

Implementation Character Education through School Culture

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Abstract—Character Education teaches habits of ways of thinking and behavior that help individuals to live and work together as family, community and state and help them to make accountable decisions. This study aims to determine the implementation of character education through school culture in the formation of students' character. The writing method is in the form of qualitative based on previous studies and investigations collecting and analyzing documents, journals and books relating to the discussion about students' character education through school culture. Based on the articles collected, it was found that the implementation of character education through school culture was carried out by habituation that was carried out routinely and consistently in accordance with the school's vision and mission. Character education through school culture requires the efforts and hard work of all parties, both internal and external schools in self-examination and responsible for a change in the character of students now and in the future.

Keywords—character education; school culture

I. INTRODUCTION

The impact of character decadence has been touch the world of education. The rise of cultural invasion or external influences (westernization) and various religious teachings that are not in accordance with culture and eastern values are increasingly plaguing teenagers, especially students. This has changed the national character value system that upholds the values of politeness. Garin Nugroho said that national education had not been able to enlighten this nation. "Our education loses those noble values". He further stated that "character education will be destroyed and will eliminate human and human aspects, because of losing the character itself" [1].

Character education in Indonesia is felt to be very necessary for its development when considering the increasing fighting between students, as well as other forms of juvenile delinquency, especially in big cities, bullying, the tendency of senior domination of junior, drug use, etc. [2]. Commissioner of the Indonesian Child Protection Commission (KPAI) in the Education Sector, Retno Listyarti said, the trend of violence against children in the school environment increased in early 2018. KPAI has received complaints of physical violence as much as 72 percent, psychic 9 percent, burning or extortion 4 percent, and sexually 2 percent. This violence often occurs in

students, which is carried out by teachers, principals, other school officers, and fellow students. Based on data compiled by KPAI, there were 8 provinces that made complaints. They are Jakarta, West Java, Central Java, East Java, Banten, Lampung, West Kalimantan, and West Nusa Tenggara (NTB). The highest of complaints is in Jakarta, namely 58 percent, West Java 16 percent, and Banten 8 percent [3].

Follow up the problem of character degradation, the Ministry of National Education has launched a Grand Design of national character development that was implement in the overall education system, school culture and in community cooperation. This is stated in the National Long Term Development Plan 2005 – 2025 that stating "... the realization of a strong, competitive, noble, and moral national character based on Pancasila, characterized by character and diverse human behavior and Indonesian society, believers and fear of God Almighty, virtuous, intolerant, cooperative, patriotic, dynamic, and science-oriented [4].

According to the guidelines for the implementation of character education in schools, it is stated that the implementation of character education in education units has identified 18 values derived from religion, Pancasila, culture, and national education goals, they are: 1) Religious; 2) Honest; 3) Tolerance; 4) Discipline; 5) Hard work; 6) Creative; 7) Independent; 8) Democratic; 9) Want to know; 10) National spirit; 11) Love the motherland; 12) Appreciate Achievement; 13) Friendly / communicative; 14) Love peace; 15) Love to read; 16) Care for the environment; 17) Social care; and 18) Responsibility [5]. Through character education, these good values are expected to decorate the character and personality of students as a determinant of the future destiny of the nation.

Suryadi said that the success or failure of the personality of students who have noble character and noble character depends on the intention, determination and sincerity and sincerity of all parties: the principal, teachers, and other stakeholders (parents, community, and government) [6]. School as an educational unit which is directly watched in the implementation of character education has carried out character development by integrating into the entire school system, but tends to be impressed by focusing on the learning system only so that it only affects the cognitive aspects of students. Affective aspects as the main element of building students' character are slightly neglected. Down through history, in countries all over the world,

education has two great goals: to help young people gain important knowledge and to help them use that knowledge to become good citizens [7]. "If students do not know how to function in society, what good are academics"? [8]. This is in line with Kesuma's opinion which says that education in a school setting is not just a dogmatization of values to students, but a process that brings students to understand and reflect on how a value is important to be realized in everyday behavior [9].

The formation of students' character can be done through school culture approach, as the grand design of character education because character as a "moral excellence" or moral is built on various virtues which in turn only have meaning when based on valid values in culture. Character possessed by students based on values, beliefs, habits prevailing in the Indonesian society and nation, character education through school culture is directed at efforts to form a good student personality. Suryadi added that the main cause of the moral and character crisis among students, graduates, educators, and even educators is the occurrence of dichotomization, which is a strict separation between intellectual educations on the one hand and character value education on the other. Therefore, it is necessary to have a school culture that is conducive to the implementation of character education. A conducive school culture is the overall physical environment, school atmosphere, taste, nature and school climate that can productively provide well experiences for the growth of school life skills. The existence of a conducive school culture has a very vital and strategic role for the success of character education because characters are not shaped like science, but are built through examples and examples of all parties. Based on this background, the authors are interested in discussing "Implementation of character education through school culture".

II. METHODOLOGY

This article is a literature study with a qualitative method of writing. The references used are from international and national journal articles, books, as well as some documents and studies relating to character education and school culture. Literature search in the form of journal articles both internationally and nationally is done using ERIC, SAGE, and Google Scholar databases. The article search category is between 2010 and 2018 with key words "implementation of character education in schools", and character education management. From the search results, 10 articles were considered relevant, with 7 international articles and 2 national articles.

