Building School Culture to Establish Students Character

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ABSTRACT
This research activity aims as a process to find out: (1) the creation of students' character through establishing a school culture; (2) the role of the principal and teacher in shaping the character of learners through school culture; and (3) the cultures applied in the school at SD Rembang 2 Blitar City, Indonesia. The study uses qualitative descriptive approaches with observation methods, interviews, and documentation. The results show that the school culture has a strong influence and can also shape each student's character. The habit that every day is repeated will familiarize learners with characters that are instilled and cannot be left behind. So to create learners is very easy with the condition of planting the desired consistency through successful cultures. The role of principals and teachers is significant, where teachers of people interact daily while the head of the finest is a policymaker at school.

Keywords: school culture, elementary school, school of excellence, character education

1. INTRODUCTION

Education is an essential and determining factor in life. The progress of a country depends on the level of education attained by each of its citizens. Education is held to improve the quality of life of citizens to be better in any case. There are still a number of educational problems in the field that can be found. One of the problems faced by the world of education at this time is the problem of discipline in obeying school regulations, the habit of cheating when carrying out tests, a culture of low interest in learning and reading, and a culture of competence among students which is also felt to be low in terms of achievement.

Based on the above problems, it requires every school to develop a school culture, such as: a culture of discipline, a sense of responsibility, honesty, sincerity, a culture of reading and learning, a habit of solving problems rationally. The culture that is developed in schools can foster a disciplined attitude. Students become human beings who are full of optimism, dare to appear, behave cooperatively, and have a sense of responsibility. So that school culture is one of the important things to improve the quality of a school and the quality of a country.

2. LITERATURE REVIEW

2.1 School Culture

According to Maryamah (2016), culture is the power of the mind that can be in the form of creativity, taste and intention, while culture results from creativity, initiative and taste of culture. In principle, culture is the result of human effort, whether material or spiritual. Culture can be formed in and with social interactions that are passed on to the next generation through enculturation or education. Meanwhile, according to Yuliono (2011), culture is a whole system of ideas, actions and social works in the context of community life that can be made belong to humans by learning from their surroundings.

Vitaria (2017) argues that there are four types of culture, namely Adaptive Culture, a type of culture that appears in an environment that demands quick response and high-risk decision making; Achievement Culture, a type of culture that values competitiveness, aggressiveness, personal initiative, and a willingness to work hard to achieve results; Family Culture, a culture that has an internal focus on the involvement and participation of teachers and employees to meet the changing needs of the school environment; and

Bureaucratic Culture, a culture that has an internal focus and a consistent orientation towards a stable environment.

According to the Big Indonesian Dictionary, a school is an institution or building that is used for activities in learning activities and teaching students and educators according to educational levels such as primary school (SD), junior high school (SLTP), and senior high school (SLTA). Meanwhile, according to Suwanjal (2017), a school is a social institution that influences the socialization process and functions to pass on society's culture to children. So school is a place where students and educators carry out teaching and learning activities and inherit culture from previous generations.

According to Aprilia (2015), school culture is a collection of values that underlie every behavior, tradition, habit, and symbols applied or carried out by all residents within the school's scope. School culture is the characteristic, character, or character and image that each school has in the wider community. Meanwhile, according to Oktaviani (2015), School culture is an asset that is unique and different from one school to another. It can be concluded that school culture is the values that all people embrace and are applied to daily habits.

A school is expected to have a mission to create a school culture that is challenging and fun, fair, creative, innovative. It produces high-quality graduates and has good character, piety, honesty, creativity, and become role models for others. A strong school culture will influence every behavior of school members so that every citizen will do work in accordance with their duties and responsibilities. According to Mardapi in Mulyati et al. (2013), it is dividing the elements of school culture into school culture and values.

