School Organization Culture

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Abstrak- Character education has become one of the critical issues in the development, especially in the era of Indonesia's Mental Revolution. The student brawls rampant, the use of sharp weapons, alcohol, drugs, free sex to same-sex intercourse, and anarchist actions that have even led to criminal acts, require particular concern in terms of control and prevention. Therefore, this study aims to: (1) identify school organizational culture and character education; (2) analyze the supporting factors in the development of school culture and character education; (3) analyze the inhibiting factors in the development of school culture and character education; This study used a descriptive qualitative research method, conducted at SMA Negeri 1 Kawangkoan of Minahasa Regency from March to May 2018. The results of this study showed that the supporting factor in building an effective school culture in the development of character education is a leadership commitment, in this case, the principal and vice-principals, teachers, staffs and the community environment to build a school culture that focuses on a noble and exemplary character in daily life, while the inhibiting factor is the realization of the vision, mission, and goals of the school that are not yet fully conducive in supporting the character education. Therefore, schools should sharpen their vision and mission for the development of school culture that can build students' character education. The character education can be integrated into the relevant subject matter, and the teacher needs to be a role model for students.

Keywords: School Organizational Culture - Character Education

I. INTRODUCTION

School organizational culture plays an important role in changing the educational climate in the internal environment of the school, which will then be carried out of the school by teachers and students. The students are proponents of school culture and are expected to "transmit" the views, attitudes, and behaviors developed and practiced in their school environment.

Indonesia is dealing with complex and acute problems in terms of building the character of its human resources. When we traced down the root of every problem that occurs in Indonesia, it turns out to have a connection with the poor behavior or character of Indonesia's people. However, with the Government's policy to acceleratively build the character through the Mental Revolution, it is expected that planned and systematic change and improvement can be carried out.

The study conducted by reference [1] in 2015 on developing a model of socio-cultural values in character education found that character education needed to integrate with the cultural patterns of school organizations.

Thus, research on the school organizational culture is important to be conducted, given the optimal character education development depends on the creation of character education-based school organization.

The students whose personalities have been shaped by a cunning, arrogant, and selfish figure will be difficult to be an honest, humble, and helpful person. They are less able to notice the virtue of disciplined and strict educators. On the contrary,

such educators would be considered bad teachers and deserved to be hated. In connection with the importance of improving and building noble character, especially for students, reference [2] stated that "character education is a solution to the problem of morality and character". It is a shared responsibility of the government, the community, families, and schools.

In terms of encouragement to enter educational institutions, it seems that most students are encouraged to enter formal education to obtain a diploma so that they can apply for a job or to continue to higher education.

Such a condition makes character education highly important but this also poses many challenges. The awakening of the "Indonesian Golden Generation" initiated by the Minister of Education and Culture in his speech on celebration of National Education Day on May 2, 2012, was a noble intentionn to be fought together by all elements of society. It is the moment for teachers as professional educators to realize their duties and responsibilities. The teachers are not solely teachers, but also educators who are responsible for building the noble character of their students.

In order to eliminate various deviant behaviors due to deterioration of noble character among students, all efforts to explore cultural values that have taken root in society as a basis for the character education development, and to examine the effectiveness of their application are very important to do. Similarly, students are expected to be more intrigued and easier to understand and practice it because these values "exist" in the society where they live.

The motto, owned by each Indonesian region can be used as a basis for character education, and the noble values contained therein can be explored so that local governments, communities, families and schools can "join hands" to support, strengthen the implementation of character education based on cultural values that already exist in society.

Based on the arguments that have been outlined, this study is specifically aimed to investigate the organizational culture for the character development of students to find supporting factors and obstacles, then based on these findings can be formulated several solutions to be recommended for both the development of school culture and character education. Therefore the problems in this study include: (1). How are the efforts to develop school organizational culture in SMA Negeri 1 Kawangkoan? (2) What are the supporting factors in developing school organizational culture in SMA Negeri 1 Kawangkoan? (3) What are the inhibiting factors in developing school organizational culture in SMA Negeri 1 Kawangkoan?

In building the character of students, the school culture has an important role to shape the identity of students. Organizational culture (school culture) which aims to improve the character quality of students permanently and the culture of the school is characterized by two clear elements, namely: (1) values, beliefs, shared expectations; and (2) commitment to the formation of the noble character of students.

The formation of the noble character of students is closely related to the development of an organizational quality culture.

