Changes in Cultural Values as Efforts to Develop Character in School Citizens

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ABSTRACT

The purpose of this article is to describe and describe the process of the occurrence of changes in school cultural values as a strategy to build effective schools, have good character, and have a positive image. The research design used descriptive methods and qualitative approaches with observation, interviews, and documentation as data collection techniques. The results showed that the process of changing cultural values in Senior High School Nasional refers to Lewin's three stages of change, namely the unfreezing, changing, and refreezing stages. The values that are used as culture in Senior High School Nasional consist of religious values, human values, and other positive values that can become the excellence of the school. The driving factor for changing cultural values in Senior High School Nasional is the support and awareness to make changes from all parties as well as the success of the socialization and demonstration conducted by the principal regarding the importance of change. While the inhibiting factor is that there are students who do not apply these cultural values as behavioral guidelines.

Keywords: change process, cultural values, school culture, effective schools

1. INTRODUCTION

In essence, education is a process of transmitting or forwarding messages about cultural values adopted by society, where the goal is to preserve, maintain, and transform these cultural values. Schools must be able to adapt to the demands, needs, and developments of the times so that schools also need to make continuous updates regarding the cultural values that they want to transform. This is one of the implications of educational institutions in making changes. Change itself has the essence that there is a transition from a current state or a previous state to a condition that is expected to occur in the future. Potts and La Marsh (2004) reveal that if a change is associated with the organization, it can be interpreted that in the organization there is a shift or transition from current conditions to ideal conditions in the next period where the shift is seen from the perspective of processes, structures, resources, people and culture. There are three stages of change belonging to Kurt Lewin as Lewin's Three-Step Model cited by Robbins & Judge (2010), namely: (1) unfreezing (the process of defrosting); (2) changing, (the process of change); and (3) refreezing, (the process of re-freezing or stabilizing conditions that have changed). Changes in aspects of organizational culture or school culture are related to cultural values that need to be instilled into the daily behavior of school members.

School culture is a set of values, ethics, beliefs, and rules that are believed and held firmly by members of the organization and function as a binding, tradition and daily life by the school community. This statement is supported by the opinion of Susilo (2016) which states that school culture is a set of values or rules created from the school environment, held tightly by school members, and is applied or reflected in everyday life at school as a characteristic of the organization. Meanwhile, Maryamah (2016) also argues about the essence of school culture, namely the values and symbols that are the basis for behavior, habits, daily life, and traditions for school principals, teachers, administrative staff, students, and even the community around the school. Abdillah (2018) argues that in general the development of school cultural values will later lead to the implementation of character education in schools or the cultivation of morals (character). Therefore, the school cultural values here have the essence as moral or character values that need to be instilled by school members in carrying out activities and daily life.

The objectives of national education under Law Number 20 of 2003 concerning the National Education System mandate that the implementation education is expected to be able to develop Indonesian people completely to become intelligent individuals. skilled, devoted, have a noble character, noble character, and have a culture. So, schools must have culture, values, and norms that can support the realization of the objectives of providing education while still paying attention to the progress and developments of the times.

Because, when the implementation of education is not based on cultural thinking and cultural values combined with the demands of development, it can have an impact on the birth of a generation that is separated and does not know their own culture and identity. Therefore, the issue of shifting school cultural values is something that needs to be considered in the implementation of education. Uliana & Setyowati (2013) state that the educational process is an aspect that has a major influence in building the character, morals, and mentality of students, so it is necessary to carry out educational innovations that lead to the development of superior school culture.

In addition, in the current era of schools also faces challenges to continue to maintain its existence amid changing times and high competition for educational institutions. This needs to be supported by the ability of schools to make changes, developments, and educational innovations in accordance with the needs and demands of stakeholders. Therefore, an educational institution should be able to create its own school culture that can be featured as self-identity and also as a personal branding of the school. In accordance with the opinion of Vembriarto (1993) culture is a set of ways, values, and beliefs in behaving and thinking of group members that distinguish them from other group members. Yuliono (2011) also states that school culture is the characteristics and image of the school to be seeded and introduced to the wider community. Warsilah & Wijayanti (2015) state that school culture reflects the appearance of the school in the eyes of the community, how the school is seen by the community outside the school organization, so it can be said that if the school has cultural values that are upheld, it will also have an image positive in society.

