

## School Cultural Character Values Implementation in Junior High School SMP Negeri 3 Gorontalo

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### Abstract

Character education is an effort to develop students' good behavior in daily life with the aim that students can reflect good character. In essence, the implementation of character education can be integrated through subjects, self-development and school culture. Therefore, this study aims to identify the implementation of school cultural character values in Junior High School SMP Negeri 3 Gorontalo. The method used was explanatory in which the results of the research were presented in a quantitative form and were discussed descriptively. The data were collected by employing the results of interviews and questionnaires by involving 38 people in Teacher Population Test. Further, the results show that the implementation of character education is in accordance with the school's vision and mission with 82%, good category. The character values instilled in students of Junior High School SMP Negeri 3 Gorontalo are the character of 1) religious, 2) honest, 3) discipline, 4) environmental care, and 5) love to read or reading habits. This study concludes that students can respond well to the activities held by the school or habits in the school environment.

**Keywords:** Character Values Implementation, School Culture

### Introduction

The government has continuously endeavored to enhance the quality of education. This is to address the issue of juvenile delinquency that often happened lately. Darmadi (2009) further adds that the improvement is aimed at preventing such misbehavior from being worsened as a result of moral degradation in this globalized world.

Character education, generally, can be implemented as a means in addressing negative behaviors in a school. Character education refers to efforts in developing students' behavior in their daily life where it aims at encouraging the students to perform good characters. Substantially, the implementation of character education can be integrated into subjects or lessons, self-development, and school culture. Transferring good character values that turn to be a behavior of an individual (which is directed to the development of school culture) is able to improve character education for students. School culture is defined as beliefs, habits, and values embody of all school community. This culture is often implemented in routine or spontaneous activities at school. In addition, character values are integrated into the activities.

Character values that are applied in habitual actions and behavior develop into a culture. Further, the culture is represented in the habits, values, norms, rites, and myths that are shaped in a school environment. This long process is known as school culture-based character education (Zamroni: 2003:149). School culture-based character education functions as the basis for the principal, teachers, administrative staffs, and students to comprehend and solve several problems of their school. A school serves as the main space in cultural transmission among generation. School culture-based character education is one of the disciplines of the school-based operational management model. This model grants the principal, compared to other staffs of the school, the authority, and responsibility to

manage his or her school to promote the independence of the institution. As a result, the school is obliged to create its culture that represents its identity.

School culture-based character education is associated with teachers' roles in delivering a lesson in a classroom where they are obliged to consider the output that should be in line with the target of the school community. In the end, the learning process is able to improve and shape character competences of students with a positive culture. These competencies enable the students to implement attitudes and changes that direct them towards positive behaviors. That being said, school culture-based character education as an educational community demands a leader who is capable of empowering and making the most of all potential in a school to conceptualize the institution's vision and mission. A school must have a vision, i.e., to conceptualize a school with exceptional quality, and missions to conceptualize quality learning, producing quality students in terms of academics and extracurricular, promoting environmental education, conducting English and communication program, producing students with high-quality life skills, promoting a clean school environment, as well as producing insightful students in terms of religious subject.

SMP Negeri 3 Gorontalo is among secondary schools in the province that excels in conducting character education. This is due to the awareness of the school that such an education is crucial as the school has been dealing with some complex issues regarding the graduates. This further emphasizes the school's effort to sustain character education effectively to attain the national education target.

The implementation of virtues, norms, rites, myths, habits, behaviors, and attitude of students is essential. This is to address the problems of negative behavior as a result of globalized moral degradation. In light of exploring such a correlation, this study focuses on issues of educators in teaching students, specifically in the implementation of the values of school culture in SMP Negeri 3 Gorontalo.

#### Problem statement

This present study is aimed at addressing the problem statement: How the teachers integrate the values of school culture in teaching students in SMP Negeri 3 Gorontalo?

#### Research objective

The objective of this research is to explore the implementation of school culture values in junior high school SMP Negeri 3 Gorontalo.

#### Significance of research

The significance of this present study is to accelerate the cultural-based character education in schools as this aspect promotes the success of educational institutions.

### **Theoretical Framework**

Character education is simply defined as every positive attempt of a teacher that influence his or her students. Samani (2011) points out that character education is conscious and purposeful efforts of a teacher to teach positive values to the learners. Kesuma (2011) further adds that character education is a fundamental part of good learning.

As the above discussion attests, it can be inferred that character education is a process of humanizing students with positive characters that embodied in the dimension of nature, mind, physic, feeling, and willingness. Character education can also be defined as values education and moral education which develops students' skills in the process of decision-making, i.e., determining whether or not a decision is good, maintains positive attitudes, and applies the positive behaviors in daily life. Another concept of character education is a system of assimilating values of good character to the school community. The values encompass several components, e.g., knowledge, willingness to implement positive values in religious life, in interpersonal and intrapersonal communication, in preserving the environment, and in social life.

The success of character education is determined by the way the students attain the indicators in the graduate competence standard for junior high students. These indicators are 1) implementing religious teachings according to the religion or beliefs and the development of youths; 2) presenting oneself with confidence; 3) respecting different beliefs, culture, races, and socio-economic class nation-wide; 4) performing independent learning based on one's potential; 5) respecting other people's works and capable of producing quality works; 6) implementing a healthy lifestyle and making the most of spare time, and; 7) performing reading and writing habits. In the school level, the criteria of achievement of character education are signaled by successfully conceptualizing school culture; this refers to the behavior, tradition, habits, and symbols performed by all members of a school community. The values of school culture must be used as the basis for the community as well.

Considering the above theoretical background, the implementation of school culture-based character education in the research should be in line with the school's vision and mission. This present study synthesizes that some character values that can be integrated within the school are the value of 1) religious, 2) honesty, 3) discipline, 4) environmental care, 5) reading habit.

## Research Methodology

This study employed an explanatory method in which the research results are displayed quantitatively and discussed descriptively. The data were collected from the result of observation, interview, and surveys. The population of this study involved 38 teachers. Since the number of the population below 50, all teachers here were also the sample of this research. Furthermore, steps in generating the data consisted of 1) data reduction, 2) data display, and 3) verification of the result of observation, interview, and survey. Following this step was the data analysis process; the data consisted of primary (data of the values of school culture characters and interview from the informants) and secondary data (from some relevant literature and articles). These data were further validated by a credibility test. Arikunto (2006) explains that the test is aimed at determining whether or not the data are reliable to ensure that the analysis is carried out effectively. In this step, a triangulation method was used. This method was carried out by examining the reliability and the compatibility of the data interpretation that has been formulated within the document or the observation result in SMP Negeri 3 Gorontalo. Steps in this research involve 1) Orientation 2) Exploration 3) Member-check.

## Results and Discussion

This research was conducted by direct observation in the research site, i.e., SMP Negeri 3 Gorontalo from March to June 2016. The observation is intended to explore the activities related to the implementation of the values of school culture character in the site area.

The output of this observation process and the interview with the informants (such as school principal, vice principal or director of student affairs, teachers, and counseling teachers) results in a description of the implementation of the values of school culture characters.

The result shows that the implementation of character education in the research site has been in line with the school's vision and mission. Some character values embedded within the school are the value of 1) religious, 2) honesty, 3) discipline, 4) environmental care, 5) reading habit.

### *Religious aspect*

This aspect has five indicators where each of them serves as the question in the survey. These indicators are (1) students pay attention to the cleanness of the prayer room, (2) the school provides a clean prayer room, (3) the location of prayer room does not distract learning activities, (4) students are accustomed to praying on time, (5) religious programs are carried out effectively (incorporating tolerance behavior) and in accordance with students' respective beliefs.

Table 1. Religious Aspect

Response	Score	Frequency	Score Achieved	Percentage (%)	Maximum Score	Percentage of the Response	Category
Always	5	12	60	31.58			
Frequently	4	18	72	47.37			
Sometimes	3	8	24	21.05	190	82.11%	Good
Seldom	2	0	0	0.00			
Never	1	0	0	0.00			
<b>Total</b>		<b>38</b>	<b>156</b>	<b>100.00</b>			

Source: research data 2016

Table 1 shows that the percentage of each response measures at 31.58% or 12 respondents who chose 'always', 47.37% or 18 respondents who chose 'frequently', 21.05% or 8 respondents who chose 'sometimes', and 0.00% or none of the respondents who chose 'never'. In other words, the response 'frequently' dominates all other responses. The analysis of the score reaches 82.11%, meaning that the religious attitudes are categorized good.

However, the aforementioned aspect has its flaw due to the lack of implementation of praying on-time, measuring at 17.89%. This is reflected from the fact that some respondents select the option 'sometimes' on this matter. It is suggested to promote a sense of belonging in the prayer room. This is to raise empathy to take care of the cleanliness of the facility, thus turning this into a habit of the students. Still, the activities and religious celebration, such as Maulid, in the prayer room are well-implemented. The values of tolerance are still reflected to maintain a peaceful atmosphere in a school.

