IMPLEMENTATION OF CHARACTER EDUCATION THROUGH SCHOOL CULTURE AT SDN 4 BULANGO TIMUR INDONESIA

SUMARNI MOHAMMAD
PGSD FIP, State University of Gorontalo

FAHRIA FIRDAUS SYAFII
PGSD FIP, State University of Gorontalo

ABSTRACT

This study aims to determine; (1) what is the planning of character education through school culture at SDN 4 Bulango Timur, (2) how is the application of character education through school culture at SDN 4 Bulango Timur, and (3) what are the supporting and inhibiting factors for the application of character education through school culture at SDN 4 East Bulango. This research uses a case study approach with qualitative research type. Methods of data collection by interview, observation, documentation and expert opinion. Based on the results of research and discussion of character education through school culture at SDN 4 Bulango Timur, it was found that character education planning starts from analyzing school conditions, determining character values that are school priorities, namely religious values, discipline, love for the country and caring for the environment, then compile excellent programs of character education, and disseminate it to all schools. The implementation is realized through layers of school artifacts and is supported by educators who have the skills, commitment and sincerity in carrying out character education.

KEYWORDS: Character Education, School Culture

INTRODUCTION

In shaping character, schools have a very strategic role, but what needs to be noted is that character education is not just teaching what is good and what is bad, but character education is an effort to instill good habits in students so that they are able to behave and act. In accordance with the values that have become his personality. In other words, a character will be formed if a behavior is repeated regularly and will become a habit and this will then become the character of the students. According to Sardiman, character education is a system of instilling character values to school members which includes components of knowledge, awareness and action to carry out these values both to God Almighty, self, neighbor, environment and nationality so that they become human beings. (Risna Sari, 2014: 3). Therefore character education is very important to help students understand values based on the norms that apply in the school environment and social environment. Failure to form character is a common mistake that cannot be attributed to educational failure alone. Therefore, the most appropriate solution to overcome this problem is to seriously commit to making improvements as a whole. One of the areas of education that supports the implementation of character education is school culture , by making policies, and shaping the school climate and communicating it to all schools so that character instillation in students can run as well as possible.

The process of implementing character education through school culture is very urgent in shaping the character of stronger students. As expressed by Kalsum that school culture is the atmosphere of school life where students interact with each other, both teachers and teachers, teachers with students, teachers with the community, students with students, and students with a society that is bound by various ethics, rules and norms applies in a school (Utina & Setyowati 213: 166). The form of success in cultivating character can be seen from the actions or behavior of students in the school environment so that students can integrate themselves. Based on the results of observations during the Field Experience Program (PPL) regarding the implementation of character education through school culture at SDN 4 Bulango Timur, it shows a genuine commitment to cultivating character education for students. This can be seen in the school's vision, namely "Realizing Graduates who are Smart, Competitive, Pious, Cultured, Skilled, Characteristic and Environmental Friendly. Then one of the character education activities at the school is the holding of a weekly program, namely, on Thursday before entering the classroom there are scouting activities and on Friday after the morning apple all students recite dhikr accompanied by the religious teacher at the school. In addition, there are still several

dynamics of implementation and cultivation of character values through school culture that need to be explored more deeply by researchers.

THEORITICAL REVIEW
CHARACTER BUILDING
Ryan & Bohlin define character as containing three main elements, namely knowing the good , loving the good , and doing the good . Meanwhile, Wynne argues that the character comes from Greek which means "to mark" and focuses on how to apply the values of goodness in real actions or everyday behavior (Nasrullah 2015:483).

According to Suparlan, character is a certain value system that is believed and imprinted in a person's mind, which is totally used to respond to good situations when thinking, behaving and behaving in a morally good way. Meanwhile, according to Wiyati, character education is a system of instilling character values to school members which includes components of knowledge, awareness and willingness, and actions to implement these values, both towards God Almighty, himself, others, the environment and the nation (Khomariyah & Khudriyah, 2019: 36).

Ki. Hadjar Dewantara defines character as character, namely an effort to support the development of the life of students both physically and spiritually, from their natural nature towards civilization in their general nature (Reka Gede, et al. 2011: 24). The effort in question is in the form of suggestions or orders to students to carry out various good behaviors that are done on purpose. Lickona explained that character education is education that shapes a person's personality through character education, the results of which can be seen in one's real actions, namely good behavior, honesty, responsibility, respect for the rights of others, hard work and so on (Muhaimin 2011: 21) .

SCHOOL CULTURE
In order to create a moral culture, it is necessary to create a school social environment that encourages students to have good morals. Culture is not inherited genetically and cannot exist by itself, as well as school culture that is formed in the long course of school history so that it becomes the soul and strength of the school which enables schools to grow and adapt to various existing environments. Thus school culture can refer to the beliefs, norms, and attitudes that continue to grow in the beliefs and recognition of school residents (Harly Jannet, 2015: 58).

Deal and Kent (Ridwan 2013: 19) define school culture as shared beliefs and values which become a strong bond of togetherness as school members. Each school has its own culture that is unique, has the most strict rules, customs, ceremonies, school marches / hymns, uniforms, and symbols that give the school a distinctive style. So that by understanding how the characteristics of school culture, real action can be taken in improving the quality of school culture.

