

ANALYSIS THE ROLE OF SCHOOL CULTURE IN SHAPING THE PERSONALITY AND CHARACTER OF STUDENTS

*¹Saryanto, ²Rahayu Retnaningsih, ³Nofirman, ⁴Mas'ud Muhammadiyah, ⁵Ika Yuniwati

^{1,2}Universitas Sarjanawiyata Tamansiswa,

³Universitas Prof. Dr. Hazairin, SH., Bengkulu, ⁴Universitas Bosowa,

⁵Politeknik Negeri Banyuwangi

Email: *¹saryanto@ustjogja.ac.id

Abstrak: Penelitian ini bermaksud untuk menganalisis seberapa baik budaya sekolah mempengaruhi perkembangan karakter anak. Kepala sekolah, bagian kurikulum, guru kelas, staf sekolah, dan sejumlah murid kelas menjadi subjek penelitian dalam penelitian ini, yang menggunakan metodologi kualitatif deskriptif. Observasi, wawancara, kuesioner, dan dokumentasi digunakan sebagai metode pengumpulan data. Objektivitas dan triangulasi digunakan dalam penilaian keabsahan data. Prosedur reduksi data, penyajian data, dan penarikan kesimpulan digunakan untuk memeriksa data. Temuan penelitian menunjukkan nilai budaya sekolah di salah satu sekolah di Indonesia, dalam pengembangan karakter anak-anak sekolah dasar. Siswa mengembangkan karakter, disiplin, tanggung jawab, kesopanan, dan kecintaan membaca melalui budaya sekolah.

Kata kunci: budaya sekolah, kurikulum, guru, disiplin, karakter anak

Abstract: This research intends to analyze how well school culture affects kids' character development. The principal, curriculum area, class instructors, school staff, and a number of class pupils served as the research subjects in this study, which used a descriptive qualitative methodology. Observation, interviews, questionnaires, and documentation are all used as data gathering methods. Objectivity and triangulation are used in data validity assessments. The procedures of data reduction, data presentation, and conclusion drawing were used to examine the data. The findings demonstrated the value of school culture in one of schools in Indonesia, in primary school kids' character development. Students develop character, discipline, responsibility, civility, and a love of reading via school culture.

Keywords: school culture, curriculum, teacher, discipline, kid's character

Introduction

Humans have a great need for knowledge since it allows them to grow and change with the times. Elementary school (SD) is a foundational level of education that instructs and directs learners in the development of their cognitive, emotional, and psychomotor skills. School is a location where students may learn as well as be guided and taught; it's not merely a place to seek for grades, scores, rankings, and the like. Students get information that will help them later while interacting with others in society (Adisusilo, 2012). They are given values, norms, and etiquette, and it is assumed that there will be regulations in place in schools as a way to prepare them for life beyond school. But in fact, a lot of people exhibit aberrant behavior, including corrupt officials, criminals, and drug users. This demonstrates the lack of religious education and the development of good character in youngsters, which can help them think critically and behave honorably (Saryanto et al., 2020).

There is no doubt that each primary school has a vision and purpose that are integrated into the curriculum. Each school develops a unique culture and personality as a result of how the curriculum is applied, setting it apart from other schools. One of the measures that must be taken into account in order to raise educational standards is school culture. A successful learning process may be supported by a positive school culture, which can also inspire students to want to study more and maximize their potential. In accordance with the goals of national education as stated in Chapter II, Article 3 of Law of the Republic of Indonesia No. 20 of 2003 Concerning National Education System, one aspect of character education is the application of school culture (Astuti et al., 2023).

While in the Islamic perspective, the Prophet gave an explanation of character formation when he said, "Honor your children and educate them with good manners." According to the definition that has been provided, character education and school culture have a strong association. However, not every school culture effectively affects changes in a student's character (Panggabean, 2015). Realizing the impact of school culture on character education requires habit, which is practiced consistently and has good values (Saryanto, 2020).