In the school culture, there is a process of transformation or the transmission of values, customs, traditions, myths, and beliefs from one generation to the next. So that it can be ascertained that the cultural values of the school will change either intentionally or unintentionally. Supriyanto (2016) emphasizes that formally, every organization has a culture that is applied by the members of the organization itself, it's just that socialization or adjustment is necessary to the organizational culture so that members can develop themselves more effectively. Changes in school cultural values are also inseparable from a change in the mindset

or mindset of all school members, starting from leaders, teachers, staff to students.

Peterson (2002) states that school culture affects one's mindset, feelings, and ways of behaving. In line with the opinion expressed by Widodo (2017) that cultural changes in schools do not automatically change on their own, there are always other aspects that affect the occurrence of the change. Changes in this perspective and mindset can then affect changes in the values, norms, and beliefs that are believed to be in school, which in turn will also affect the occurrence of cultural changes in schools. Self-awareness of the school's human resources component of the importance of a change becomes the basis for the change process itself. All school members are expected to have a sense of belonging and a sense of responsibility so that changes that occur in schools have the expected impact.

Changes and development of school cultural values have supporting factors in their implementation. Anto (2013) research results show that the driving factors for the implementation of school cultural values are: (1) the values of the school culture are suitable and in line with the goals, vision, and mission of the school; (2) creating a harmonious and close relationship between school members; (3) the educational curriculum applied by schools must be suitable with school conditions so that in the implementation of learning and learning, it can support the implementation of the development of school culture; (4) the learning process in schools is expected to be integrated with the school culture; and (5) the success of the principal's leadership in developing school culture. Puspitasari (2018) research states that supporting factors in the implementation of school culture include: (1) good relationships and effective communication between school members; (2) regular and periodic meetings and outreach related to the implementation of changes and development of school cultural values; and (3) the existence of a school committee that takes part in supporting the progress of the school.

As for the inhibiting factors for change and implementation of school cultural values according to Anggraini & Zulfiati (2017) reveals several inhibiting factors commonly found in implementing school culture, including that there are students who do not observe the rules and apply this culture in their daily lives at school and influence other students, some teachers who are unable to contribute or take part in the program of implementing school culture due to their busyness outside of school, the lack of concern of the parents of students for the school culture implementation program, and the school does not have adequate facilities or infrastructure. Moreover, changes in aspects of school culture are also basically influenced by the role of the principal. The principal is tasked with transforming positive values and creating an effective work atmosphere that reflects the culture and identity of the

school he leads (Diyati & Muhyadi, 2014). If the leader feels that the school, he leads is stagnant or frozen without progress, it is necessary to make a shift towards new values that will be transformed in the organization to create an effective school, has a character, and has a positive image.

2. METHOD

The research design used a qualitative approach with descriptive methods, in which the researcher would collect, process, describe and critically and objectively reveal facts about changes in cultural values applied by schools to shape the character of students and build a positive image of the institution. This research places more emphasis on disclosing facts in detail and interpreting the object of the study suitable for the actual situation that is happening so that the type of research is a case study research.

The location of the research was conducted at Senior High School Nasional Malang (Nasional Senior High School) and the time of the research was carried out in February 2020. The research was carried out by field observation or observation, interview, and documentation. Data collection techniques/methods are carried out by going into the field through direct observation or observation to obtain facts about the focus of the study of articles that occur in the object of research. Not only that, but data collection was also carried out using the interview technique (interview) to key informants by arranging questions that will be given to the informants in advance.

The resource person in this study is the Principal of the Senior High School Nasional in Malang who is considered to have the knowledge and ability to transform the cultural values of the school to shape the character of students. Moreover, interviews were also conducted with the Deputy Principal for Public Relations to find out information related to the implementation of school cultural values as a strategy to build a positive image. The next data collection technique is through documentation study.

The type of data used is primary data and is supported by secondary data. Primary data is data obtained from primary sources, both individuals and groups. Primary data in this study are data obtained from interviews. Meanwhile, secondary data is data that has been processed and presented by other people, in the form of data or information obtained from websites, brochures, and other school documents. The data analysis includes the process of writing and typing the interviews, then reducing the data that the data selection and dispose of unneeded data, after which the data will be analyzed and displayed/presented in narrative form, and the latter is the process of drawing conclusions.

