Analysis of the Implementation of Character Education through School Culture at SDN 46 Membura, Cemba Village

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Abstract

This study aims to determine the description of character education in the culture of SDN SDN 46 MemburaDesaCemba. The research questions are related to the planning, implementation, and evaluation of character education. This research is a qualitative descriptive study consisting of the planning stage, initial data collection, main data, and final data, as well as completion. The research subjects are principals, teachers, employees, students, parents, and residents around the school. Data were collected through interview, observation, and documentation techniques. The validity of the data was obtained through the process of triangulation of sources and methods. Data analysis was carried out through coding and categorizing data as well as data interpretation. The results showed that character education in the culture of SDN 46 MemburaDesaCemba Village, was implemented in the artifact layer as well as valuesand beliefs. The planning consists of establishing character values, namely religious, disciplined, national spirit, and appreciating achievement; programming; policy socialization; and condition planning. The implementation is through the provision of various program facilities designed to shape the character of students through habituation activities. In general, SDN 46 MemburaDesaCembahas achieved indicators of school success in implementing the four main character values and the value of caring for the environment which is the focus of implementation. Evaluation is carried out through monitoring and evaluation at the end of the semester with the instrument of violation notes and the results of monitoring observations. The evaluation aspects include planning, completeness of facilities, implementation, achievement of targets and comparison of conditions.

Keyword: School Culture, Character Education, Education

Introduction

Fighting, free sex, and alcohol are all common among students nowadays. Juvenile delinquency is an issue that has to be addressed right away since it affects the nation's future generations (Depdiknas: 2009). When looked at more closely, the birth of this sort of juvenile delinquency is caused by a lack of awareness of children's self-development, which allows all influences of good and negative values to readily enter and alter children's attitudes and behavior, forming future character formation. The issue that develops as a result of this is that negative values have a greater impact on children's character than good values. To explore for forming future character formation how well graduates of self-directed, problem-based undergraduate curricula(USA, Vietnam, Taiwan, RRC, and Japan) who go on to primary care careers adhere to current clinical practice guidelines, Agusriandi,et.al. (2021).

Based on the preceding questions, it seems that every child needs a foundation for future personality development. This is crucial so that youngsters do not get confused while making future decisions. This foundation can be obtained through education. Education not only imparts information but also develops and shapes a positive personality. Instill positive ideals in pupils through character education to help them develop excellent character. This aligns with one of the national education goals outlined in Article 1 of the National Education System Law of 2003, which states that "the goal of national education is to increase the capacity of students who have reason, individuality, and noble character."

Character education is formed by combining two words: education and character. According to Law No. 20 of the National Education System (Sisdiknas), education is a deliberate and planned effort aimed at creating a learning environment and a learning process so that students may actively develop their potential and have spiritual strength, religion, and self-awareness. According to John Dewey (1916), "As a result, education is a loving and nurturing process. All these words mean to pay attention to the conditions of growth. " Character is linked to morality, moral attitudes, and moral action. according to Lickona's "Character Education Design" (2012) good morals are maintained by knowledge of good, desire for good, and support for good acts, according to these three components.

Based on the above, it can be stated that education's goal is to produce not just good-character Indonesians, but also a good personality or character. Character education may be accomplished by combining each discipline's principles, habits, models, and accomplishments. Culture is an educational institution's institutional objective, and the intention is to implement character education in schools since there is no culture, values, or ethics in schools, but only as cognitive information to be taught to students, and all school components are required to promote character education. Because the success of education is critical for the development of students' views, morals, and character, there is a need for innovation to remind students of the importance of education, one of which is integrating character education through school culture. According to the findings of Ulina and Setyowati's (2013) character education and school culture study, it is critical to apply character through school culture, and promoting character education through a school-culture-centered method is advantageous for the character development of students who believe in their culture. And then, designs on the use of blended learning environment for developing of the character building too, Musdalifah, et.al. (2021).The school values are

already in place and have become a habit that is followed by all students. As a result, character education is not difficult for pupils to react to since it has become a daily habit.

According to the observations, SDN 46 Membura, Cemba Village had a number of issues, including some students' scores being very low, owing to their inability to use the talents they had gained in the form of information, skills, and attitudes in real life. This is due to the fact that civics is only communicated through verbal communications. Students are not used to putting their knowledge or facts to the test in real-life situations. Based on the above questions, the researcher is encouraged to conduct research with the topic "Analysis of the Implementation of Character Education through School Culture at SDN 46 Membura, CembaVillage".

Research methods

The research entitled "Analysis of the Implementation of Character Education through School Culture at SDN 46 Membura, CembaVillage" is a qualitative descriptive study. This study aims to provide an overview of the implementation of character education at SDN 46 Membura, CembaVillage.

