed outcome of education. This stage encompasses the internalization of values such as morality, discipline, respectful teamwork, and nationalism. These values form the foundation of students' behavior, manifested in their attitudes and social interactions. Furthermore, the process of internalizing values is crucial to building students' national identity, which manifests in feelings of pride, unity, and social responsibility. This identity is both individual and collective, as it involves an awareness of upholding unity and loyalty to the nation. Ultimately, the impact of character education is the development of national awareness, loyalty, and social responsibility among students (Hana et al., 2024; Siahaan et al., 2023). This study helps clarify character education grounded in national values within a multicultural school environment. They understand national values not only in theory but also in practice. Therefore, character education plays a strategic role in creating a competitive next generation with a strong commitment to the nation and state.

CONCLUSION

National values-based character education at the Dato' Wan Ahmad Rasyid National School demonstrates an integrated implementation strategy through formal learning, extracurricular activities, school culture, and collaboration with families and the community. This has had a significant impact on students' national identity formation in a multicultural environment. The challenges faced by the Dato' Wan Ahmad Rasyid National School include ethnic differences, the influence of globalization, limited resources, and low family synergy. However, consistent implementation of character education has increased students' understanding, fostered positive attitudes, and encouraged genuine involvement in national activities. Thus, character education is not only a means of internationalizing moral values and nationalism but also a long-term strategy in building a generation that is integrated, competitive, and remains rooted in national identity.

DECLARATION OF GENERATIVE AI

The authors declare that no generative AI or AI-assisted technologies were used in the writing process of this manuscript.

CONFLICTING INTEREST STATEMENT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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