John A.Woods states that there are six quality culture values that can be used to build a successful quality organization of school culture, namely: (1) we all are together: organizations, suppliers and customers; (2) does not allow discrimination where there is someone who is lowered or exalted; (3) openness, honest communication is very important; (4) everyone has the opportunity for all information and operations; (5) focusing on the process; (6) there is no success or failure, apart from learning through experience.

Furthermore specifically to understand these values John Woods emphasized that he could pay attention to the opponents of these values, namely: (1) everyone for himself; (2) leaders know the best; (3) still limit communication and confidentiality; (4) keep information on the boss and share it if necessary; (5) focus only on individuals; (6) success is everything, there is no tolerance for failure.

According to Stephen P. Robins that organizational culture refers to a system of shared meanings shared by members that distinguish the organization from other organizations. The shared system of meaning is a set of main characteristics that are valued by the organizations.

Organizationally, the process of creating organizational culture takes place in three ways. First, the founders only employ and retain those who think and feel the way they did. Second, they indoctrinate and socialize all those in the organization with all their ways of thinking and feeling. And finally, the founder's behavior and acts as a role model that encourages all who are in the organization to identify themselves according to the organization's vision and mission. When the organization is successful, the leader's vision becomes visible as the foremost determinant of success. At this point, the overall views and personality of the leader embedded in organizational culture. Furthermore, three forces play an important role in maintaining the culture, namely selection practices, leadership actions in managing the organization, and methods of socialization.

Organizational culture has several important characteristics, some of which are: (1) Rules of behavior observed. When an organization members interact with one another, they use language, terms, and general rituals that are related to respect and ways of behaving; (2) Norms. There are standards of behavior, including guidelines on how many works are done. (3) Dominant value. An organization supports and expects participants to share key values, for example, high quality, high efficiency, work discipline, and high performance. (4) Philosophy, there are policies that shape the organization's credibility in how all parties interested, both internally and externally can be treated and given excellent service. (5) Rules, there are strict guidelines relating to the achievement of the organization. There are Standard Operational Procedures (Standard Operational Procedures) in doing work, including the implementation of school organization activities. (6) Organizational climate, physical arrangement, how to interact, how to associate with people and individuals from outside the organization.

The European University Association (EUA) has at least identified five ways to define organizational culture to improve the quality of higher education or the quality of school organizations, namely: (1) Exceptional: the idea of excellence as the best and highest quality standard in academic achievement. (2) Perfection or Consistency: perfection or consistency that focuses on the process. (3) Fitness for purpose: compatibility or suitability of the product/service with a purpose. (4) Value for money: the value of money for investment. (5) Transformation

Thus, the school culture is a basic pattern that contains philosophy, values, norms, beliefs, standards of behavior

created by principals, educators, students, school committees, the community, and all stakeholders in the school environment. Culture is found and developed to overcome the problems that occur and are faced by schools. The school organizational culture is identified and applied consciously because its proponents have believed it. In this case, there is no element of compulsion in supporting school culture.

According to AA Komariah and Cepi Triatna that school culture has been seen as the existence of a school, that is formed by interactions of influencing each other, then produces three things, namely: first, the attitudes and beliefs of the people who are in school and the environment outside the school; second, norms of school culture; and thirdly, the relationship between individuals in school.

Concerning the character education, the interaction between students, education personnel, and interests and the community of the environment around the school (socio-cultural environment) has an interacting influence.

There are unique characteristics of each school culture. The ability of schools to elaborate on the values that exist in the community is a determinant factor for the effective development of school culture.

The character of students can be built through the values and norms that are applied in school. According to reference [3], character education is education that instills and develops a noble character of students, so that they can have that character, apply, and practice it in their lives.

Character education can be perceived as an effort to instill good habits so that they can understand, feel, and want to do good in all life consistently.

Character education is a value of education that includes nine interrelated fundamental values, namely: (1) responsibility, (2) respect, (3) justice, (4) courage, (5) honesty, (6) nationality / citizenship, (7) self-discipline, (8) caring, (9) perseverance.

Based on Law Number 20 of 2003 concerning National Education System Article 1 paragraph (2), it is described that national education is education based on Pancasila and the 1945 Constitution, and is rooted in religious values, the national culture of Indonesia ...

Thus, character education can be developed based on socio-cultural values that are owned and valued by society. Related to this, reference [4] stated that in implementing character education, of course, character education can differ from one region to another ... depending on the interests and conditions of each.

The model is a representation or simple description of the reality or constructs of the existing reality. Associated with efforts to develop a character education model based on socio-culture indicates that there is a systematic effort to instill cultural values that are owned and valued by society.