These steps are divided into several stages, namely:

1. Planning

Several steps of the study plan were executed by the researcher through the procedure. Conducting a pre-research study from September 21 to September 27, 2019, to identify issue areas and priorities in the field was one of these steps. At this point, the principal was also approached about doing research at this place. Furthermore, in the context of producing research permits, research plan proposals, and research instruments that have been carried out by expert judgements, researchers operated under the supervision of lecturers to prepare research plans.

2. Beginning Data Collection: Basic Data Collection

At this stage, the researchers performed in-depth interviews with information providers as research data seekers, and interviews with the major information provider, namely the principal of SDN 46 Membura, CembaVillage, were done throughout the licensing process of information objects. The implemented data requirements are then derived from the original data acquired from important information sources. Several additional study subjects were also recommended in order to acquire data that would aid in the data recording procedure. After gathering the preliminary study data, the primary data collecting began. At this point, the study issue is also subjected to in-depth interview procedures. Three instructors were interviewed: a high-class teacher, a low-level teacher, and an Islamic religious education instructor. The topics were chosen based on the data needs' goal, namely the change in the categorization criteria of primary education from kindergarten to primary school (i.e., lower and upper classes). Three students were also questioned, including those who had exceptional marks and those who had the greatest disciplinary offenses at school. The purpose of selecting the three students as research objects is to obtain different data between students who are considered to have good character and students who have low character values.

3. Closing Data Collection

The last step in the data gathering procedure is to add to the core information gathered before. The information was gathered through parent interviews. The final data interpretation procedure continues after receiving the final data.

4. Completion

The completion process to obtain research results by carrying out the overall data analysis process.

Sources of data in this study were obtained from grade V students consisting of 11students, 5 girls and 6 boys, teachers and peers. Meanwhile, for this research instrument carried out by interview, observation, and documentation.

Result

Religious principles, discipline, national spirit, and appreciation for achievement are the emphasis of character education at SDN 46 Membura, CembaVillage. In school activities, these ideals are organized. These four ideals are part of the 2013 curriculum, which has been gradually integrated into all schools since then. Through training or classes, teachers and supervisors are progressively taught to grasp 2013 content (Kemendikbud 2013). Furthermore, studies have discovered that character education emphasizes the need for environmental sustainability. These conclusions are based on evidence from schools that develop character qualities in each program. The following description explains how the four points and one value included in the artefact layer in the culture of SDN 156 Kajao in Kaluppini Village were realized.

1. Religious Value

SDN 46 Membura, CembaVillage has implemented religious ideals via a layer of artifacts that includes physical manifestations and behavioral manifestations.
Based on the findings of observations and interviews, it is clear that students' religious values are not simply nurtured through communal prayer and the commemoration of religious festivals. However, religious values are instilled as part of Islamic boarding school activities as well. According to the findings of the observations, everyday learning is productive, and each class participates in a religious program, such as worshiping in congregation. In addition, children are taught how to share with others in whatever way they can, such as visiting ill friends or helping victims of natural disasters. The homeroom teacher or class leader is in charge of implementation. Another technique to foster religious ideals is to pray together before doing anything to remember Allah SWT. On August 5, 2019, group prayers were conducted by the class leader and joined by the class instructor, as a result of the study on class activities. This prayer exercise takes place in the morning at the start of the lesson and in the afternoon at the completion of the session, with activities outside of the classroom starting with prayer as well.

2. Discipline Value
The value of discipline is implemented in the culture of SDN 46 Membura, CembaVillage through layers of artifacts, physical manifestations and behavior.Physical embodiment is a school framework that provides a point of entry for students to get used to arriving on time. This is a physical form that needs students to maintain the cleanliness of the school, such as brooms, trash bins, hand washing bins, and clean bathrooms that may be utilized. The school library is also equipped with a *lesehan* system, which allows pupils to read in a systematic way while also maintaining the library's cleanliness. SDN 156 Kajao Desa Kaluppini was also created to serve as a venue for ceremonies, as well as to teach pupils about discipline and morals in the aftermath of ceremonial events. In addition, each student's disciplinary record format is employed. Students might be

encouraged to follow the school's disciplinary guidelines if they have a record of these violations.

The importance of discipline is shown through learning activities such as dressing nicely, reading in an organized way in the library, executing chores in an organized way at school, keeping the classroom and surroundings clean, and greeting instructors upon arrival and return from school. School rules are intended to instill in youngsters a sense of order and discipline in their lives. The socialization phase of the implementation process is available to all school personnel and students' parents. Students demonstrate standards of behavior and attachments for violations, punishments, and rewards.

3. The Value of the National Spirit

The value of the spirit of nationality has been manifested in SDN 46 Membura, CembaVillage through layers of artifacts consisting of physical expressions and behavior.Physical implementation, the material implementation of the inculcation of the values of the national spirit is the means and infrastructure for the regional ceremony, the uniform of the ceremony organizer, the Pancasila text and the 1945 Constitution and other flag ceremony equipment. Besides that, the speakers are also used with national song, such as "Indonesia Raya" is a habit that gives the value of a national spirit to students. The school also provides various facilities for extracurricular activities to cultivate their talents, including instilling the value of a national spirit.