RESEARCH METHODS
This research was conducted with a case study approach with qualitative research type. Qualitative research is not in the form of numbers but contains meaning about the social situation of education Sugiyono (2015: 15) reveals that qualitative research is carried out to get a broader and deeper understanding, the data obtained is to be studied. The method used in this research is a case study, where a case study is a method that specifically investigates the ongoing object. This research method seeks to find scientific truth to obtain a detailed picture of the problem to be studied, namely to dig deeper into the implementation of character education at SDN 4 Bulango Timur.

Data collection techniques are methods that researchers can use to obtain or collect data. According to Sugiyono (2018) data collection techniques are the most important step in research, because the main purpose of research is to get data. To obtain data about this research, the researchers used qualitative data collection techniques, namely observation, interviews, documentation and expert opinion.

RESEARCH RESULTS AND DISCUSSION
In the implementation of character education at SDN 4 Bulango Timur, it refers to a school curriculum that focuses on four character values, namely religion, discipline, care for the environment and love for the country.

The implementation of these character values is carried out through school culture in the form of programs that are contained in the curriculum and that are familiarized by school members. Liknona (2019: 7) explains that the main purpose of education is that mentors are assigned to guide the younger generation to be smart and have virtuous behavior. With character education, it is hoped that students will provide benefits for the community and for themselves as part of a society that builds a better life.

Based on research conducted in the field, the implementation of character education refers to the 18 character values contained in the Cultural and National Character Education (PBKB), and the school's vision and mission that will be achieved. From these two things, four main character values are formulated to form a school culture in order to instill character values in students. The four values are planned in the school curriculum and designed in character education programs.

The habit of these four values can be analyzed from the culture that is created. The four values include:

IMPLEMENTATION OF RELIGIOUS VALUES THROUGH SCHOOL CULTURE

The implementation of religious values is obedient behavior in carrying out the religious teachings of each student, living in harmony, and respecting each other. The development of religious values at SDN 4 Bulango Timur is by greeting the principal, teachers and friends every morning after morning roll call. This formation indirectly teaches respect for elders and respect for their friends. Then the next activity is praying before and after learning.

In addition, SDN 4 Bulango Timur applies religious values through the culture created by the school by cultivating 6SMPT, namely Smile, Greetings, Greetings, Patience, Santun, Shadakoh, and Sorry, Excuse me and Thank You. This is carried out when students are in the school environment, and it is hoped that it can be implemented outside of the school environment.

Each subject integrates religious values, but the one with the greatest potential is religious education in schools. The cultivation of religious values can be maximally carried out in religious education subjects, this is because activities in religious education subjects can train students to become more familiar with the religion they profess, and be able to practice it in their daily life. This is as expressed by Ancok and Suroso (Saleha: 68) that religious values are behavior towards religion in the form of appreciation of religious values which can be marked not only through obedience in carrying out ritual worship but also by the presence of belief, experience and knowledge. About his religion.

On certain schedules each class will get a schedule of TPA extracurricular activities starting from class I to class VI. For the lower classes, namely classes I, II, and III, each homeroom teacher will be directly guided, then for the upper classes, namely IV, V and VI, will be guided by the Koran teacher who is brought by the school. The programs range from introducing hijaiyyah letters, recognizing punctuation and vowels, introducing maharijul letters, introducing the law of reading, completing reading iqro, memorizing daily prayers and memorizing short surahs. Activities in schools regarding the cultivation of religious values are also carried out every Friday, namely by performing duha prayers, group dhikr, memorizing short chapters, memorizing daily prayers and memorizing prayer readings. This activity was guided directly by the religious education teacher at SDN 4 Bulango Timur.

Then other activities related to religious values at SDN 4 Bulango Timur, namely, commemorating one Muharram with a parade held in Bonebolango district, then for other activities, commemorating the Prophet's birthday, in the form of Dikili activities at a mosque adjacent to the school. Every time commemorating the Prophet's birthday, the school and students will give 2 to 3 "Tolangga" then all students and teachers will take them together to the mosque adjacent to the school.

IMPLEMENTATION OF DISCIPLINE VALUES AT SDN 4 BULANGO TIMUR

The implementation of disciplinary values in schools is a value that is manifested in the form of actions to comply with predetermined regulations the existing rules apply to all schools, both teachers and students. Then if there are students who often violate the rules in school, the school will invite their parents. Lickona (2019: 74) states that one of the values that must be instilled in school is discipline. The highest order is a way that can train and be able to instill the value of discipline in students.

The rules that apply in schools are; do not arrive late, must attend ceremonies, do not litter, dress neatly as prescribed, always listen to teacher advice, follow the learning process and maintain body hygiene. In addition,

there are extracurricular activities that support the cultivation of disciplinary values at SDN 4 Bulango Timur, namely scouting. In the scouting, there are several activities, namely the jamboree, the United Nations and games. This is all done to improve and produce future generations who obey and order the existing regulations.

IMPLEMENTATION OF ENVIRONMENTAL CARE VALUES AT SDN 4 BULANGO TIMUR

The value of caring for the environment has been stated in the vision and mission of the school which is then implemented through school culture. The application of the value of caring for the environment is integrated in every subject, namely by showing the impact of not protecting the environment such as; floods, landslides etc. