



Implementation of School Culture Based on Character Development at SDN 5 Tikala

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Abstract. The purpose of this study was to determine the school culture in terms of character-based education at SDN 5 Tikala. This study uses a descriptive type of research with a qualitative approach. The subjects of this study were school principals, facilitators and students who were identified using a targeted method. Data collection techniques using interviews, observation and documentation. The validity of the data was determined by source triangulation and technology triangulation. Data analysis techniques use interactive models according to Miles, Huberman and Saldana. Through data collection, data compression, data presentation and drawing inferences. The results of the study show that the school culture is based on character education at SDN 5 Tikala through the planning of character values teaching integrated into the school curriculum, the implementation of character values teaching is integrated into each activity according to a given topic. There are five ingrained character values, namely religion, national spirit, welfare, discipline and environmental protection. Factors that support the school culture are the parents and the school environment or the school culture activities supported by everyone involved. While the inhibiting factor in cultivating character values is the Covid-19 pandemic that restricts direct interaction.

Keywords: Character · Culture · Elementary School · Implementation

1 Introduction

A nation's progress is greatly influenced by the quality of its human resources. In the areas of education, economy, politics, science and technology as well as in culture and national character, qualified human resources are one of the most important goods for the progress of the nation. One aspect that is inseparable from people's lives today is education. Every human individual goes through an educational process. The development of science and technology and information is presenting many challenges to all the people of the world including Indonesia at present. Indonesia believe that preparing young generation is the only way to go to be a very strong nation in 2045 [1].

National education shapes character and cultivates a nation of noble character, educates and develops students' potential to believe in Almighty God. The goals of popular education convey the view that education must be aimed at producing high-quality and competitive people who must have strong character in addition to noble character. To

achieve this goal, it is very important to instill good values in children from childhood to cultivate good character. Character is a consistent and predictable shown by the tendency of behavior tendencies for each individual and group [2].

Many problems have recently been identified in the world of education, including the damaged moral constitution of the younger generation. This is marked by the rise of free sex among youth (the younger generation), drug trafficking among youth, student brawls, proliferation of pornographic photos and videos among students, and so on. Seeing the cultural crisis eroded by the development of the times and technology has made the shift in ethical values in the nation and state [3]. Dharma, et al. write that “data from a survey on free sex among Indonesian teenagers shows that 63% of Indonesian teenagers have free sex”. A good school culture is one that strongly supports the success of character building programs in schools [4]. However, not all school cultures support the achievement of maximum character formation. Negative culture in the school culture also hinders the implementation of character building in schools, like the many empty hours in the teaching and learning process that should take place, disobedience in the implementation of the rules, and so on. This shows that school culture has a major impact on the process of implementing character education in schools. The values of character education in SDN 5 Tikala are embodied in the school’s vision and mission, which prioritizes character education to reflect the school’s efforts to instill character education from an early age.

The observation results regarding the implementation of a character education-based school culture conducted in one of the primary schools in North Toraja Regency, namely SDN 5 Tikala, it is clear that SDN 5 Tikala implemented a school culture that is carried out daily and carried out by everyone carried out by school members. The school culture that is carried out is to hold a flag ceremony every Monday, conduct 15-min literacy activities, shake hands upon arrival at the school, and hold a morning assembly. The habituation carried out is contained in the values of national character and culture, namely religious values. With this in mind, a study entitled “Implementation of a character-building school culture at SDN 5 Tikala” was conducted. This research is intended to provide a comprehensive picture of the implementation of character education-based school culture at SDN 5 Tikala. From these results, a contribution should be made in the form of experiences for the implementation of a character education-oriented school culture in elementary schools.

2 Methods

The research approach used in this study is a qualitative research approach. The type of research used in this study was a type of phenomenological research. The research site was conducted in Tikala 5 State Primary School, which is located in Kalambe Village, Tikala Village, Tikala District, North Toraja Regency, South Sulawesi Province. The data sources were obtained through 1. Interviews with school principals and teachers, 2. Student activity data and documents needed for observing or observing activities in the school, 3. Documentation. As well as determining data sources or research topics conducted using purposive sampling techniques to obtain more focused and targeted data from each topic. In this observation, observations were made to answer the problem

formulation of implementing a character education-based school culture at SDN 5 Tikala. In the interview, the researcher used an interview guide. The data analysis technique used is a qualitative data analysis technique using the Miles and Huberman model, namely data reduction activities, data display and inference/verification drawing [5].