One of the schools where the adoption of school culture is successful in forming the character of its children is an elementary school in Indonesia (Nugroho et al., 2023). The customs include walking in front of the class, saying the promise, and shaking hands with the teacher as she greets the pupils at the door by kissing her hand. If someone arrives late, they will be disciplined by being made to stand in front of the class until class management tasks are finished (Benninga, 2003). Prior to studying, there are activities such as book recitation and monitoring, specifically checking the five daily prayers, which have been made known to the students' parents in the form of initials in the monitoring book and checked by the instructor and signed. The culture of the school is crucial to education. It includes the beliefs, customs, traditions, and ways of doing things that serve as the cornerstone of school life (Yuniwati et al., 2021).

When teaching and learning activities (KBM) are taking place, students are accustomed to seeking permission before leaving the classroom, there is a daily class picket schedule, and students are accustomed to praying in congregation (Fadhli, 2013). Students are used to taking part in Friday prayers in the school mosque and flag ceremonies as part of their weekly activities, while female students often take part in women's events. Students are forced to ponder whether or not what they are doing is good or bad by the application of school culture (Muhammadiyah et al., 2022). This demonstrates that the school's adopted culture has a favorable effect on kids' ability to develop excellent character (Parinussa et al., 2023). However, in fact, the primary school culture is not as anticipated since, according to the findings of pre-observation, there are still many instances where pupils' attitudes depart from the established guidelines or standards. As a result, the purpose of this study is to evaluate the impact of school culture on students' character development and to learn about initiatives being made to address these difficulties.

Method

In this study, qualitative research techniques were applied. The descriptions in a full context that are supplemented by notes from in-depth interviews and analyses of existing documents and records are examples of the qualitative research data that is gathered through attentive observation. The study's data sources are split into two categories: primary data sources, which were obtained through observation and interviews, and secondary data sources, which were obtained from writings and other sources pertinent to the study's topic. Source triangulation was used to assess the data for this investigation.

Findings and Discussion

The study project's focus is an elementary school that caters specifically to students. According to the principal's statement, "a culture with character, all programs are in accordance with the vision and mission of the school, namely character and noble morals that are able to compete with science and technology", this is applied in activities to foster akhlakul karimah through reading and writing the book, congregational zuhur prayers, and activities in commemorating holidays. There is a set schedule for these events. Students might continually have religious character characteristics based on these activities. Meanwhile, the vice principal for curriculum claims that the school values faith, independence, civility, discipline, and excitement. This demonstrates that every student activity, such as scouting (Hizbul wathon), memorization of the book each morning, BTQ, keputrian, Friday prayers, social services, Ramadan guidance, Ramadan pesantren, student accomplishment guidance, and extracurricular activities, attempts to develop students' character. Scouting activities, also known as hizbul wathon (HW), are intended to help kids develop their sense of independence, capacity for leadership, and sense of responsibility.

A disposition that demonstrates disciplined conduct is one that complies with numerous laws and regulations in a timely manner. In the primary school where this study was conducted, there are rules that are

followed at all times. If pupils break these rules, they will be disciplined accordingly. Flag ceremonies, hizbul wathan, marching drills, and promises before entering class are all used to inculcate the culture. Naturally, homeroom instructors collaborate with parents to keep an eye on pupils when they are in class or outside of it. The practice of beginning lessons by memorizing brief letters and beginning lessons by offering suggestions. The attitude and behavior of someone with a responsible character is how they carry out their own commitments and duties. The elementary school's students are used to always acting responsibly, including when performing picket duty.

A person with an honest character makes an effort to become someone who can always be relied upon in words, acts, and deeds. According to the application placed in the curriculum and Learning Implementation Plan (RPP), students of this self-school are accustomed to always being honest. A healthy attitude in social interactions is to be polite and courteous in both speech and behavior. Since politeness standards vary from place to place, what is regarded as excellent or courteous in one area at one time may not be in another. Every time they meet someone at school, students at this primary school are taught to give them the 3 S (smile, greeting, and greeting). Students have been taught this since the first grade, and there are wall posters reminding them to do the 3 S (smile, greet, greet) to instructors as well as other staff members at the school.

Making time to read numerous books that are beneficial to him is a trait of someone who enjoys reading. Because there is a reading corner in the elementary school, and because the library encourages students' enjoyment of reading a variety of information books that may widen students' perspectives, elementary school students should make it a habit to read in class when they have spare time. Employee participation in school activities is beneficial. Without collaboration from the principal, curriculum, student affairs, teachers, and school employees, school culture will not operate smoothly.

