CHARACTER EDUCATION REINFORCEMENT THROUGH SCHOOL CULTURE IN STATE ELEMENTARY SCHOOL 1 OF SIGLI

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ABSTRAK

Penelitian ini bertujuan untuk: 1) Menerapkan pendidikan karakter karakter sekolah di SD Negeri 1 Sigli, 2) Mengetahui apa nilai-nilai karakter budaya sekolah yang sedang diterapkan dalam SD Negeri 1 Sigli, 3) Mengetahui faktor penolakan dan pendukung dari Pendidikan karakter budaya sekolah di SD Negeri 1 Sigli. Ini adalah penelitian deskriptif yang menggunakan pendekatan kualitatif. Subjek penelitian terdiri dari satu kepala sekolah, enam guru, dua guru ekstrakurikuler, 3 siswa kelas IV, V dan VI, dan komite sekolah. Pemilihan subjek penelitian telah mengalami pertimbangan khusus. Eksperimen dilakukan di SD Negeri 1 Sigli. Teknik pengumpulan data menggunakan wawancara, dokumentasi dan pengamatan moderat karena para peneliti hanya melakukan beberapa kegiatan yang dilakukan oleh pembicara. Teknik analisis data yang digunakan selama penelitian ini menggunakan Miles dan Hubberman's Interactive Model I.E Pengumpulan data, reduksi data, presentasi data dan rangkaian ringkasan. Hasil penelitian menunjukkan bahwa implementasi pendidikan karakter melalui budaya sekolah yang diterapkan di SD Negeri 1 Sigli melibatkan intrasurriculer seperti Tadarus, satu hari satu ayat, senam massal, upacara bendera, peringatan liburan, pergi ke perpustakaan. Selain itu kegiatan intrasurriculer implementasi pendidikan karakter melalui budaya sekolah juga dimanifestasikan dalam kegiatan ekstrakurikuler seperti TPS, TIK, Band Marching, bermain atau drama, Dalail, Khairat, dan Shalawat.

Kata Kunci: Karakter Siswa, Budaya Sekolah

ABSTRACT

This study aims to: 1) implement character education in State Elementary School 1 of Sigli, 2) identify the character values of school culture that are being implemented in State Elementary School 1 of Sigli, and 3) discover the factors that inhibit and promote character education in State Elementary School 1 of Sigli. This is a descriptive study employing a qualitative methodology. The research subjects include a school administrator, six teachers, two extracurricular teachers, third, fourth, fifth, and sixth-grade students, and the school

committee. The subject of the research has been carefully chosen. The experiment is conducted at State Elementary School 1 of Sigli. The data collecting approach is an interview, documentation, and limited observation, as the researchers are only performing a few of the activities performed by the speaker. Miles and Hubberman's interactive approach was utilized to analyze data in this study, which included data collection, data reduction, data display, and summary retraction. The study's findings indicate that character education is implemented in State Elementary School 1 of Sigli through extracurricular activities such as tadarus, one day one ayat, mass gymnastics, flag ceremony, holiday remembrance, and visits to the library. Apart from these intracurricular activities, character education is also implemented through extracurricular activities such as TPS, ICT, marching band, play or drama, dalail, khairat, and shalawatan.

Keywords: *Student's character, School Culture*

INTRODUCTION

Character education is not a novel concept in educational programs. Since the early nineteenth century, it has been implemented and researched. Since it is thought that school has an effect on students' character (William 2000). Nowadays, Indonesia's education presents knowledge only and neglects character values establishment. It caused Indonesia to become a nation that will not be free of moral harm concerns. Student character development may be accomplished in a variety of ways, one of which is through the establishment of a positive school culture in accordance with the Grand Design of character education. Because character, as a moral code, is created on the foundation of valid values. Character education is achieved through a school culture that is owned by the students and is based on their values. This, in turn, helps a kid develop a better character and a positive aim. The culture atmosphere that is produced in the school will have a positive influence on the character of the students (Sugirin, 2011). Character education has been a priority in Indonesia's national education system. It is thought that good character is reflected in academic success (Murtako, 2015).

Character education reinforces the habit of appreciating goodness and desiring to do good (Kamaruddin, 2012). One of the reinforcements is going through

school sulture. School culture is a students activity having interaction with their peer, teacher with teacher, counselors with their coordinates, administration staff with their coordinates, and group member of school's society (Pane & Patriana, 2016). Internal group interaction and among group is attached by various rules norms, moral and ethics as a group that valid in one particular school.