#### *Honesty*

Table 2. Honesty

Response	Score	Frequency	Achieved Score	Percentage (%)	Maximum Score	Percentage of the Response	Category
Always	5	10	50	26.32			
Frequently	4	19	76	50.00			
Sometimes	3	9	27	23.68	190	80.53%	Good
Seldom	2	0	0	0.00			
Never	1	0	0	0.00			
<b>Total</b>		<b>38</b>	<b>153</b>	<b>100.00</b>			

Source: research data 2016

Table 2 shows that the percentage of each response measures at 26.32% or 10 respondents who chose 'always', 50.00% or 19 respondents who chose 'frequently', 23.68% or 9 respondents who chose 'sometimes', and 0.00% or none of the respondents who chose 'never'. To put it another way, the response 'frequently' dominates all other responses. The analysis of the score reaches 80.53%, good category, for the school has a beautiful garden.

Despite such a satisfying result, the aspect has its drawback with a percentage of 19.47%. This urges the teachers to teach honesty to students.

#### *Discipline*

Table 3. Discipline

Response	Score	Frequency	Achieved Score	Percentage (%)	Maximum Score	Percentage of the Response	Category
Always	5	13	65	34.21			
Frequently	4	15	60	39.47			

Table 3. Cont

Sometimes	3	10	30	26.32	190	81.58%	Good
Seldom	2	0	0	0.00			
Never	1	0	0	0.00			
Total		38	155	100.00			

Table 3 shows that the percentage of each response measures at 34.21% or 13 respondents who chose 'always', 39.47% or 15 respondents who chose 'frequently', 26.32% or 10 respondents who chose 'sometimes', and 0.00% or none of the respondents who chose 'never'. In other words, the response 'frequently' dominates all other responses. The analysis of the score reaches 81.58%. The above table indicates that the location of the parking area does not distract the learning process and it is categorized well.

The result of the analysis on discipline aspect reveals the percentage of its drawback at 18.42%. This suggests a necessity to maximize the implementation of character education for students. One of the examples is promoting a culture of punctuality as it creates effective and efficient learning.

*Environmental care*

Table 4. Environmental Care

Response	Score	Frequency	Achieved Score	Percentage (%)	Maximum Score	Percentage of the Response	Category
Always	5	14	70	36.84			
Frequently	4	15	60	39.47			
Sometimes	3	9	27	23.68	190	82.63%	Good
Seldom	2	0	0	0.00			
Never	1	0	0	0.00			
Total		38	157	100.00			

Table 4 shows that the percentage of each response measures at 36.84% or 14 respondents who chose 'always', 39.47% or 15 respondents who chose 'frequently', 23.68% or 9 respondents who chose 'sometimes', and 0.00% or none of the respondents who chose 'never'. To put it simply, the response 'frequently' dominates all other responses. The analysis of the score reaches 82.63%, meaning that the aspect of environmental care is categorized good.

The result shows that the aspect of environmental care has its minus point, measuring at 17.37%. This issue can be addressed by encouraging environmental preservation activities. The ideas of environmental preservation in a school are seen in the opinion by Megawangi (2010) that a quality school is determined by the participation of all school members in keeping their area clean.

*Reading habit*

Table 5. Reading habit

Response	Score	Frequency	Achieved Score	Percentage (%)	Maximum Score	Percentage of the Response	Category
Always	5	15	75	39.47			
Frequently	4	16	64	42.11			
Sometimes	3	7	21	18.42	190	84.21%	Good
Seldom	2	0	0	0.00			
Never	1	0	0	0.00			
Total		38	160	100.00			

Table 5 shows that the percentage of each response measures at 39.47% or 15 respondents who chose 'always', 42.11% or 16 respondents who chose 'frequently', 18.42% or 7 respondents who chose 'sometimes', and 0.00% or none of the respondents who chose 'seldom' and 'never'. That is to say, the response 'frequently' dominates all other responses. The analysis of the score reaches 84.21%, meaning that the aspect of reading habit is categorized good.

The result indicates that 15.79% of the aspect of reading habit can be improved by decorating libraries and classrooms with word walls or pamphlet. The word walls contain messages that encourage students to improve their reading habit. This method is considered important for teachers as the messages are visible to the students; it is expected that wall words contribute to the teaching and learning processes as well. The results of this study correspond to an argument by Parkay, Forrest and Stanford (2011) that great teachers with their depth of knowledge are urged to show credibility that can be relied on by the students directly or indirectly.

Table 6. Summary of the Implementation of School Culture in SMP Negeri 3 Gorontalo

Respondent's Response	Score	Percentage	Category
Religious Aspect	156	82.11%	Good
Honesty	153	80.53%	Good
Discipline	155	81.58%	Good
Environmental Care	157	82.63%	Good
Reading Habit	160	84.21%	Very Good
Total	781	82.21%	Good
Average	156		

Source: research data 2016

Table 6 concludes that the percentage of the principal's effort in incorporating characters of school culture in the research site is overall well-implemented. This is represented by the percentage of all five aspects that fall under good and very good category (religious aspect at 82.11% or good category, honesty at 80.53% or good category, discipline aspect 81.58% or good category, environmental care aspect at 82.63% or good category, and reading habits at 84.21% or very good category). The result concludes that the principal is able to develop the implementation of the characters of school value in the research site. Qualified teachers also take part in such achievement; this is represented by the percentage of teachers' performance at 82.21% or good category. Despite this, both the principal and teachers of SMP Negeri 3 Gorontalo should improve the implementation of an effective and efficient school culture to maintain its sustainability.