School culture can be divided into three, among others: (1) positive school culture, positive school culture are activities that support the improvement of the quality of education, for example, cooperation in achieving achievement, the reward for achievement, and commitment to learning; (2) negative school culture, negative school culture is a culture that is counter to improving the quality of education; and (3) neutral school culture, a culture that does not focus on one side but can make a positive contribution to the development of improving the quality of education.

2.2 Superior Schools

According to Rahmah (2016), superior schools have advantages in various ways, including superior in the number of students and achievement. The more students that are able to be recruited, the school is considered to be superior. Meanwhile, according to Rohmadhani et al. (2019), Superior schools are educational institutions born from a desire to have schools that can excel at the national and international levels in the mastery of science and technology. So it can be concluded that a superior school is an educational institution formed from a desire that aims to have and show the achievements it has. Superior schools have several characteristics, including having students with talents and abilities as well as high intelligence, having professional and expert teaching staff in their fields, having a developed curriculum, and having good and complete facilities and infrastructure.

2.3 Characteristics of School Culture

According to Maryamah (2016), each school's characteristics have differences because school culture is the result of the historical journey of each school and is also the product of the interaction of various things that enter the school. Values and beliefs will not be present in a short time. Given the value system's importance for school improvement, the path taken can be through clear activities by doing good planning to shape the school culture. All school members need to have the insight that cultural elements are positive, negative, and neutral.

School culture is expected to be able to improve school quality, school performance, and quality of school community life, which is expected to have healthy, active, positive, and professional characteristics. A healthy school culture provides schools and school members opportunities to function optimally, work efficiently, be energetic, have high spirits, and are always developing. Therefore, this school culture needs to be developed.

2.4 The Role of Principals and Teachers

The creation of a strong school culture cannot be separated from the leadership role of principals and teachers in developing school culture. According to Warsilah & Wijayanti (2015), the principal of the school is the most responsible person and has the greatest influence in determining all activities and policies that must be implemented by all residents in the school. The principal as a leader has the greatest potential and plays a key role in shaping and developing a strong school culture so that it can make the school superior. The principal has a duty to instill awareness and appreciation of positive values that must be cultivated in the school he leads.

There are two cultural preservation according to Warsilah & Wijayanti (2015), formally and informally, there are several stages, namely: 1) selecting prospective employees to be accepted; (2) initial orientation to the recruited employee candidates; (3) strengthen understanding of school members by increasing experiences; (4) provide understanding to school members about the performance measurement model and system reward that will be received; (5) reassuring school members to live and practice the core values of the school culture; and (6) provide stories about historical legends at

school. For preservation informally means using symbolic media, for example school success stories, using slogans, ceremonies, family picnics, and other informal gatherings.

According to Law Number 20 of 2003 concerning the National Education System, it is stated that education is a person who makes a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have the spiritual strength of diversity, self-control, personality, intelligence, noble character and skills needed himself, society, nation, and state. Meanwhile, Ramli (2015) educators are competent people to educate, teach, and educate children according to the curriculum. The teacher's role in building a culture, namely the teacher, provides motivation to students so that they can carry out lessons properly and seriously, obey the existing rules both inside and outside school, teach students how to behave to people, parents, friends, relatives, or people who are older or younger. Principals and Teachers can be used as guides in activities; every movement will be an example for students. Therefore they must first be wise, smart, kind, religious, insightful, smart, polite, and polite in attitude so that participants will appear. students who are ideal so that the education with a good quality education is realized

2.5 Character of Students

According to Oktarosada (2017), a character is contained in every individual that characterizes a person's different personality in the form of thoughts, attitudes, and actions. Each person's characteristics are useful for living and working together, whether within the family, community, nation, and state. According to Agustiana (2015), a character can be interpreted as something in each individual that characterizes a person in the form of attitudes, actions, and thoughts.