The aim of school culture is to build a conducive school atmosphere through communication development and a healthy interaction between school principal and the learners, teachers, education workers, parents of the students, society and government. School culture plays an important role for the establishment of the character education values at school. The process of building character education in the school culture has become very important to form a stronger student's character (Benninga, Berkowitz, Kuehn, & Smith, 2003). This process will become more effective if being implemented at the early age.

Hence in the education unit, that character values establishment in

basic education unit such as elementary school is absolutely needed as a student's character foundation in the future . This is so supported the elementary school education's goal for establishing basic intelligent such as intellectual, social, emotional, also spiritual and character building in providing the student to follow further education.

Discussing character is critical and fundamental. Character is what distinguishes humans from animals. Individuals with a good and strong character on an individual and societal level are individuals who have a moral code, a positive attitude, and decent behavior. Considering the value of character, educational institutions have a responsibility to develop it via the learning process.

Character is regarded as human's behavior values relates with God Almighty, themselves, among human, environment and nation which existed in a thought, attitude, emotion, speaking and action based on the religion, law, ethics, culture, tradition and aesthetic norms (Narwati, 2011).

Character education reinforcement in nowadays context is very relevant to overcome moral crisis happens in our country. Whether it is approved or not, now there is an actual crisis and causes worrisome in the society that involves children (Mulyasa, 2011). This crisis, which includes issues such as the increasing number of free sex, child abuse, criminal activity among friends, a habit of cheating, bullying, and other issues, has evolved into a societal problem that has not been entirely resolved. Although the consequences are significant, they cannot be dismissed as a minor matter since this approach may result in criminal prosecution.

Various alternate solutions for nation character have been offered in an effort to avert a predicted incident and lessen or eliminate difficulties associated with nation character. Character education is one aspect of the solution to the nation's character problem that has received a great deal of attention recently. Character education is an effort to educate the children so that they could take a wise decision and apply it in their daily life, so they could give a positive contribution to the society they are living with (Wijayanti, 2012).

Character education process can not be carried out in a short period of time and the result is not easily seen. Character education linked with a long period of time, hence it will be consistence and sustainable. This is why character education must be integrated in school life, whether in learning activity or outdoor activity within school context. Character education at school is much affected by teacher's attitude because teacher has a direct contact with the learners.

Character education through school culture is not formed by the knowledge, but by an example and role-model carried out by all the school residents. State Elementary School 1 of Sigli is one of the school located in learning area of Tijue, Lampeuden Tunong village, Sub-district Pidie District Pidie. This school is labelled a public school and has various kind of school culture.

School culture according to (Daryanto, 2015), is a dominant values that supported by the school or a philosophy that leads to school's

policy of every elements and also on the school components including school's stakeholder, such as how to do works at school, and/or assumption and belief that the school personals adhered to. From the explanation above, we can conclude the problems as follows: 1). How to apply character education in the school culture of State Elementary School 1 of Sigli? 2). What are the character values being applied in State Elementary School 1 of Sigli? 3). What are the opponent and proponent factor of character education in the school culture of State Elementary School 1 of Sigli?

The purpose of this research are: 1) To apply character education in the school culture of State Elementary School 1 of Sigli. 2) To know what are the character values in the school culture being applied in State Elementary School 1 of Sigli. 3) To know what are the opponent and proponent factor of character education in the school culture of State Elementary School 1 of Sigli.

RESEARCH METHODS

Research Design

This is a descriptive study employing a qualitative methodology. Descriptive research is a method of describing a factual issue solution based on facts; it also provides and interprets data. Qualitative research is a strategy that elucidates a particular social condition by accurately expressing the facts, which are produced by the words based on data collection techniques and pertinent data analysis from scientific situations.

According to (Arikunto, 2013) this research is not meant to generalize a finding or evaluation and does not evaluate the validity between variables, but to emphasize on data collection to describe the factual situation.

Research Setting

This research is carried out in State Elementary School 1 of Sigli located in jalan Blok. Bengkel, Sigli city, District Pidie-Aceh. This research is done within odd/first semester of 2020/2021 academic year. Research activity done during November-Desember 2020.

Research Technique

According to (Arikunto, Research Procedure A Practical Approach, 2013) data collecting technique is a method used in the

research to obtain explanations related to the research achieve them. In the qualitative research, data collecting is carried out in a natural setting, primary data source and data collecting technique mostly by interview, observation, and documentation.

The type of the interview is semi-structured interview i.e a more freely interview that aims to find a more open problem where the respondent asked for their opinion. The researcher using moderate participation observation, researcher collecting the data also doing participative observation only in few activities. Documentaries i.e finding data about aspects or variable in the form of note, transcripts, book, newspaper, magazine, stone monuments, meeting remarks, lengger, agenda etc. Documentation technique is used to strengthen obtained data in the observation. In this documentation study, the researcher got an accurate explanation from the observation and interview result that have been done towards various matter relates to the problem, goal, function, etc.