The following histogram depicts the indicators of the implementation of characters of school culture in SMP Negeri 3 Gorontalo according to the previous table.

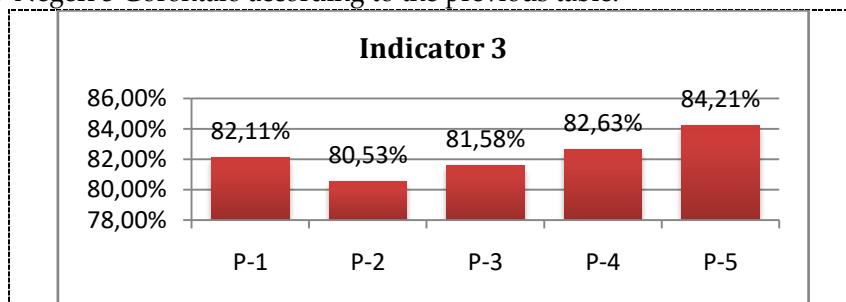


Figure 1. Principal and Teachers' Efforts in the Implementation of School Culture in SMP Negeri 3 Gorontalo

The above histogram shows that the percentage of the implementation measures at 82.21%, good category, meaning that the students are able to respond to the activities in schools positively.

The accumulated percentage of the implementation of school culture characters in the research site, measuring at 17.79%, can be improved by the roles of effectiveness and efficiency of teachers' characters that encompass religious teachings, tolerance, honesty, and environmental care. In addition to transferring their knowledge, the teachers are models for their students by giving examples in both written and spoken approaches in classroom activities.

The Implementation of school culture in SMP Negeri 3 Gorontalo is provided in the following figure.

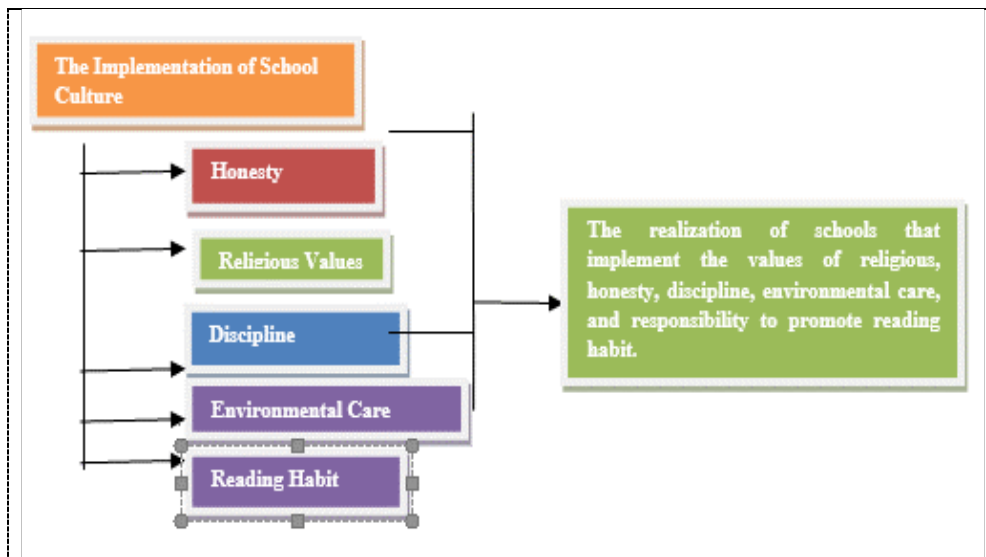


Figure 2. Diagram context

## Conclusion

This study finds that the implementation of character education in the research site has been in line with the school's vision and mission. Some character values embedded within the school are the value of 1) religious, 2) honesty, 3) discipline, 4) environmental care, and 5) improving reading habits. The percentage of these five aspects measures at 82.21%, good category. This research concludes that the students are able to respond to the activities in schools positively.

## Recommendation

This study finds that the implementation of character education in the research site has been in line with the school's vision and mission. Some character values embedded within the school are the value of 1) religious, 2) honesty, 3) discipline, 4) environmental care, and 5) improving reading habits. The percentage of these five aspects measures at 82.21%, good category. This research concludes that the students are able to respond to the activities in schools positively.

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