

School Culture Shaping through School-Based Management: School Culture as the Basis of Character Building

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Abstract—The moral crisis in Indonesia today cause the nation problems. The urgency of character education application is considered as a solution in solving moral problems. Schools as formal educational institutions play a role in developing student character. The era of regional autonomy involves the management system, the impact of which is the implementation of school-based management policies, which provide school autonomy in the management of educational institutions. During this involvement of parents, the community is considered less in the application of character education in school. Involvement of parents, and the community in managing the school only deals with finance. This paper aims to describe how the role of school-based management in shaping the culture characteristic of the school, the role of schools in the implementation of school-based management as a means of shaping the school culture in reducing student character problems. Through school-based management, it is expected that the culture of characteristic in schools can be built.

Keywords—School Culture; Character Education; School Based Management

I. INTRODUCTION

The implementation of character education into the direction of Indonesian government education policy today. The moral crisis in the natural community has become one of the reasons for the application of character education. [1] Recent societies are increasingly alarming, the destruction of moral values, the spread of injustice, and lack of solidarity. Character education is highly urgent to be applied in overcoming today's moral problems, [2] character education is urgent to be implemented and called to transmit the values of civilization.

Character education can not be separated in the educational process [3], the main design of character education in the idea of the Ministry of Education and Culture of Indonesia declares that on of the forms of the character education development is applied through the transformation of school culture and habituation through extracurricular activities [4]. The success of education

policy is inseparable from factors like where the process of conducting education is implemented. One of the places of the education implementation process of is school. School is a formal institution where educational activities are held to achieve national education objectives.

Schools have roles in developing the character of the children, especially for children who have little chance of getting character education from their parents, [2] school is a way of teaching moral when children get a small chance of moral education from their parents and places of worship. Character education is not just dealing with value investing for students, but it is a joint effort to create an educational environment where every individual can live his freedom as a prerequisite for adult moral life [1]. Character values are not only integrated in classroom learning, but also integrated into the school culture [5]. The statement indicates the need for an educational environment as a place of character development of children and school culture within the school environment needs to be embedded character values.

[6] mentions that school culture is an compulsory element that must exist in school, the school culture can form the character of students, [7] school culture contributes to the function of school organization both in terms of tangible and intangible contribution, and school culture has a direct relationship with learners. Character education applied in educational institutions is a means of culture and humanity [1]. The application of character education through school culture is highly effective, the implementation of character education through school cultural transformation, more effective than changing the curriculum by adding character education materials to the curriculum [8], indicating the need for a school management or management system in creating a characteristic school culture.

every school has its own culture, which is a set of values, norms, moral rules, and habits, which have shaped the behavior and are interconnected in it. The development of school culture needs to involve various parties/stakeholders. School management strategies is needed in shaping school culture [9], such management in school management to form school culture involving various

elements of school to achieve educational goals. School-based management is the autonomy of education management in educational units (schools). School-based management contributes to the formation of school culture [10].

School-based management policies nowadays seem to be polemic on the school's financial affairs [1]. School-based management programs created an impression as if the government wants to get out of school financing and charge the community, even school-based management is declared to be a system where the community has to pay their own schools. In this regard, most schools involving the community are only concerned with the financial needs of the school, parents come to the school involved in school financial system, and the lack of schools in involving the community in establishing the school culture in the context of the application of character education.

Nowadays, we often hear various moral problems (moral dilemmas). The problem of these characters is very urgent to be resolved. Education is very instrumental in the character building. Lately, researchers focus more on the development of character education in classroom learning and the implementation of school-based management-oriented education financing. From some of the statements above, this paper is expected to contribute ideas and practical thoughts on building a school culture through school-based management (SBM) in applying character education.

II. IDEAS AND POLICY OF CHARACTER EDUCATION IN INDONESIA

The idea of character education has been mandated by the founding fathers of the nation in the 1945 Basic Constitution, which states "to organize a national education system that promotes faith and piety to God Almighty and noble character in a nation regulated by law". The first president, Bung Karno stated "Indonesian should be built prioritizing character building" [3], another statement of Bung Karno in his speech on 17 August 1962 said "Nation building needs the help of mental revolution", Bung Karno's statement shows that character education is part of national development. Notonagoro [11] Indonesian education develops a dynamic personality prowess.

President of the Republic of Indonesia Jokowi in his speech to the 70th anniversary of Indonesia's independence in the House of Representatives said "Today I reaffirm the need for the national movement of mental revolution, the movement will re-enrich the values of morale, optimism, hard work, courtesy, manners, and strengthen the character of the nation ". President Jokowi's statement indicates the existence of moral crisis / moral or character degradation experienced by the Indonesian nation today, and it needs a "mental revolution" in various aspects. The statement of the founders and leaders of the nation implies that the idea of character education is one of the strategic aspects of nation-building.

Character education is the process of giving guidance to learners to become fully human beings who characterize in the dimensions of heart, mind, body, and taste and initiation [3]. Character education as a genuine effort to help one understand, care and act values - ethical value [2]. Based on that opinion, character education is an educational process that humanize human beings who teach moral values to act according to ethical values.