3. RESULT

Senior High School (SMA) Nasional Malang is a school that originally had the name SMU Nasional. The school was founded in 1983 under the Pendidikan Umum dan Teknologi Nasional Foundation. During its journey, SMU Nasional underwent several changes such as changing its name to Senior High School Nasional, experiencing several changes of school principals, to changing school locations. Senior High School Nasional Malang has experienced quite alarming conditions several times due to the inability of the principal in formulating strategies to foster positive public interest in schools. The community has experienced a decline in trust in schools and even has an assumption that the Senior High School Nasional Malang is an outcast school.

Before its establishment in this condition, Senior High School Nasional had faced various kinds of problems, and even the school nearly went bankrupt because it did not have students. The absence of students who enrolled in this school was a major factor in school decline. Around 2012-2013 this school only had 14 students, with details of class X as many as 4 children, class XI as many as 5 children, and class XII as many as 5 children. With such conditions, the school acts to spoil each of its students, obeys all wishes, and tends not to impose the will of students. The school is afraid that if they act too harshly, this school will lose more students. So that students often do whatever they want, are not disciplined, and do not obey the rules because there is no application of positive values to form good character.

Based on these conditions, the foundation realizes that schools need to make changes to improve the quality of themselves to become a quality school, effective, character, and has a school branding positive in the eyes of the community. So, in 2012, the foundation decided to appoint a new principal who was deemed capable of leading and bringing Malang National High School into a quality educational institution with a positive image in society. In this new school leadership, Senior High School Nasional experienced and made various changes both in the managerial structure of the organization structure, school policies, school programs to the change in school human resources. These innovations and various changes were carried out and sparked by the new school leaders to achieve progress to improve school quality. Of the various kinds of changes made, changes in the aspects of school cultural values are one of the components that can make Senior High School Nasional an effective, cultured, and characterful school.

Changes in school cultural values at Senior High School Nasional began with the desire of the new principal to make changes in the formation of a school culture that has character and can become an image positive for the school. As previously explained, this

situation was due to the previous condition of the Senior High School Nasional that did not instill moral values in students, so that the school did not have a positive organizational culture. After realizing the need for change, the principal began to conduct a SWOT analysis to specify and identify the various needs, opportunities, and threats for making change. The school principal began to realize and invite other school personnel to make changes in instilling school cultural values. In the process of raising awareness and inviting other human resources to support and participate in realizing changes in school cultural values, the principal also conveyed his ideas, opinions, and ideas regarding how and what changes the school would make. The principal feels that he is an agent of change, so the principal needs to convince and direct teachers and staff in which direction changes will be made while still paying attention to the opinions and input of school personnel.

Changes in school cultural values carried out by the new school leadership aim to instill positive values and shape the character of students who previously experienced moral decline and low discipline. The change in the school's cultural values is reflected in the new programs, activities, and policies implemented by the school, where the programs, activities, and policies were not previously owned or implemented by Senior High School Nasional.

Moreover, changes in school cultural values are also integrated with the new curriculum implemented by schools, namely the hidden curriculum. Senior High School Nasional applies and instills new values into daily activities and life at school and makes these values the school culture. The positive values that are used as school culture by Senior High School Nasional are values that are rooted in religious or religious values, human values, and other positive values that can become the excellence of the school. These positive values are instilled in students through various activities or school programs such as school introduction orientation activities, learning activities, learning evaluations, extracurricular activities, and other school activities so that students use these values as guidelines in behavior and actions so that they can become students who have character and support the formation school branding of positive for schools.

The process of changing the school's cultural values in Senior High School Nasional occurs through the introduction or demonstration activities carried out by the principal (Figure 1). The principal of the school disseminates all programs, policies, and school activities that support the process of changing school cultural values. Socialization and provision of direction and understanding are carried out to all school communities, including teachers, staff or education personnel, students and even parents/guardians of students. Socialization is carried out through meetings with teachers and staff, meetings with parents, and outreach to students.