According to Harahap (2016), students are members of society who are willing to try to develop the potential that exists within themselves through the learning process available at certain paths, levels, and types of education. According to Junady (2015), a student is someone who has basic potentials that need to be developed through education in both physical and psychological forms. Education is carried out, including the family environment, community environment, and the school where the child is located. Meanwhile, according to Gunawan & Benty (2017), people who take part in educational activities at an educational institution

Students' character is a characteristic of everyone by having basic potentials that are developed with educational activities in an educational institution. According to Lickona in Wibowo (2016) emphasizes the importance of three components (of good character, the competence of good character), namely the first is moral

knowledge, the second is moral feeling, and the last is a moral action.

3. METHOD

The approach used in this research is descriptive qualitative. The research activity was carried out at SD Rembang 2 Blitar, which is located on Akasia Street 17, Rembang, Sananwetan, Blitar City, East Java, Indonesia. The techniques used in data collection are interviews, observation, and documentation. This study focuses on the process of character building students through school culture. Interviews were conducted based on interview guidelines that have been compiled by researchers with the principal and teachers as resource persons.

The data obtained in this study are information on the words or descriptions of the results of interviews, field documentation, and studies literature as support. Primary data sources come directly from research sources. Researchers dig deep into various information from sources to get clear, accurate, and accountable information. The data obtained from the field are associated with other sources that are relevant to the subject of the study. The data analysis technique or method used in this research is descriptive analysis model and verification or conclusion. This activity begins with compiling data, which includes organizing, classifying, and compiling data categories.

4. RESULT

SD Rembang 2 Blitar has a variety of cultures. Some of the cultures created in the school environment include religious culture, 5S culture (smiles, greetings, greetings, polite, santun), a culture of clean living, a culture of loving the country, and a culture of mutual cooperation and mutual cooperation. The religious culture here can be applied through congregational prayer programs at school. In the application of the prayer, it can form the character of students with what the school wants. The characters that can be formed through prayer are religious character, time discipline, honesty, responsibility, and independence. Then for the culture of 5S (Smiles, Greetings, Greetings, Polite, Polite), it is hoped that all students will be able to be friendly to anyone in the school environment or at a later time when they have entered the community.

They also remembered now that the digital age where people, when they meet other people, will be silent, they prefer to play gadgets their respective. The culture of clean living is accustomed to students always living with a clean pattern by washing hands, cleaning classrooms, disposing of garbage in its place, and clean Friday. The culture of cooperation and mutual cooperation is carried out by providing awareness to students so that they have a sense of belonging and students are part of the school so that students must participate in building and

maintaining the school in any way by cooperating and working together.

SD Rembang 2 Blitar applies all of these cultures to realize the school's vision and mission. Supported by the culture that is applied, the goals desired by the school will be easier to achieve. Parties who play an important role in shaping the character of students through the culture in the school are teachers and school principals, where teachers are people who interact directly with students every day, and the principal is the leader who makes programs and policies in the school environment. The school's programs to support this culture include reading short letters, tahlil, dhuha prayers, midday prayers, clean Friday, and flag ceremonies.

The principal hopes that all students can have religious, polite, courteous, caring, responsibility, discipline, mutual cooperation, love the country, be independent, and are willing to sacrifice the existing program and culture. The school chooses this culture because the school has cultural assumptions that can build good character of students, smart personalities, and noble characters that are needed for students in today's digital era.

SD Rembang 2 Kota Blitar has obstacles in shaping the character of students, including not all families or student guardians have the awareness to follow up on the culture applied at school. The number of teachers at school is limited so that it is not always able to monitor all the cultures that want to be implemented, and many activity agendas are implemented. It must be implemented by the teacher outside so that the program cannot run well.

5. DISCUSSION

According to Oktarosada (2017), a character is something that is contained in every individual, which is a characteristic of a person's different personality in the form of thoughts, attitudes, and actions. The characteristics of each person are useful for living and working together, whether within the family, community, nation, and state. This is in accordance with the purpose of forming the character of students in SD Rembang 2 Blitar. By forming a character which is a characteristic of a person by using a good culture, it will create a good character too. The character of students will stick with him if it is always sharpened and used. When students enter the community, they already have provisions in the form of positive and useful characters in the community.