3 Results and Discussion

Implementation of Character Education-Based School Culture at SDN 5 Tikala

School culture is a habit done by the school that becomes a habit that needs to be done. From the results of interviews conducted in the field. The character education conducted at SDN 5 Tikala is carried out integrated into activities. Through interviewing, observation and documentation in every activity conducted by SDN 5, Tikala incorporates elements of character value cultivation. The inculcation of these character values can be observed during the learning process outside of the students' study or spontaneous activities at SDN 5 Tikala. Implementation of character values through school work programs supported by various parties. The implementation of a school culture based on character education at SDN 5 Tikala is integrated into the core curriculum and school programs prepared through thematic learning according to the theme of each class. The implementation of the teaching of character values, which is integrated into the school programmed, is supported by all those involved, namely the headmaster, foundation sponsors, teachers, parents/guardians and students.

School culture can include the physical school buildings, the environment, school administration, services, school traditions, school performance, facilities and infrastructure to support learning, school history, learning models and methods, assessment, extracurricular activities, teachers, rules and habits, the development of student relationships and interactions with parents, the community and much more. The model of communication and interaction that exists in schools between students and students, students and teachers, teachers and teachers, students and school leaders, teachers and school leaders, schools and the community, and conflict resolution is also a broad and deep discussion of school culture. Any character-building values/moral education, there are three components of good character, namely: Moral Knowledge, Moral Feeling, and Moral Action [6].

Characteristics of school culture at SDN 5 Tikala are manifested in the habits applied to all school members, including students, facilitators, school leaders, foundation owners, and parents/guardians of students. The implementation of an integrated character-based school culture in the school leadership at SDN 5 Tikala is manifested in the process of planning, implementation and evaluation of character education nursing [7].

Implementation of Character Education at SDN 5 Tikala

The implementation of a character-building-based school culture at SDN 5 Tikala refers to the 2013 curriculum, in which there is a specific curriculum, namely, morality curriculum, knowledge curriculum, leadership curriculum, and entrepreneurship curriculum, which are implemented through related programs, activities, or projects on the topic of each class. At SDN 5 Tikala, the implementation of teaching character values integrated

into the school program was supported by all parties, namely facilitators, school leaders, foundation owners, parents/guardians and students. Teachers as transformative agents in changing school culture, Personal inventive professional effort requires organizational and structural support to have a larger impact [8].

Cultured Character at SDN 5 Tikala

Character education at SDN 5 Tikala is integrated into school activities but does not force students to have character values. Students are given the freedom to be themselves with the character of a student with another other student. Based on the researchers' observations and documentation, the assumptions regarding the cultivation of character values in SDN 5 Tikala are: "Every child has different talents and characters, cannot be forced but can be guided". This assumption reflects that there is no compulsion to cultivate certain characters in the students of SDN 5 Tikala. Primary Education students need special attention so that they like literacy and are aware the importance of literacy for themselves so they get used to it developing school culture in the future [9]. Based on the data collected through informant interviews, observation, and documentation, five of the eighteen-character values out of the eighteen national character values issued by the Ministry of National Education in 2010 were identified as the distinctive identity of the school that implements and to which they had become accustomed so that they had taken root in SDN 5 Tikala. The five-character values are religious values, national spirit, welfare, discipline and environmental protection. These five characters appear and are incorporated into school activities which can be described and discussed as follows:

Implementation of Religious Values

The implementation of religious values is manifested in attitudes and behaviors that adhere to the teachings of the religion to which one adheres, tolerates other religious practices, and lives in harmony with adherents of other religions. Provide opportunities for all students to worship, pray before and after learning, provide opportunities for all students to worship according to their religion. Based on the research, there was only one aspect that was not being done at the time of the research, which was the celebration of religious holidays as it was not a major day at the time of the research. The implementation of short worship culture in class plays an important role in the formation of students' religious character [10, 11].

Implementation of the value of national spirit

The upbringing of the national spirit is manifested in the conduct of routine ceremonies, ceremonies on national days, celebrations of national hero days and participation in competitions organized by SDN 5 Tikala. However, during the current pandemic, the implementation of the values of the national spirit, such as celebrating national holidays, heroic deeds and other days, has not been carried out on SDN 5 Tikala anymore.