Challenges and attempts in applying school culture to character education, of course, there will always be difficulties in obtaining anything that is desired. The difficulties of implementing a positive school culture in one of the schools in Indonesia are that the school has only chosen 9 character values, namely discipline, independence, politeness, enthusiasm, orderliness, religion, responsibility, honesty, and self-confidence, rather than the 18 character values that can be thoroughly inserted in accordance with the school's vision and mission. On the other hand, because not all teachers are educated professionals, they lack the expertise to incorporate moral principles into the disciplines they teach. The established character values have not been successfully modeled by teachers. Lack of socialization in the process of implementing school culture. Additionally, there are fewer variables outside of the classroom that might cause children to form unfavorable connections.

There are, of course, efforts to apply school culture to character education that can help to overcome the difficulties in a number of ways. For example, the principal must be able to view his school environment holistically (taking into account all factors) in order to gain a broader framework for understanding complex issues and relationships in his school. In order to improve the stability and upkeep of the learning environment for the community at school, there is a need for a deeper understanding of organizational culture. This will lead to a greater understanding of values, beliefs, and attitudes. Additionally, it will make it clearer how to apply school culture so that students' characters can be properly formed. A program or policy that is being followed consistently must be in place in schools. A target group has been identified as an improvement group; this group is reliable and supports parental monitoring at home. It is everyone's obligation to get the curriculum implemented, monitor how character education is ingrained in school culture, and evaluate and deal with disobedient children.

Academic achievement is crucial for the school's success, but it is not sufficient in and of itself. A good school culture that fosters environmental and social responsibility, a robust curriculum, and high levels of student enthusiasm and involvement is also essential. The aim and objective of this primary school place an emphasis on instilling moral principles via both extracurricular and cocurricular activities. Special student programs and lesson plans that introduce kids to moral principles are used to establish the school's culture. Only nine of the school's 18 character values—religion, discipline, bravery, responsibility, enthusiasm, independence, honesty, civility, and love of reading—are given special attention.

Naturally, homeroom instructors collaborate with parents to keep an eye on pupils when they are in class or outside of it. offering advise at the start of a lesson and memorization of brief letters at the beginning of learning. Scouting (Hizbul wathon), memorizing every morning, BTQ, women's education, Friday prayers, social services, Ramadan guidance, Ramadan pesantren, student success guidance, and extracurricular activities are just a few of the activities that strive to develop student character.

Scouting activities, also known as hizbul wathon (HW), are intended to help kids develop their sense of independence, capacity for leadership, and sense of responsibility. The school culture is particularly

successful at character education in pupils since these primary school students have attitudes that have developed as a result of habits created at school. Students' character values can be shaped through the school culture that is applied via the curriculum and key student activities. In order for the school culture to function well, the connected school parties naturally collaborate and assist one another in order for this to be accomplished.

The character education of kids is greatly influenced by the culture of the school. From a psychological perspective, the social interactions that take place in schools create norms and values that pupils accept and absorb. Their character development is then built upon this. Students are directly impacted by the conduct and attitudes of teachers and other school personnel. Students will look up to teachers who exhibit virtues like compassion, tolerance, honesty, and teamwork. Students are more likely to mimic and absorb these principles in their daily lives when they witness and experience these actions frequently. In contrast, if the school culture is less conducive to character education, instructors and staff may behave negatively or unethically, which may have an unfavorable impact on pupils.

The social expectations and standards that exist in the school setting have a significant impact on how kids behave. Positive character characteristics like tolerance, compassion, and responsibility will be encouraged in kids by a school environment that values collaboration, respect for others, and social support. In contrast, children may tend to disregard good character traits if unhealthy rivalry or negative norms, such as pressure to attain academic brilliance without respect for integrity, are prevalent in the school environment. The extracurricular activities and programs that are run by schools also help to mold the character of the pupils. Students may acquire values like empathy, accountability, and care for others through programs that promote the growth of social skills, leadership, and volunteerism. Students have the chance to explore and put their character principles into practice through these activities in authentic settings.