III. RESULTS AND DISCUSSION

Based on the results of the articles collected and the analysis of the authors found that character education is needed in the formation of students' character in school. Not only integration with the curriculum, but must be accompanied by realization in concrete actions, one of them through school culture. An article entitled "A Midwest Rural Middle School: A Case Study" by Sandra J. Goss states that character education has a positive impact on attendance, academics, and the number of disciplinary incidents [10]. The positive impact of visible character education is present; students learn that

when they are not present at school, they really lose important opportunities in their educational experience. Character education has a positive impact on discipline; they understand what types of behavior are socially accepted not only in school, but in the global community they live in. In his research, Sandra J. Goss also mentioned that the impact of character education programs was influential in school culture [10]. Dr. Berkowitz believe that character education is more than just a program; Character education is a change in culture and life in school. Most character education programs recommend a holistic approach to character education. A holistic approach involves aspects of daily schooling, as well as support from parents and the community. In this approach, character education is considered as part of the curriculum, daily lessons, and part of every activity in the school system. Teaching values in each subject is important so that students can recognize good character expectations, and how those expectations are recognized and implemented. Taking a holistic approach helps to make students aware of the importance of character attributes, and allows them to gain ownership of the program because they can see that good character is expected in every aspect of life [11]. Many character education programs embrace this sentiment and promote the word character education every month for each month. Each word is directly related to a person's character. These words, when incorporated into daily lessons, teach students how to treat others, how to have a positive outlook, and how to be responsible. "Character traits that are defined, discussed and modeled become internalized when students practice them" [12]. Utilizing words throughout the month as often as possible in lessons allows students to internalize and familiarize themselves with the concept by listening to it throughout the school consistently. All school staff exemplify this behavior for students and encourage behavior in students.

The implementation of character education in each school is certainly different. This is because every school has its own characteristics. In line with this, Berkowitz said that character education can work, but its effectiveness depends on certain characteristics. Based on the results of Kristi Wardana's research entitled "Implementation of character education through school culture in SD Negeri Taji, Prambanan, Klalten", the implementation of character education is integrated through intra-curricular activities including "Breakfast" activities, initial learning activities, availability of slogans displayed in classrooms, teacher rooms, rules that include how to dress, picket schedule, book "student arrival schedule", activities or programs "Friday infaq", and good and conducive and extracurricular family relationships, namely scout activities, while the character values implemented include the value of discipline, fostering a sense of love for the country nationalism and nationality, worship obedience, responsibility, democracy, pangs lian, family, independence, cooperation [13]. Melani S.A. Anggraini also conducted a similar study on elementary school in Yogyakarta and included 3 intracurricular courses including 5S, MCC, breakfast, *tadarus* classical, gymnastics mass, flag ceremony, Thursday *pahingan*, warning big day, *smutlis*, waste sorting and go library [14]. In addition to intracurricular activities, the implementation of character education through school culture in Kotagede 3 Elementary School, Umbulharjo, Yogyakarta is also manifested in

extracurricular activities, namely the scouts, TPA, ICT, dance, batik, marching bands, gamelan, music, atletik, karate and *qiroah*. Character values that are formed in the implementation of education character through school culture held in Kotagede Elementary School 3 covers religious, disciplined, responsible, independent, creative, environmental care, social care, honest, hard work, patriotism, and love to read. Inhibiting factors and support in implementing education through school culture in Kotagede Elementary School 3, namely, teachers, students, parents and facilities in the culture of the school, depending on how the responses and actions given every component on any activities carried out. [14] Suherman in his dissertation entitled "Analysis of Character Education Policy Implementation: A Case Study at SD Budha Tzu Chi, SD Mutiara Bangsa, and SDN 07 Jelambar" showed that the character education policy was prepared based on the vision and objectives of the school with different characteristics and programs. SD Tzu Chi emphasizes the independence and meaningfulness of individuals, SD Mutiara Bangsa focuses on tolerance, SDN 07 Jelambar focuses on religious values. [15].

The results of the articles and research studies above conclude that the implementation of character education through school culture is very dependent on the refraction of character values in school activities. School culture is belief and attitude influences every aspect of how a school functions. The culture shared by all school stakeholders makes the actualization of both short and easier long-term objectives. In this context, the best practices for shaping school culture for professional educators are personal mastery, team learning, and building a shared vision [16]. Schools have decentralized rights in integrating character education into the school's vision and mission in accordance with their respective characteristics. All elements, starting with the internal school; students, educators, education personnel, to external parties; parents, community and government have an important role in the implementation of character education in order to achieve better education. In connection with this, there is an article entitled "Character Education of the Most Developing Countries in ASEAN" by Istiningsih arguing that education in Singapore is assumed to be better because it is the most developed country in ASEAN from an economic, social, educational and technological perspective [17]. The basic assumption is that there is a positive correlation between education and socio-culture. Whereas socio-culture related to technology, economics and so on. The relationship is reciprocal. The character culture possessed by Singaporeans is appointed as a result of education in Singapore [18]. So, Indonesian education will be better and have a character if all people apply these character values in their daily lives.

Purwati Anggraini conducted a study entitled "The Implementation of Character Education Model Based on Empowerment Theater for Primary School Students" and the result showed that Hindrances were found during education in school, such as a human resource problem, lack of facility, and less support from family [18]. The implementation of education in primary schools has not yet been many parties and its form evaluation has not been developed sustainably. Observation and evaluation of student characters done by parents, teachers, schools, and community might be used as the

basis for policy making related to education in schools [17]. The results of the study confirm that cooperation between schools, families, and communities must be empowered. In this process, there must be a sense of responsibility built between all parties to instill the character of students in order to create future generations with a stronger character and better education.

IV. CONCLUSION

Based on the description and discussion of studies and investigations on the implementation of character education through the character school culture that has been carried out, it can be stated that each school has a different culture in developing character education and is implemented through various activities carried out in schools. All school members, including students, teachers, principals, and staff are involved in character planting activities. Instilling character in students is done by habituation through various routine activities carried out by students continuously and consistently at all times. Not only schools that play an active role in character building, but parents also play an important role in character education, both schools and parents must be committed together to form children with character.

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