Implementation of Character Education Through School Culture In Primary School

Hendrawan Budi Mulya AZ[1], Amirul Mukminin[2], Rd. M. Ali[3]

[1](Manajemen Pendidikan, Universitas Jambi, Indonesia)
[2](Manajemen Pendidikan, Universitas Jambi, Indonesia)
[3](Manajemen Pendidikan, Universitas Jambi, Indonesia)

* Corresponding Author. E-mail: Hendrawannnahax@gmail.com

Abstrak

Penelitian ini bermaksud untuk memaparkan penerapan pendidikan karakter melalui budaya sekolah di suatu sekolah dasar di Tanjung Jabung Timur. Penelitian ini menerapkan pendekatan deskriptif kualitatif. Subjek penelitian ini yaitu salah satu sekolah dasar di Tanjung Jabung Timur dengan narasumber antara lain kepala sekolah, wakil kepala kurikulum, dan wakil kepala kesiswaan. Data yang dikumpulkan dilakukan dengan cara melalui observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan model Miles & Huberman meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunujukkan bahwa penerapan pendidikan karakter melalui budaya sekolah dapat terintegrasi dalam kegiatan yang dilaksanakan di sekolah seperti merayakan hari-hari besar keagamaan, berdo'a sebelum dan sesudah pembelajaran, larangan membawa fasilitas komunikasi saat ulangan atau ujian, menunjukkan pembiasaan berdisiplin dengan menunjukkan perilaku yang baik seperti berangkat ke sekolah tepat waktu, berpakaian rapi dan sesuai jadwal, menunjukkan pembiasaan memelihara kebersihan lingkungan, dan memperingatkan siswa untuk disiplin, serta memberikan sanksi kepada siswa yang tidak disiplin.

Kata Kunci: *Pendidikan Karakter, Budaya Sekolah.*

Abstract

This research intends to explain the implementation of character education through school culture in a primary school in East Tanjung Jabung. This research applies a desciptive qualitative approach. The subject of this research is a primary school in East Tanjung Jabung with resource persons including the principal, deputy head of curriculum and deputy head of student affairs. The data collected was carried out through observation, interviews and documentation. Data analysis techniques using the Miles & Huberman model include data collection, data reduction, data presentation, and drawing conclusions. The results of this research show that the application of character education through school culture can be integrated in activities carried out in schools such as celebrating religious holidays, praying before and after learning, prohibiting bringing communication facilities during tests or exams, showing disciplined habits by showing good behavior. such as going to school on time, dressing neatly and according to schedule, showing the habit of maintaining a clean

environment, and warning students to be disciplined, as well as giving sanctions to students who are not disciplined.

Keywords: Character Education, School Culture

Introduction

Education is a means to brighten the nation's life and to build a nation that is clothed in the values of intelligence, sensitivity, honesty and situation for the life of the nation and state. Education is a robust pillar for alleviating poverty of understanding, resolving the problem of lack of know-how, and resolving all of the country's problems that have took place so far. The role of education is sincerely huge and primary because schooling offers the outlet and growth of know-how in order that this country truly opens its thoughts to countrywide and nation life. Education is presented to lead this nation to become a civilized and cultured nation. Education is one factor that has an important role in forming national character. The educational process carried out aims not only to increase knowledge, but also to realize the potential and cultivate students so as to build good character as citizens.

At present, the flow of globalization in all fields is increasingly spreading throughout the world, including Indonesia. Of course this has impacts, both positive and negative. The positive impact is an influence that is good or useful for humans, such as progress in the fields of science and technology, while the negative impact is damage, such as a decline in morals that is increasingly being eroded. One proof of the erosion of morals is the emergence of various problems facing the nation, such as drug abuse, juvenile delinquency which tends to lead to criminal acts and promiscuity among teenagers.

The condition of education in Indonesia is currently still having problems, such as several cases that often arise, including incidents regarding the behavior of students who dare to fight against teachers, students who pay little attention to school rules, fights between students, bullying, and even racism. The spread of moral issues among students is an indication of moral degradation which is currently an educational problem that continues to be discussed. Budiningsih (2004) stated that the consequences that arise are no longer considered a simple matter, because their actions will carry over until they finish school or when they grow up.

Wiyani (2012) said that for various problems involving students, the world of education is also responsible because it produces graduates who are good academically, but not in terms of character. One of the steps that the government can take to build national character is to internalize character education in educational institutions from an early level. Character education in school institutions can be carried out by providing direction regarding good and bad concepts according to the child's developmental stage (Muslich, 2011).

This phenomenon strengthens the Ministry of National Education's reasons for implementing man or woman training applications concurrently at all stages of education. This could be commenced with the aid of disciplining them in worship, respecting time with the aid of arriving on time at school, obeying and complying with dad and mom and teachers, respecting and loving buddies, as well as information and loving the natural surroundings, having a experience of responsibility for all the moves they do, and loves Indonesian language and culture.