School culture may have a variety of effects on student character education in the setting of educational administration. First, a supportive and encouraging school atmosphere will offer a solid framework for the execution of character education initiatives. Teachers, staff, and students will all be more receptive to being involved in character education initiatives if good values like honesty, collaboration, empathy, and accountability become ingrained in the school's culture. They will be willing to work together to incorporate character values into all facets of school activities and will understand the benefits of character education.

Positive and trustworthy connections between students and teachers may be developed in an inclusive and student-centered educational environment. Students are more likely to feel secure exploring and developing their character when they experience acceptance and support from the school community. Positive character values will develop more quickly in pupils who have teachers and staff that are sensitive to their unique requirements and who actively promote involvement in character education programs. A school culture that prioritizes character education is heavily influenced by school leadership. Character values that the principle and school management team aim to foster in children should be identified, and they should be constantly communicated to the whole school community. The leadership of the school must also make sure that management procedures and disciplinary guidelines support the intended character ideals.

Student character education, which is impacted by school culture, has a significant and significant impact on society in terms of ethical philosophy. A younger generation that is more responsible and empathic toward others will be shaped by character education, which emphasizes ethical qualities like integrity, empathy, responsibility, and compassion. Students who have strong character values as they mature and develop are more likely to apply those principles to all facets of their lives, including their social interactions, careers, and involvement in the community. A civilization dominated by people with great moral character and profound empathy would typically be a more civilized, trustworthy, and compassionate culture.

Additionally, character education that instills ethical principles will create people with a strong moral sensitivity. They will have a stronger sense of good and wrong and be more likely to follow their moral principles while acting. People with high moral standards will contribute to a more just and respectable society. In order to create ethical leaders for society, character education is very important. Young people who are taught to lead with ethical principles will become more responsible, fair, and concerned about the wellbeing of all people. As a result, they will aid in the creation of a society that is both just and sustainable. The image and reputation of society on a worldwide scale will also be impacted by character education. Positive character qualities will be admired and recognized on a global scale by a society made up of people who share them. On the other hand, a society's reputation could be damaged if it is renowned for its lack of morality or lax ethical standards.

From a psychological standpoint, school culture generally has a significant impact on how kids are educated about character. Experiences that promote desired character characteristics will be made possible through a welcoming and supportive educational atmosphere. On the other hand, a hostile or even harmful school climate might impede students' efforts to grow as people. As a result, it is crucial that schools foster an atmosphere that fosters the development of good character, make sure that teachers and other staff members serve as positive role models, and include character education programs into all academic and extracurricular activities. On the other hand, from the standpoint of education administration, school culture also plays a very major role in affecting students' character education. The development of strong character values in children will be facilitated through a friendly, welcoming, and character development-focused school culture. School culture may play a significant role in determining how strong and honorable a student's character will be by fostering dedicated leadership, using the right incentive systems, and encouraging active engagement from both students and parents.

Overall, from the perspective of ethical philosophy, student character education that is impacted by school culture has a tremendous impact on society. A more civilized, ethical, and responsible society will be shaped by the moral principles that are taught to and absorbed by pupils. To have a beneficial effect on society as a whole, school culture must understand how crucial it is in developing kids' character.

Conclusion

Based on the results of the research conducted, the authors draw conclusions in accordance with the formulation of the research problem, that: a) The effectiveness of school culture on character education in this school is in accordance with the vision and mission of the school, namely Creating a global-minded school that can visualize the values of faith science and charity, so that it is developed through special student programs. And character values are included in the Learning Implementation Plan (RPP) which certainly contains six characters values, namely; religion, discipline, responsibility, honesty, courtesy, and love of reading. Based on the results of the questionnaire data, it shows that school students have six character values that are reflected in their habituation so that it runs smoothly. b) Challenges in effectivizing school culture towards character education in this school are that teachers do not have sufficient competence to integrate character values in the subjects they teach because not all teachers who teach from education graduates. c) Efforts in the effectiveness of school culture on character education in schools, namely the existence of programs or policies that are being implemented in continuity, the existence of target groups that are used as improvement groups and consistent and cooperate with parents in supervision at home, as well as mutual responsibility for obtaining program implementation, supervision of the implementation process of school culture on character education, as well as evaluation and follow-up for students who violate.

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