Data Analysis Technique

Miles and Huberman (Sugiyono, 2015) proposed that activity in qualitative data analysis is carried out interactively and occurred continuously until it is completed, therefore the data is saturated. Analysis technique according to Miles and Huberman is data collection, data reduction, data presentation and conclusion drawing or verification.

RESULT AND DISCUSSION
Data Description Result

Data description result for each question is shown in the table as follows.

Table 1. Application of Character

Education in School Culture

Information	Finding
Based on the interview result with the school principal, homeroom teacher of grade I, II, III, IV,V and VI, Batik and Boy/Girl Scout extracurriculer teacher, school committee, students of grade IV,V and VI that homeroom teacher, extracurricular	1. Through a habit, student is habituated and be a role model. Character is formed if there is a role model for a habit. 2. School culture are: tadarus, *one day one ayat,* mass gymnastic, holiday commemoration, go to the library, boy/girl scout,

teacher and school principal have applied character education through school culture.	TPA, TIK, *marching band,* semutlis drama/play, dalail khairat and shalawatan. 3. There is an activity that has not been carried out such as RaSaTer, Indonesia Raya is being heard. 4. Activity that has been done completely: morning breakfast and semutlis. 5. Majority of the students is excited and interested in school culture activity and enthusiastic.

Table 2. Character Values Formed

Through the School Culture

Information	Finding
Based on the interview with school principal, homeroom teacher of grade I,II,III,IV,V and VI, batik and boy/girl scout extracurricular teacher, school	1. Through a habit, student is habituated and be a role model. Character is formed if there is a role model for a habit. 2. School culture are: tadarus, *one day one*

committee, and grade IV, V and VI students stated that homeroom, extracurriculer and school principal have applied character education through the school culture.	*ayat,* mass gymnastic, holiday commemoration, go to the library, boy/girl scout, TPA, TIK, *marching band,* semutlis drama/play, dalail khairat and shalawatan. 3. There is an activity that has not been carried out such as RaSaTer, Indonesia Raya is being heard. 4. Activity that has been done completely: morning breakfast and semutlis. 5. Majority of the students is excited and interested in school culture activity and enthusiastic.

Table 3. Opponent and Proponent Factor in Strengthening Character Education Through the School Culture

Information	Finding
Based on the interview with school principal, homeroom teacher of grade I,II,III,IV,V and VI, batik and boy/girl scout extracurricular teacher, school committee, and grade IV, V and VI students stated that homeroom, extracurricular and school principal have applied character education through the school culture.	1. Opponents a. Some teachers do not have enough time because having out of town service and busy with school administration. b. Some students are hyperactive thus annoys their friends. c. Some parents are ignorant. d. Lack of equipment and infrastructures, such as musical instruments and tents, broken equipment, like batik tools and broken gamelan (traditional musical instruments) 2. Proponents a. Majority of the teachers put effort to do school culture. b. Majority of the students are excited and enthusiastic. c. Majority of the parents supporting by helping the school. d. Equipment and infrastructure already support, such as outdoor field, athletic equipment.

Analysis Prerequisite Test

Analysis prerequisite test in this research, are done by:

a. Increasing Perseverance

Observation is done to obtain data needed, so the consistency of observation is required to have a valid data.

b. Triangulation

Triangulation is a technique of checking data validity which utilizes something else. For testing data validity, researcher uses source technique i.e data rechecking obtained from 13 interviewees. Time triangulation, researcher does the interview twice for every interviewees. Technique triangulation i.e researcher does interview technique, observation and documentation.

c. Using Reference Material

Using reference material is a support to prove the data obtained by the researcher. For example, data of the interview result need to be supported with interview record therefore data obtained is credible or trustworthy.

Data Analysis Test Result

Researcher did the analysis test by data collection, data reduction, data presentation and conclusion drawing/verification. Data collection is done by collecting data in a way of observation, interview, and documentation. Data collection is noted in the form of field report about State Elementary School 1 of Sigli, establishment of character education through school culture in State Elementary School 1 of Sigli.

Data reduction, researcher reduced the data by data choosing and putting in order which is relevant with research objectives. And then summarize the main thing according to the research question. Data presentation, researcher did the coding, and then describe the data that have been reducted clearly and shortly. In the data presentation, data result that have been reduced will be described in a narrative form and then the conclusion is being drawn.