The character education model, which is based on cultural values that are owned and valued by society, can be a model to arouse emotions and pride for students who live in the community. These values can be explored to be applied to everyday life. The character education model based on cultural values is a supporting value that has been possessed to be practiced in everyday life.

The value of education is the basis of character education. Thus, efforts to instill and develop cultural values from a society where students are located can be used as a basis for character education.

Reference [5] further explained that character education can be based on values in the family and society. Family is the smallest social unit in society. Families can be in the form of a core family, namely father, mother, and child, also can be in the form of an extended family, namely grandparents, parents-

in-law, brothers/sisters-in-law, et cetera. In Indonesia, the extended family is most commonly found in the life of people.

In people's lives, of course, they will not be separated from cultural values that have been passed down for generations. However, globalization and its multiple impacts turned out to influence the sustainability of these values. Without realizing it, the mass media has contributed to instilling new values that often clash with the cultural values that have been owned by the community. Therefore, a planned and systematic effort is needed to continuously revive cultural values that can prevent students from behaving defiantly.

Value-based character education (cultural social) is the right step for the Indonesian nation in building the life of the nation, where each individual becomes intelligent, noble, and independent in all dimensions of life. Value-based character education is the center of extraordinary power that has access to all aspects of human life, provides valuable information to deal with a future life, and helps students to prepare their basic needs in the light of change.

Hence, character education based on socio-cultural values can be used as a model of character education for the people in North Sulawesi. Although the community in North Sulawesi consists of several ethnic and sub-ethnic groups but has the same basic values that are clearly illustrated in each slogan of their respective regencies/cities.

Social and cultural-based character education can be developed from the slogan of each region in North Sulawesi, for example, the Sangihe Regency slogan: Somahe Kai Kehage, which means never giving up in facing anything, not much different from the slogan of Gambaru or struggling to the death embraced by the Japanese. It is time to explore the socio-cultural values that exist in each region to be given a deeper meaning for the character development of students.

The Exploration and implementation of cultural values that have been owned by a community can be more effectively developed in character education. It is also in line with the spirit of education decentralization, which emphasizes shared responsibility among local government, community, family, and school. The schools can build a school culture based on the values that have been possessed by the community, the community can provide strong support to continually implement it along with local government policies to strengthen and legitimize it.

II. RESEARCH METHOD

This research has been conducted in SMA Negeri 1 Kawangkoan, Minahasa Regency, North Sulawesi Province, in the even semester of 2017/2018. The approach used in this study was a qualitative research approach, according to the research problems, the research method used was the Qualitative Research Method, with the phenomenological type to examine in-depth every phenomenon that occurs in the field according to the focus of research that has been planned. Data collection techniques used were observation, interviews, and documentation. Furthermore, Data Analysis Technique is an Interactive Model data analysis technique developed by reference [6].

III. RESULT AND DISCUSSION

The school organizational culture can be seen in the vision, mission and objectives of the school administration. The vision of SMA Negeri 1 Kawangkoan is "Realization of Excellence Resources in IMTAQ, Science and Technology, and National Character." The vision that was aspired is then strived to be realized in the mission of organizing the school. The mission of Kawangkoan 1 Public High School is:
(1) Carry out religious activities based on their beliefs and beliefs.
(2) Realizing active, innovative, creative, effective and fun learning.
(3) Implement school-based management.
(4) Carry out extracurricular activities, based on interests, talents and abilities.
(5) Building partnerships with parents of students, school committees and community organizations that have concern about education.

In order to realize the school's vision and mission, various efforts have been made to meet the National Education Standards so that at this time Kawangkoan 1 Senior High School has succeeded in obtaining A accreditation determined by the Decree of the Education Accreditation Board with No. 473 / BAP.SM.SULUT / X / 2012 / Date 10-18-2012.

In order to realize the vision and mission of the school, the learning activities at SMA Negeri 1 Kawangkoan are carried out every working day from morning until noon. Meanwhile in the afternoon extra-curricular activities and student talent development were held.

In accordance with the vision for the development of national character, character education has been included in the curriculum applied in SMA Negeri 1 Kawangkoan. However, specifically for character building in accordance with the socio-cultural conditions of the Minahasa community, the characteristic or uniqueness that is seen or reflected in the development of the school plan does not yet appear.

The development of school culture in general by the guidelines stipulated in Law Number 20 of 2003 concerning the National Education System and other implementing regulations.