Behavioural embodiment. The national spirit is celebrated through national flag ceremonies every Monday and on national holidays, as well as visits to historical places and school fairs. Every morning, the tradition of singing the national anthem "Indonesia Raya" is utilized to instill a sense of national pride.

The school is deemed to be effective every day based on observations and research findings, and all inhabitants of SDN 46 Membura, CembaVillage were required to stand and sing the national anthem "Indonesia Raya" with speakers to accompany the music. The national hymn "Indonesia Raya," which is sung during the flag ceremony on Monday, is performed every day before the start of learning activities. The flag ceremony is conducted every Monday and on national holidays, and all students are required to attend. According to the monitoring results, the flag-raising event lasted around 30 minutes at SDN 46 Membura, CembaVillage. SDN 46 Membura, CembaVillage, follows the same procedure as other schools when it comes to flag-raising ceremonies. The primary steps of the flag-raising ceremony involve raising the red and white flags and singing "Indonesia Raya" to honor heroes' sacrifices, reading the Pancasila text and the 1945 Constitution, presenting the ceremonial advisor's tasks or messages, and reading prayers. In a series of ceremonies, there is also a stage where not all schools are like this. All ceremony participants sing the national compulsory song.

4. Value in Respecting Achievement

The value in appreciating achievement is manifested through a layer of artifacts consisting of physical and behavioral manifestations at SDN 46 Membura, CembaVillage.

Physical embodiment, the form of physical embodiment instills the value of appreciating achievement into the use of school learning facilities and infrastructure. Students feel more at ease during class in well-designed and ventilated classrooms. Additionally, there is a periodical on the wall that features student work in the area of

literature and visual arts. A closet is also supplied to exhibit the award trophy so that pupils may achieve outside of school.

Behavioural embodiment. The concept of appreciation is expressed in initiatives to promote student learning results, such as developing study groups led by instructors, encouraging children to read carefully, building a pleasant learning environment, and inspiring children to attend school regularly. The availability of proper school facilities and infrastructure, as well as teacher learning variables, help to generate these circumstances. Observations also reveal that the lesehan system is employed in library management facilities, with the carpet on the floor serving as a seat and the short leg table serving as a reading table for pupils. This state contributes to the library's cleanliness, making it a pleasant study environment for pupils. Furthermore, the award from SDN 156 Kajao Village demonstrates a high level of accomplishment. At schools, awards are given not just to prize winners in contests, but also to exhibits of students' work.

5. The Value of Caring for the Environment

According to the data, there are not only four primary values in the implementation of character education in school culture, but moral values, such as the value of caring for the environment, are also important. This principle is expressed in the SMUTLIS (Ten Minutes for School Environment) programs, and school rules also involve monthly volunteer activity.

According to the findings of the observations, several students completed tasks to clean the classroom before going home from school, as per the class picket agenda. The SMUTLIS (Ten Minute School Environment) program is a daily practice that encourages pupils to tidy their classrooms before they leave. Set a timetable for each class for this activity. They are occasionally joined by the instructor who last taught the lesson in certain cases. This is due to the significant number of pupils who have not adequately integrated SMUTLIS, requiring the instructor to instruct themselves. This is supported by research: when the SMUTLIS program was established, the majority of lower-class pupils were still accompanied by their instructors while cleaning the classroom. In addition, every Friday during the first week of each month, cleaning service operations for the school environment are carried out.

The application of environmental values at SDN 156 Kajao Kaluppini Village is also supported by school facilities that adapt to the lifestyles of students. Some are garbage cans, and each class has cleaning supplies such as brooms, dusters, and garbage spoons. There are also hand washing facilities in front of each class, and the school garden is well-kept. Several decorative plants are used in the garden. However, in terms of the state of the students' restrooms, the facilities' integrity and the toilet hygiene slogan still need to be enhanced so that students are used to keeping school restrooms clean.

Conclusion

The character education on the school curve at SDN 46 Membura, CembaVillage complies with both the national policy on PBKB (cultural and ethnic character education) and the school's vision and goal. The four basic character values are developed and a unique school culture is developed as a result of these two factors. These four character characteristics are organized in a structured program and published in the school curriculum, as well as in non-school curriculum student adjustment programs. The ideals implanted in pupils are unintentionally ingrained in the process of habituation and culture through this approach in the activities of SDN 46 Membura, CembaVillage.

At SDN 46 Membura, CembaVillage, it is feasible to examine students' attitudes toward the values of the four primary roles of their cultural works, which are the subject of role education. School culture can be identified from every layer of culture that implicitly fosters educational activities based on the four main role values developed by SDN 46 Membura, CembaVillage, namely Religious Values in School Culture, Discipline Values in School Culture, National Spirit Values in School Culture, and Respectful Values Achievements in School Culture.

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