A person is said to have character if his behavior is in accordance with moral rules. Therefore, someone needs to get character education. With character education, the person's character and behavior are formed. The results will be seen in real action. This person will behave well, be honest, be responsible, respect other people's rights, work hard, and so on.

To have good character or manners requires serious and continuous training. Even though humans have innate character, that does not mean that character cannot be changed. Change of character presupposes a hard struggle, a continuous practice to live up to good values. Building a habit of doing good is not always easy, even though the urge to do good does exist. But, if bad impulses continue to be present, good desires are easily pushed back. If tendencies in an

unfavorable direction develop at will, chaos will result.

By implementing character education in educational institutions, it is hoped that students can become the next generation of the nation, having good character, a character that is embedded in them not only when they are in the school environment, but also that can be applied in the community, nation and state. . There are 18 values that form national character which originate from religion, Pancasila, culture and national education goals according to the Ministry of National Education (2010), namely: (1) Religious, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love for the Motherland, (12) Respect for Achievement, (13) Friendly/Communicative, (14) Loves Peace, (15) Loves Reading, (16) Cares for the Environment, (17) Social Care, and (18) Responsibility.

Not a few education currently only prioritizes mastery of scientific aspects, intelligence, and ignores character education, which requires improvement. The process of individual formation, whether consciously or not, will affect the manner the man or woman perspectives himself and his surroundings to be able to be meditated in his each day conduct. Schools as educational institutions are an important resource. Character is the values of human conduct associated with God Almighty, oneself, fellow people, the surroundings and nationality that are manifested in thoughts, attitudes, feelings, words and actions based totally on religious norms, law, etiquette, tradition and customs. Koesoema (2010) revealed that schools have a big role in character education because of the school's role as a center for culture through a school culture approach.

Quoted from Kurniawan (2013), school culture is a sample of simple assumptions, values, beliefs and habits shared by way of all school members, that are believed and were established so as to be used to stand numerous problems in adapting. With the new environment and perform inner integration so that the fee styles and assumptions may be taught to members and new generations so that they've the proper view of how they have to apprehend, think, feel and act in facing diverse current conditions and environments.

School culture is closely related to character education carried out in schools. Creating a good school culture in accordance with the culture of the school environment must be an important concern. Schools must be able to create a good school culture, which has a positive impact on the school community. Character education and good school culture are very important to create quality students.

Safitri (2015) said that what supports the implementation of progress in character education is school culture. The school lifestyle this is built is an effort to create and instill individual values in all school members, together with developing man or woman schooling applications or rules, forming school culture and speaking it to all school parties, maintaining individual values, and appreciating the achievements of each school party.

According to the Ministry of National Education (2010), micro character development is character education in school culture. The school culture from one school to another is certainly different. School culture is adapted to the characteristics of each region, the surrounding environment, as well as the characteristics of the school and students. School culture is an important aspect for the implementation of character education in schools.

However, in the current reality, character education implemented in schools is still not optimal. The implementation of character education in schools is still very minimal. Weak character education in schools must have causes or obstacles. Barriers to the implementation of character education in schools can be caused by factors from within or outside the school itself. Lack of character education in schools will have a negative impact on students. Students will lack character values that can build their character to become good individuals.

The implementation of character education in schools must be carried out as maximally as possible. A good school culture will really support the implementation of character education in schools. Character education can be implemented through school culture such as religious culture, discipline culture, achievement

culture, honesty culture and clean culture. That way, the application of character education in schools can be implemented more optimally in schools.

Based on the description of this historical past, the researcher is interested in exploring more deeply the implementation of character education through school culture at one of the East Tanjung Jabung Elementary Schools. Therefore, researchers are interested in conducting research regarding the Implementation of Character Education through School Culture.

Method

This research uses qualitative descriptive research. Qualitative research is research that describes or explains a social phenomenon. According to Moleong (2014), qualitative research is research that is meant to understand phenomena about what's skilled via studies topics, as an instance behavior, perceptions, motivations, actions and so on, holistically and through descriptions inside the shape of words and language, on a unique natural context and by means of utilising diverse natural methods.

In this research, the sampling technique used was purposive sampling. According to Sugiyono (2017), purposive sampling is a way for determining samples with sure considerations. For example, this attention is that the person is considered to recognize exceptional about what we assume, or perhaps he or she is in authority, making it less complicated for the researcher to explore the object or social state of affairs being studied. Specifically, there were 3 participants in this research, including the principal as a leader in the school, the head of curriculum, and the head of student affairs.

In this research, researchers observe independently and objectively, and analyze what happens in the field. The observations carried out by researchers aim to find out all forms of activity processes related to the implementation of character education, observations about location conditions, initial conditions in conducting research, and so on. The interviews used in this research used open interviews. An open interview is an interview conducted where the subject being interviewed consciously knows that he or she is being interviewed. And documents function as a complement to the data collection that researchers have carried out, both observations and interviews. The documents in question are official documents, references, photographs, recordings, and so on. This data can be useful for researchers to test, interpret and even predict the answer to the focus of the research problem. With this, researchers can obtain data or information from various written sources or from documents available to informants.