The school has not yet explored and developed special characteristics according to the socio-cultural environment of the Kawangkoan community (a community that has the local culture and local wisdom that is unique to the Minahasa socio-culture). A distinctive feature is through oral communication using the language "Manado Malays" mixed with the typical dialect of Kawangkoan).

The values of local wisdom in character building have not been shown as special and distinctive characteristics in the development of school culture. School culture is more likely to be formed based on formal legal principles. In this context, of course, there is nothing wrong but the strengthening of character-based socio-cultural values education that has been inherent in people's lives has not been seen even though these values have been believed to be the strength in attaching and forming the noble character of students.

1. Supporting factors for the development of school culture to strengthen character education

Based on data from observations and interviews of the supporting factors for the development of school culture in order to strengthen character education, it can be identified that there are at least seven main factors, namely: (1) willingness of school leaders, teachers and staff to support character education; (2) the school has a vision for character development, namely "The realization of superior resources in the IMTAQ, science and technology, and national character"; (3) Religious education has become a subject that continues to be taught in this school; (4) Teachers have an understanding of the rights of students including an understanding of the protection of children in school; (5) Coordination and internal supervision of the school have been carried out well; (6) the school has a mission to "establish partnerships with parents,

school committees and education institutions that care about education" (fifth mission); (7) There appears to be a close relationship between educators and students.

2. Inhibiting Factors Of The Development Of School Culture In Strengthening Character Education

Behind the many supporting factors in the development of school culture to strengthen character education, it turns out that there are also several inhibiting factors for the development of school culture in strengthening character education, namely: (1) The lack of courage of the teacher to be responsible and take risks in disciplining students correctly. Although teachers already have an understanding of the rights of students, including an understanding of child protection at school, there are still teachers who consider that with the child protection law it limits their steps to discipline children. As a result, some teachers choose to be apathetic rather than blamed. (2) The coordination and internal supervision of schools cannot be fully established with all parents of students. Not all parents can become school partners in forming noble characters. It is precisely in the household environment that students witness dishonorable behavior; Thus, although the school has a mission to "establish partnerships with parents of students, school committees and social institutions that care about education" (the fifth mission) in reality it has not materialized; (3) There are still school leaders and some educators who think if students are considered "friends" then the teacher will lose "authority".

The school's vision has included character building, which means that the school has aspirations to make character education as one of the objectives of education in the school. However, it has not been reflected in the mission that must be carried out or carried out by the school.

The problem of strengthening character education in schools can be traced through the lack of clarity and irrelevance of the school's vision and mission. This has an effect and subsequently impacts on the direction and strategy that must be taken in realizing the vision and carrying out the mission.

In the preparation of the mission of an organization including school organizations, there are often elements of the mission to overlook. Salusu explained that the mission, which is a statement of the organization's goals expressed in the products and services offered or done, needs that can be addressed, community groups served, values that can be obtained, and aspirations, have at least five elements that are not can be ignored by an organization.

Five elements of the mission consist of, first, what product or service will be offered. Whether it is an education in schools (covering the level of primary, secondary to higher education), various non-formal education such as courses and others, health services. Thus related to education products and services in the school, in formulating a mission, it is necessary to provide a clear formulation of the types of services provided especially in character education what the school must do so that the character education mission can be produced where the product is in a behavior pattern that displays noble character .

The second mission element is that the product or service offered must be able to meet certain needs. Regarding character education, the education services provided must be based on the character education needed by the students. The emergence of various character problems that occur among students needs to be clearly identified by the school. The spread of pornography that has an impact on brain damage and the occurrence of deviant behaviors that have an impact on the occurrence of various acts of violence, especially sexual violence among students, both by adults and fellow students,

needs to be clearly identified. Furthermore, the school needs to make appropriate service methods to overcome the problems that occur. It is where the importance of formulating problem-solving strategies to realize the mission carried out by the school. And again, the formulation of the mission must be according to the vision to be achieved based on an analysis of needs that must be met in the implementation of education in schools.

The third mission is the mission expressly states which the public should be served. Thus the school's mission in the development of character education must clearly formulate what character education is and the goal should be clear, namely to all students, the executor is the teacher and all parties involved and responsible for the implementation of education in the school. So, the public served is students.

The fourth mission element is the quality of the services provided. it is important to be explained the quality of the teachers as "who serve" the students in building and developing character education. In this context, the educator is a model or example of noble character education. Educators should have noble characters and do not let students learn bad characters from them.