This is done by the principal to get support from all parties to make changes so that the changes made can achieve maximum results. In addition to socializing, the principal also has a role to set an example and become a model for other school members in instilling cultural values. The principal not only provides ideas and asks others to make changes, but the principal also takes part in instilling these values and making changes in the school culture. So that in the end changes in the school cultural values at the Senior High School Nasional can have an impact on the progress and quality of the school because of all school members willing to behave and act accordingly and or be guided by the values of the new school culture.
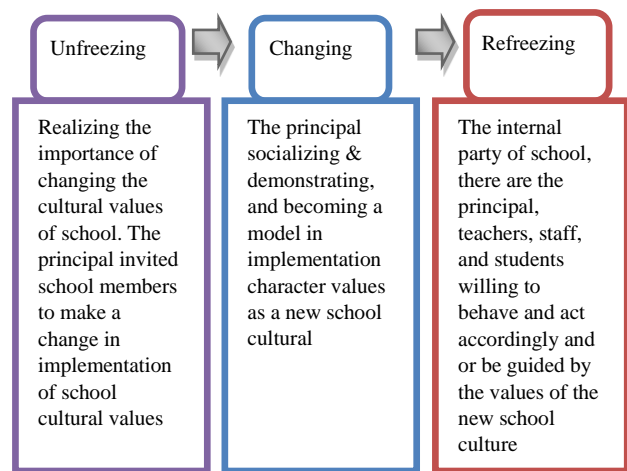

Figure 1   Stages/Process of Changing Cultural Values in Senior High School Nasional

Based on the findings in the field, several factors encourage changes in the values of school culture in Senior High School Nasional including all human resources consisting of teachers, education staff, and students who support and accept changes. Furthermore, programs, policies, and activities in making changes to the values of school culture are born from decisions button-up. So that teachers and education personnel take part in formulating the changes. Another driving factor is the success of socialization and demonstrations by the principal regarding the importance of change.

According to the principal, socialization related to the importance of change can increase the participation of various parties to support change. On the other hand, some factors hinder the change in the school's cultural values at Senior High School Nasional, there are some students sometimes disobey or violate the agreed school cultural values. This is because high school children are experiencing a period of self-discovery, so they often disobey and try various things. The progress and success of Senior High School Nasional in making changes

cannot be separated from the role of the principal as the leader of change. This is indicated by the various changes that have occurred which are currently able to bring the name Senior High School Nasional into one of the quality educational institutions.

4. DISCUSSION

Sensitive and responsive to change is an indicator so that educational institutions are still able to compete with other educational institutions in the era of globalization, which demands changes in every aspect of life. Senior High School Nasional is one of the educational institutions that has made many changes in conducting education and managing its school management. Various changes in the managerial structure of the organization structure, school policies, and school programs have been carried out by Senior High School Nasional to improve the quality of themselves to achieve a quality, effective, character, and positive school in the eyes of the community.

The National Senior High School feels the need to make changes that can bring schools to educational institutions of quality, character, and have a positive image. Self-awareness is one of the key elements that can drive success in making change. In accord with the opinion of Tandelilin (2013) that five important components drive the success of a change, namely the ADKAR model: (1) awareness (awareness); (2) desire, (desire); (3) knowledge, (knowledge); (4) ability, (ability) and (5) reinforcement, (strengthening).

Based on the findings, it can be interpreted that the process of changing the cultural values of schools in Senior High School Nasional occurs through three stages of change. Where the three stages refer to Lewin's opinion, namely Lewin's three-step model. If it is related to the conditions in Senior High School Nasional, the process of changing school cultural values is based on these stages, namely the stage unfreezing. At this stage, the principal realizes the need to make changes and get out of the existing conditions or stability, namely conditions where schools do not apply or instill school cultural values in school life. It stage unfreezing was also at this, the principal also began to bring awareness and invite other school members or members to make changes in instilling school cultural values. This is done because the key in this stage unfreezing is to invite all members of the organization to have awareness and acknowledge the need for change.

Furthermore, the second stage in making changes is changing. This stage is the stage of the change process in which the head of the National Senior High School carries out and intensifies various policies or new school programs to support the implementation of positive values into the school culture. The school principal conducted demonstrations and outreach to all school members to participate in implementing the cultural

values of the new school. In addition to socializing, the school principal also took part and became a model in this change process. The third stage, namely refreezing, at this stage the process of re-establishing conditions or stability occurs after changes occur. Where in this stage is a process when all school members, both leaders, educators or teachers, staff and students behave and behave accordingly and or are guided by the values of the new school culture. According to the opinion of Smollan & Sayers (2009), school members will be more open, accept and react positively to changes in the school's cultural values if the new values that are implemented are suitable with the personal values of each individual.