Results and Discussion

The outcomes of the studies show several findings regarding the implementation of character training via school culture in one of the primary schools in East Tanjung Jabung. The following is a description of the results of research regarding the implementation of character education through school culture.

1. Celebrating Religious Holidays

Routine activities to celebrate major religious holidays are carried out by schools to commemorate major holidays for Muslims. Schools hold recitations to celebrate religious holidays, such as the Prophet's Birthday and Isra Mi'raj which are held at school. Fast Islamic boarding school activities and breaking fast together are also held in the month of Ramadan which are attended by students. This activity is carried out to foster religious character in students. This is also in accordance with what Kuniawan (2013) said that religious activities that can be taught to students at school which can be used as a habit are celebrating religious holidays according to their religion. The habit of celebrating religious holidays is also one of the indicators for schools to instill religious character (Ministry of National Education, 2010).

2. Carry out Daily Worship

Activities to carry out daily worship such as praying before and after learning. This activity is carried out to foster religious character in students. The routine activities that are used at

school every morning are praying before learning and getting used to praying after class by inviting students to pray before they come home from school. This routine activity is in accordance with what Sulistyowati (2012) said that one of the routine activities carried out is praying before and after lessons. This is also in accordance with what Kurniawan (2013) said that religious activities that can be taught to students at school which can be used as a habit are praying and giving thanks.

The habit of regularly praying before and after this lesson is human behavior in relation to God. This is in accordance with the opinion of Asmani (2012) who says that religion is a behavior that is manifested in a person's thoughts, words and actions which are based on divine values and/or religious teachings. This strategy is also in accordance with what Kurniawan (2013) said that religious activities can be taught to students as a habit.

3. Prohibition of Bringing Communication Facilities to School

Schools prohibit students from carrying communication facilities such as cellphones while in the school environment or on activities outside of learning, as well as when taking exams. This activity is carried out to foster honest character in students. The habit of prohibiting students from carrying communication devices while at school is also one of the indicators of the school instilling an honest character (Ministry of National Education, 2010), namely the prohibition on bringing communication facilities during tests or exams. This is as stated by Asmani (2012) that honesty is manifested in words, actions and work, both towards oneself and towards other parties.

4. Demonstrates Disciplined Habits

The example shown by the school community in implementing integrated character education in daily discipline habits at school. Teachers and students demonstrate behavior that reflects discipline that other students can emulate. The examples shown by the school community in getting used to discipline include: 1) going to school on time; and 2) dress neatly and according to schedule. This habit of being disciplined is in

accordance with what was stated by Wiyani (2013) that to foster student discipline behavior can be done by using the implementation of rules as a tool.

5. Demonstrate the Habit of Maintaining Environmental Cleanliness

School residents are accustomed to maintaining the cleanliness of the school environment by holding pickets per class and community service. Students have shown exemplary behavior in maintaining the cleanliness of the school environment. The example demonstrated by the habit of maintaining a clean environment is not only carried out by students. Teachers themselves also make it a habit to maintain a clean environment and become role models for students. This strategy is in accordance with what was expressed by Wiyani (2013) that exemplary habits that teachers and students can carry out are throwing away rubbish in its place, carrying out community service, and maintaining cleanliness and tidiness.

6. Warning Students to Be Disciplined

The spontaneous activity carried out by school principals and teachers when they see students who lack discipline is to warn students to correct their behavior so that they become disciplined again. The warnings given by the school principal include reminding students directly so that they act in accordance with school rules, giving direct verbal warnings, and correcting the actions of students who lack discipline. This habituation with spontaneity is in accordance with what Wiyani (2013) said that spontaneous activities that can be carried out are when you find out that students' behavior and attitudes are not good, they must be corrected at that time.

7. Providing Sanctions to Undisciplined Students

The spontaneous activity carried out when seeing students who are not disciplined is to provide sanctions. Student undisciplined behavior that can be given sanctions is not only behavior that violates school rules, but also student

discipline in class, such as not bringing textbooks, not doing assignments, being noisy in class and not paying attention to the teacher. The sanctions given by teachers include giving warnings and reprimands and even punishments if they break the rules. This spontaneous habit is one of the indicators of schools in instilling a disciplined character in students (Ministry of National Education, 2010), namely enforcing the rules by giving fair sanctions to violators of school rules.

Conclusion

Based totally at the effects of the research and dialogue, this research can be concluded that the implementation of character education through school culture in one of the elementary schools in East Tanjung Jabung is integrated in activities carried out at the school including celebrating religious holidays, praying before and after learning, prohibiting bringing communication facilities during tests or exams, showing the habit of maintaining discipline by showing good behavior such as going to school on time, dressing neatly and according to schedule, showing the habit of maintaining a clean environment, and warning students to be disciplined, as well as giving sanctions to students who are not disciplined.

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