According to Maryamah (2016), the characteristics of each school are different because school culture is the result of the historical journey of each school and is also a product of the interaction of various things that enter the school. So each school will have a different character based on the culture that is applied in it. SD Rembang 2 Blitar applies various cultures, including religious culture, 5S culture (smiles, greetings, greetings, polite, courtesy), a culture of clean living, a culture of loving the homeland, and a culture of mutual cooperation and mutual cooperation. Students as implementers and one of the keys to implementing the culture applied by the school.

The creation of a good culture in shaping the character of students must be supported by the vision and mission of the school. With the school's vision and mission, the programs will be easier because they have the same goals. In character building that is carried out through school culture, there are several people who play an important role, including teachers and school principals. SD Rembang 2 Blitar, the teacher, has the role of shaping character where the teacher interacts more often with students in the classroom so that students will be more accustomed to being directed by the teacher.

This is in accordance with what Ramli (2015) stated that educators are competent people to carry out the task of educating, teaching, and educating children according to the curriculum with the role of the teacher in providing motivation to students so that they can carry out lessons well and are sincere, obedient. On the rules that exist both inside and outside of school, teaching students how to behave to their parents, friends, relatives, or people who are older or younger. Meanwhile, school leaders are people who hold the highest power and lead the school institutions that can create programs. The school principal plays a role in creating programs that can support the creation of a culture to be applied to shape the character of students. In line with Warsilah & Wijayanti (2015), the principal is the person who is most responsible and has the greatest influence in determining all activities and policies that must be implemented by all residents in the school.

Every culture that is applied must have a goal, one of which is to form the character of students. There are five cultures in SD Rembang 2 Blitar, namely religious culture, 5S culture (smiles, greetings, greetings, polite, polite), a culture of clean living, a culture of loving the country, and a culture of mutual cooperation and mutual cooperation. Of the five cultures, the characters that want to be instilled in students include religious, independent, disciplined, responsible, love for the country, cooperation, polite and polite character.

The characters are formed in accordance with Regulation of Ministry of Education and Culture (Permendikbud) Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units. SD Rembang 2 Blitar has obstacles in shaping the character of students, including not all families or student guardians have the awareness to follow up on the culture applied at school. The number of teachers at school is limited so that it is not always able to monitor all the cultures that want to be implemented, and there are many activity agendas that are implemented. Must be

implemented by the teacher outside so that the program cannot run well.

Even though there are obstacles, SD Rembang 2 Blitar can achieve the objectives of the applied culture and can also create high-achieving students. This is the basis for the school which can be called a superior school. Because superior schools according to Rohmadhani, et al (2019) are educational institutions that were born from a desire to have schools that are able to excel at the national and international levels in the mastery of science and technology

6. CONCLUSION

Based on the results of research conducted at SD Rembang 2 Blitar, the school has implemented five cultures in the school environment, including religious culture, 5S culture (Smile, Sapa, Greetings, Polite, Santun), clean life culture, love culture homeland, and culture of mutual cooperation and mutual cooperation. Principals and teachers have an important role in shaping and smoothing the running of school programs and culture. Problems that are often faced are not all family or student guardians have the awareness to follow up on the culture that is applied at school. The number of teachers at school is limited, so it is not always possible to monitor all the cultures that want to be implemented, and there are many agenda of activities that must be carried out by the teacher outside so that the program cannot run well.

Based on the problems that exist in the field, the suggestions that we can submit to SD Rembang 2 Blitar are that the culture applied in schools is good but is more enhanced and developed again for culture for religion because it is unique, schools that are not based on Islam or other public schools Not many have implemented this culture because the religious values in it are very important in this digital era, the roles of teachers and school principals can be improved and maintained, and schools can hold outreach to provide an understanding of the culture in schools so that student guardians can help schools by following up on culture at school when at home.

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