The fifth mission element is what aspirations are desired in the future. It needs to be emphasized that with the help of various parties, organizations can be more advanced and more able to meet the needs of the community rather than just survive. What benefits to obtain by the community with the product or service.

The elements of the mission should be expressed as beliefs to be truly carried out by the organization, not just as meaningless slogans.

So based on the vision and mission of a school organization, it is directly known the values, beliefs, aspirations as the culture of the school. If the school has formulated a vision for character building, what the mission needed to realize the vision or what it aspires to.

Every school organization does have a vision and mission of school management but sometimes the vision and mission are merely formulated as a fulfillment of the requirements for accreditation and have not been aimed at building school culture. It is not surprising that the vision and mission in many cases are unknown to the parties in the school, even though they have fundamental reasons for formulating implementation strategies or for their realization.

Vision and mission are the basis for determination and strategic decision making. Higgins, as quoted by reference [7], stated that the mission is the raison d'etre of the organization, it means the reason for the presence of the organization and the justification of its existence.

Within the scope of the structure and patterns as a characteristic of a school, culture has measurable dimensions, as follows:
a. The level of responsibility, freedom, and independence of members or school personnel, school committees and others in taking the initiative.
b. The extent to which school personnel is encouraged to act progressively, innovatively and to take risks.
c. The extent to which the school creates clearly the vision, mission, goals, and objectives of the school and efforts to make it happen.
d. The extent to which units in schools are encouraged to work in a coordinated manner.
e. The extent to which school principals provide clear information, assistance, and support for school personnel.
f. The amount of direct regulation and supervision used to monitor and control the behavior of school personnel.

g. The extent to which school personnel identifies themselves as a whole with school rather than with a particular workgroup or professional field of expertise.

h. The extent to which reward allocations are given is based on achievement criteria.

i. The extent to which school personnel is encouraged to express open conflict and criticism.

j. The extent to which communication between personnel in schools is limited by formal hierarchies.

Based on all these characteristics, Daryanto explained that school culture is the dominant values , supported by the school or philosophy that guides school policy towards all elements and components of the school including education stakeholders.

School culture refers to a system of values, beliefs, and norms that are accepted together, and carried out with full awareness as natural behaviors formed by the environment that create the same understanding among all elements and school personnel both the principal, teacher, staff, students and if necessary form the same public opinion as the school.

Each school has its personality or characteristics that are created and maintained and consider the impact that has been made on the elements and components of the school which is the culture and climate of a school.

The culture and school climate is not a system that appeared as a logical or illogical, appropriate or inappropriate, rule that must and should be adhered to in a school environment, but they appeared out of an environment or cultural atmosphere that supports a person to be responsible, willing, natural, and aware that what is done based on conscience because it is supported by an environment that creates awareness of "school citizens" in the intended school environment. For example a culture of discipline, culture to be clean, a culture of shame to do evil, polite culture, communication culture, learning culture, diligent culture, the culture of achievement, and others.

Culture in schools can be categorized into two types, namely formal and informal cultures. Formal culture is a culture that prioritizes academic achievements and benefits for these achievements; while the type of informal school culture is everything that is used for the achievement of formal school culture such as the culture of speaking, dressing, learning, and so on.

School culture is the school's way of life. Through school, the culture will be reflected in what character education is built and developed in the school. This character education then became a characteristic of the school's way of life.

Regarding the development of the noble character of students, it is necessary to pay attention to the principles of developing school culture so that the formation of the noble character of students can be realized. Daryanto stated ten principles for developing school culture and school climate, namely:

a. Focusing on School Vision, Mission, and Goals

The development of culture and school climate must always be in line with the vision, mission, and goals of the school. The function of the school's vision, mission and goals are to direct the development of the culture and school climate. The vision of excellence in quality, noble character and achievement of students must be followed by tangible programs.

b. Creating Formal and Informal Communication

Communication is the basis for coordination in schools, including to convey messages about the importance of culture and school climate. Informal communication is as important as formal communication that needs to be used in delivering messages effectively and efficiently.

c. Innovative and Willing to Take Risks

One dimension of organizational culture is innovation and willingness to take risks. The results of the research conducted on teachers in terms of enforcing student discipline are caution in taking risks, especially with the existence of child protection laws. Not infrequently some teachers are apathetic. It is still a dilemma in the development of character education for students by teachers who do not dare to act decisively.

d. Have a Clear Strategy

The development of school culture needs to be supported by strategies and programs. The strategy includes the methods adopted, while the program includes operational activities that need to be carried out. Strategy and program are two things that are always related.