Senior High School Nasional applies and instills new values into life or daily activities at school and makes these values the school culture. The positive values that are used as school culture by Senior High School Nasional are values that are rooted in religious or religious values, human values, and other positive values that can become the excellence of the school. The various forms and types of cultural values are expected to be able to become a characteristic, uniqueness, and positive image that is highlighted by the school. In line with the opinion of Ningrum (2017) which states that the implementation of school cultural values will have an impact on the growth of the positive behavior of students.

Character values can be oriented to become the roots of school cultural values which will ultimately be believed and applied to become habits and behavior guidelines for school members. Furthermore, Wardani (2014) argues that the formation of effective schools that have students with character will be more optimal and effective when integrated or integrated into the school culture. This opinion is supported by Husni (2014) that school culture has an important position in improving the quality and effectiveness of schools. That way, school culture needs to be understood and involved to achieve changes in improving school quality.

Some of the factors that encourage changes in school cultural values in Senior High School Nasional include all school personnel consisting of teachers, staff, even students who support and accept changes. Furthermore, the success of demonstrations and outreach run by school principals regarding the importance of change This statement received support from the research results of Puspitasari (2018) and Anto (2013) states that the supporting factors in instilling character values as school culture include: (1) harmonious relationships and effective communication between residents and school stakeholders; (2) regular and periodic meetings and outreach; (3) according to or in line with and not deviating from the goals and visions that the school wants to achieve; and (4) the involvement and support of all internal school parties and all school stakeholders.

As for the factors that hinder the process of changing school cultural values in Senior High School Nasional,

namely there are still some students who are not disciplined and do not apply cultural values to school life so that they influence other students to violate the school culture values that have been agreed upon. In line with the results of research conducted by Anggraini & Zulfiati (2017), Rodziyah et al (2017); Yuliono (2011) who revealed several inhibiting factors commonly encountered in the application of school culture, including that there are students who do not observe the rules and apply this culture in their daily lives while at school and influence other students, some teachers who cannot contribute or take part in it. the school culture application program is due to activities outside the school, the parents' lack of concern for the school culture implementation program, and the school does not have adequate facilities or infrastructure.

5. CONCLUSION

The process of changing cultural values in Senior High School Nasional refers to Lewin's three stages of change, namely the unfreezing, changing, and refreezing stages. At the unfreezing stage, the principal realizes the need for a change and comes out of dire conditions to create an effective school with a positive character and image. At this stage, the principal also invites all other school members to make changes in instilling school cultural values.

The stage changing, which is the stage where the change takes place, there are new values that serve as guidelines for behavior in the school environment. At this stage, the principal is aggressively disseminating new policies and programs that support the achievement of goals for changing school cultural values. Stage Refreezing, which is the stage where conditions are re-established after changes have occurred. At this stage what happens is that all school members behave and behave accordingly and or are guided by the values of the new school culture. The positive values that are used as school culture by Senior High School Nasional are values that are rooted in religious or religious values, human values, and other positive values that can become the excellence of the school.

Factors that encourage changes in cultural values in Senior High School Nasional, namely the support and awareness to make changes from all parties as well as the success of socialization and demonstrations conducted by school principals regarding the importance of change. While the inhibiting factor is that there are students who do not follow the rules and apply this culture in their daily lives at school. Various kinds of forms and types of cultural values are expected to be able to characterize, uniqueness, and a positive image highlighted by schools because school culture has an important role in improving the quality and effectiveness of schools.

Suggestions that can be given based on the above study are that it is hoped that all school members have a high self-awareness to support organizational changes that can bring the organization into a quality institution. School residents are also expected to be able to maintain a commitment to implementing positive cultural values in their behavior in school life. Moreover, stakeholders are expected to increase their awareness of programs organized by schools to increase the positive image of the school. And for school principals, it is hoped that they will be able to create innovations and continue to make changes to create effective schools, have a character, and have a positive image through the implementation of cultural values.

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