Character education is a national movement to create schools that nurture the younger generation to teach the nation's character values based on Pancasila [12]. The US Department of Education defines character education as an inclusive term covering all aspects of how schools, related social institutions and parents can support the development of positive characters of children and adults [13]. With regard to the statement of the school is expected as an educational environment that plays the role of teaching the nation's values based on Pancasila to students. School is expected to be able to facilitate students in moral values as the development of students' character.

III. THE ROLE OF SCHOOL-BASED MANAGEMENT IN BUILDING SCHOOL CULTURE

The policy of regional autonomy has an impact on education policy in Indonesia. Decentralization of education that provides autonomy to educational units, at primary and secondary education levels provides the flexibility of schools in school management through school-based management (school-based management). Government policies emphasize the development of school characters through school-based curriculum, [14] the application of character education through school-based curricula, which is a form of character education that provides the flexibility of schools in developing character education.

SBM is not only related to curriculum management, educators, learners, education personnel, facilities and infrastructure, as well as financing; however, school-based management also has a role in establishing school culture, and the school culture and environment is expected to be an educational context [10]. The implementation of SBM involves various stakeholders including principals, teachers, school administrative staff, and community participation (parents and communities around the school).

SBM is a form of autonomous management of education in educational units consisting of principals and teachers, assisted by school committees in managing educational activities [10]. School-based management is an educational system that provides authority or autonomy to schools, or referred to as self-help schools, school autonomy, local-based management [15]. While Robertson and Briggs (1998: 29) stated that school-based management is a reconstruction of a new school system from the policy makers or the government grants school autonomy for management independence.

School is a miniature community that is around, therefore the school has a moral responsibility in integrating education with existing culture around the community "[10]. Implementation of character education in schools can not involve either party like a teacher, but all the school stakeholders are contributing in character education. According to [15], "the application of character education in schools requires character-based school management, and character education in the school environment is a continuous and integrated program into the overall education management system."

School-based management plays a role in shaping school culture and student behavior [17]. This shows that school-based management has a role in shaping the school culture in order to create a school culture that aims to instill moral values in shaping the character of students. Robertson and Briggs stated that the role of school-based management in shaping school culture and student behavior refers to the theory of change processes developed by Robertson and Briggs presented in Figure 1[17].

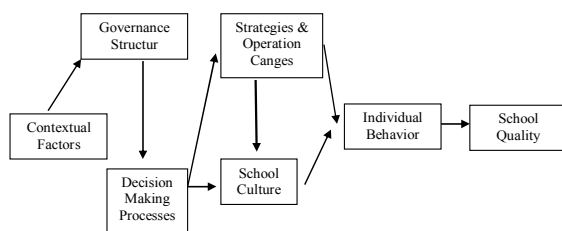


Fig. 1. Model of School Based Management Conversion [17]

The school's role in character building (1) effective character education requires a genuine and proactive approach and promotes core values in all phases of school life, everything that exists in school has an impact on character students, (2) the school should be a caring community, (3) all school staff must become learning communities and moral communities for character education and strive to develop core values that guide character education for students [3].

Management change process shows that the concrete factors that occur affect the government structure in educational policy making, such as the nation character problem. The government adopts a policy of applying character education by applying various strategies, and the strategy forms a characteristic education that creates a school culture to change student behavior. Changes in student behavior is in line with the goal of becoming an individual or a student of character. The role of school management in shaping the school culture can be illustrated in figure 2.

Schools has the independence to choose and apply the values which students are meant to build in the first place. Even the government encourages the emergence of diversity for the implementation of character education [18]

The statement shows that school is given the autonomy to build the school culture in accordance with the characteristics of each in support of character education.

IV. THE ROLE OF SCHOOL CULTURE IN CHARACTER BUILDING

The limitation that the school culture is "the pattern of values, principles, traditions and customs that are formed in the long journey of schools, developed schools for long periods of time and became a hold and believed by all school residents so as to encourage attitudes and behavior of school residents " [19]. School residents according to Law No. 20 /2003 about national education system includes students, educators, principals, educators and school committee.

A positive school culture will improve school effectiveness and productivity [9], while Thomas Lickona [20] points out some educational research that "respect, disrespect and care of students tends to be eroded by their peerless mischief and not adhering to the school culture being developed ", the results of the study indicate that school culture contributes to student character.

The results of [21] indicated that high school achievers and favorites are schools that have a characteristic culture, while mentioned that the application of character education to elementary school students can be done through habituation or school culture like shaking hands , say greetings, dhuha prayer habituation, shicha are activities done in the school environment that build the foundation of the character values[22]. In elementary school-aged children, character insight is required to apply directly to students. According to [23] 7-11 year olds are at an optional stage of concert, at this stage the child thinks on the basis of concrete experience (real), it shows that in the primary school, they the need to plant the values of the real characters directly applied by students in school, family, and community environment. Through school culture, students directly apply character values through habituation such as; shake hands with teachers, worship together etc.

V. CONCLUSION

In recent years, the maximum role of stakeholders (parents and community) in the implementation of character education in schools, involvement of parents and community in the establishment of school culture is very important. Through school-based management, it is expected that all stakeholders will play a role in shaping the school culture. Suggestions and recommendations from this paper are school management through school-based management that includes school committees. They (the parents and the community) are expected not only to ply the school's financial affairs, but the school committee is also expected to play a role in the application of character education in schools through the establishment of school culture.

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