Implementation of the values of social care

Character building for social caring is manifested in school programs that provide opportunities for students to engage in social action. Character education for social care was provided through impromptu social action activities when needed. Even though the school does not have a routine program of social activities, when a disaster strikes, a

student is ill, a parent or student dies, social actions are spontaneously conducted by donating to the families of the school community. It is necessary to define action and behavior in talks about environmental education research and education [12].

Implementation of discipline values

Disciplinary character education is manifested in the existence of school rules and records of teacher and student attendance. SDN 5 Tikala has attempted to provide disciplinary character education to students by establishing school rules and enforcing school rules by providing direction and sanctions for students who lack discipline. Classroom management consists of various interrelated and complex dimensions arising from class and environment [13].

Implementation of the value “Caring for the Environment”

SDN 5 Tikala met most aspects of performance, namely habit of keeping clean and preserving the school environment; available garbage disposal and hand washing facilities; provision of bathrooms and clean water provision of cleaning equipment; construction of water reservoirs; program a love for the clean environment; maintaining the classroom environment; provided garbage disposal in the classroom; Posting of posters or directives to protect the environment. On SDN 5 Tikala you rarely find inviting posters, but often you can find direct invitations from the moderator to protect the environment.

The implementation of the value of caring for the environment is manifested in physical and behavioral terms, physical embodiment is a supporting factor in the embodiment of the behavior of school residents [14]. The embodiment of environmentally responsible behavior continues to be taught and accustomed to among students both inside and outside of school. At school, he continues to remind students to take out the trash in his place. The availability of trash cans is not only available outside of the class but also within the class. Teaching the value of caring for the environment is consistent with the concept of learning and love for nature. The value of caring for the environment can be seen in the behaviors of school members that are not recognized and expressed. People who are less educated should keep learning more about the environment, especially through socialization and training [15].

Factors supporting and inhibiting the cultivation of character at SDN 5 Tikala

The implementation of character-building school culture, there are also supporting factors besides that they are also inseparably faced with the presence of deficiency, where these problems often become an inhibiting factor, to fully achieve the goal factors are influenced. To teach character and moral education to young children, primary school students, parents, and instructors must collaborate [16]. The implementation of a character-oriented school culture is integrated into school life and is supported by all sides.

1) Supporting factors for character planting at SDN 5 Tikala.

There are two supporting factors for teaching character education at SDN 5 Tikala, namely natural environmental factors supporting activities, the concept of parenting education is beginning to open and support for activities carried out by parents in school. Previous research identical to this research.

a. The environment that supports the learning process, the environment or position of SDN 5 Tikala surrounded by a natural environment, there are still many trees to be found, as well as locations that aid in imprinting the character of other students.

b. Parents of students who are increasingly open to the true meaning of education and also support activities of the school to make it easier for the school to instill a character that is integrated with the activities in the school.

2) Inhibitory Factors of Character Formation in SDN 5 Tikala.

Some parents still don't understand the importance of character education as implemented in schools [17]. Some of the values that were enshrined in SDN 5 Tikala are often lost when they come home, although they are now being gradually implemented. The moderator also experiences another inhibiting factor when he informs the parents of the development of the attitude of students, but the parents of these students do not believe these students and praise their children more and more, so that there should be reprimands from two sides but only one Party hinders the process of forming attitudes of the participants. The inhibiting factors that schools have in cultivating character values are anticipated with various activities such as the lack of facilities that can help students develop students' character, so that students' character development is hindered.

4 Conclusion

Based on the results of the described research and discussion, it can be concluded that SDN 5 Tikala has no concrete plan to teach character education to school members, especially students. The planning is integrated into the thematic activities/projects of the 2013 curriculum in each class. The implementation of character education at SDN 5 Tikala is integrated into every activity conducted, such as: B. Putting trash in its place, Clean Friday, the habit of keeping clean, and so on. SDN 5 Tikala is a healthy school, Adiwiatia school (a school that cares about the environment). There are five national character values that have become accustomed to SDN 5 Tikala and become a culture, namely, religious character, national spirit, social care, discipline, and concern for the environment. In order to support school programs that can develop student character, the school makes several efforts to achieve this through school culture. After the Covid-19 pandemic, the school culture that was integrated with the already cultivated character formation of the students at SDN 5 Tikala experienced a decline due to the already cultivated Tikala learning process. Character building at SDN 5 Tikala.

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