Conclusion drawing, based on the descriptive presented data and then being analyzed and discussed for drawing the conclusion. Conclusion drawing is done within the data presentation in each of research question. Next, it will be exposed back at the final part of the conclusion.

From the exposed research result about implementation efforts of character education through school culture, further character values that is formed through school culture activity and also the opponent and proponent time in executing school culture.

Based on data collection result by interview technique, observation and documentation it is obtained an overview about implementation effort of character education through school culture i.e habit and role-model. Habit is carried out by executing school culture continuously and repeatedly. Character will form if teacher becomes the role model for the habit therefore students will imitate the teacher's deed. Next, the whole

school component will put an effort to do school culture activity consistently.

Establishment Effort of Character Education Through School Culture

Character education establishment through school culture in State Elementary School 1 of Sigli, is manifested in an intracurricular and extracurricular activity. These activities include tadarus, *one day one ayat,* mass gymnastics, flag ceremony, holiday commemoration, go to the library. Besides the intracurricular activities, character education through school culture in State Elementary School 1 of Sigli is also manifested in extracurricular activities such as TPA, ICT, *marching band,* drama/play, dalail khairat and shalawatan.

Education establishment through every school culture contains character values for example in the *tadarus, one day one ayat* activity responsibility values is formed because student responsible to read Al Quran in the school during learning process, discipline because students try to read one verse from the Al Quran before learning process.

According to the researcher, this is a reinforcement based on the theory stated by (Agustin, 2010) education leads to all natural power exists in the children, so that they as a human and also as society member can reach safety and happiness as high as they could. Education not only to form the learner to be intelligent, knowledgeable, and smart but also to have orientation to form a human with decent, moral and ethics.

Character Values That Can Be Formed Through School Culture

Character values which formed through school culture are religious value, discipline, responsibility, independent, creative, environment care, social care, honest, hard-working, and fond of reading. Those values would not be appear offhand from the student, but by doing a habit and every student's activity is really immersed and comprehended so they will unite within the student, therefore those values will appear from the students themselves. Thus, student's comprehension level

affects how much the values can be appeared.

From 18 character values which formulated by *The Balitbang, Kemendiknas*, State Elementary School 1 of Sigli have formed 11 character values through the school culture activity. Those 11 character values are: honesty, responsibility, discipline, environment care, social care, independent, religious, creative, nationalism, and fond of reading. School culture activity that have been executed but not optimal yet. These affects on the values that already built, it should be more ingrained within the students selves. For example, in the Smutlis activity, where each student must do picket three times a week, it is plantation picket, garden picket and class picket.

However, in the moment plantation and garden picket have not been proceeding and class picket already been carried out well in every classroom.

The Opponent and Proponent Factor of Character Education Through School Culture

The opponent and proponent factor of implementing character education through school culture such as: there are some students who are hyperactive so they annoy their friends. There are some teachers have limited time, environment like weather that does not support.

School equipment and infrastructure are still lacking and need to be increased because it has limited amount, for example musical instruments, there are some improper *drum band* tools and also less variety musical instruments. There are some parents who ignorant and less care with student activity at school. The proponent factor is majority of the students are enthusiastic to participate in the activity. Majority of the teachers try to execute and proceed, and the school support the activity. Majority of the parents support school culture activity. In the school culture activity, the equipment and infrastructure are adequate (Ki Hajar Dewantara, 2013).

So, students, teachers, parents, equipment and infrastructure become the proponent or the opponent factor of school culture, depends on how the reaction and action given by each

component in every activities that have been executed.

CONCLUSION

Implementation effort of character education through school culture in State Elementary School 1 of Sigli by habit and role model. Character will be formed if the teachers become a figure that can be made a model for the habit. Therefore the students will imitate teacher's attitude. Next, the school will always try the habit of doing school culture activity. The implementation of character education through school culture is integrated in a intracurriculer and extracurriculer activities.

Character values that can be formed through school culture are religious, discipline, responsibility, independent, creative, environment care, social care, honesty, hardworking, nationalism, and fond of reading (Aqib, 2012). The opponent and proponent factor of the character education through the school culture, the opponent are some students are hyperactive so they annoy their friends, some teachers do not have enough time because they go for out of town

services and busy with teacher's administration, a few parents do not support these activities because they only know their children are only studying, in the school culture activity there are less or even broken equipment and infrastructure.

The proponent factor are: majority of the students feel enthusiastic in the school culture activity, all teacher support school culture activity, majority of the parents support school culture activity proven by a forum in each classes, in the school culture activity there are an adequate equipment and infrastructure. So, teachers, students, parents also equipment and infrastructure can be both opponent and proponent factor of school culture, depends on how the reaction and action given for each component in every activity being held.

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