e. Performance-Oriented

The development of school culture needs to be directed at targets that can be measured wherever possible. Measurable targets will make it easier to measure the performance of a school.

f. Clear Evaluation System

To find out the development of school culture performance, it is necessary to conduct regular and gradual evaluations: short-term, mid-term and long-term evaluations. Therefore, it is necessary to develop an evaluation system, especially in terms of the time of implementation, who implement it, and the mechanism and follow-up of implementation.

g. Have a Strong Commitment

Commitment from the leaders and citizens of the school greatly determines the implementation of school culture development programs. Weak commitment, especially from the leadership, becomes the main inhibiting factor for program implementation.

h. Decision-Based on Consensus

A distinctive characteristic of organizational culture is seen in participatory decision making which results in consensus decision making. Even though it depends on the decision situation, consensus can increase the commitment of organizational members in carrying out joint decisions.

i. Clear Rewards System

The development of school culture should be followed by a reward system, although it is not always in the form of goods or money. Another form is appreciation, especially for students who show positive character or behavior based on school culture.

j. Self-evaluation

Self-evaluation is one of the means to find out the problems faced at school. Evaluation can be performed using a brainstorming approach or using a self-assessment scale. Principals can develop self-assessment methods that are useful for the development of school culture.

Based on the results of the study and discussion, it can be stated that the development of school culture is dynamic. Based on the results of evaluations carried out on the overall formulation of the vision, mission, and objectives of school administration even to the strategies and programs that have been carried out, changes can be made according to the needs of the school.

The urgent need that needs to be done by schools is not only an increase in academic quality based on the overall national standard of education, but the achievement of these standards should be guided by noble character and behavior developed in character education.

The results of the study conducted by reference [1] showed that the application of a character education model based on socio-cultural values to students in the Minahasa can effectively support character education in schools that have a Minahasa socio-cultural value base.

In supporting and strengthening character education, the school organizational culture has an important role to make it happen. The school's vision and mission must reflect the ideals and efforts to develop character education in schools and the teachers can be a model of noble character for students to further create a socio-cultural environment based on maximum care for students.

IV. CONCLUSION

Culture of SMA Negeri 1 Kawangkoan of Minahasa Regency, North Sulawesi Province is reflected in the school's vision and mission. The vision of SMA Negeri 1 Kawangkoan is "the realization of excellent resources in the IMTAQ, science, and technology, and national character." The vision that was aspired is then tried to be realized in the mission of implementing the school. The mission of SMA Negeri 1 Kawangkoan is: (1) Carrying out religious activities based on their religion and beliefs; (2) Realizing active, innovative, creative, effective and fun learning; (3) Applying school-based management; (4) Carry out extracurricular activities based on interests, talents, and abilities; (5) Building partnerships with parents, school committees and community organizations that have concern about education.

In realizing the vision and mission of the school as a school culture, especially in strengthening the development of character education, there are apparently supporting factors, namely: (1) Commitment of leaders and teachers to support character education; (2) There is a vision to build "national character"; (3) Support for relevant religious subjects and subjects; (4) There is a teacher's understanding of the rights of students; (5) There are internal coordination and supervision; (6) A mission to establish partnerships with interested parties to strengthen character education; (7) the familiarity of most teachers with students.

In addition to the supporting factors, it turns out there are also inhibiting factors, namely: (1) The lack of courage of the teacher to be responsible and take risks in disciplining students correctly. Although teachers already have an understanding of the rights of students, including an understanding of child protection at school, there are still teachers who consider that with the child protection law, it limits their steps to discipline children. As a result, some teachers choose to be apathetic rather than blamed; (2) Coordination and internal supervision of schools cannot be fully established with all parents of students. Not all parents can become school partners in building noble characters. It is precisely in the family environment that students witness dishonorable behavior; Thus, although the school has a mission to "build partnerships with parents of students, school committees and social institutions that have concern about education" (the fifth mission) in reality it has not materialized; (3) There are still school leaders and some educators who think if students are considered "friends" then the teacher will lose "authority". These three factors are still shared by some leaders and teachers.

Based on the results of the study, it can be concluded that in the cultural development of SMA 1 Kawangkoan and other schools that have similar characteristics, should be able to clarify the mission statement about the implementation of character education which can then be implanted in the strategies and school programs.

Schools can apply the character education model based on socio-cultural values that exist in the school/community environment especially to maximize the supporting factors and minimize inhibiting factors.

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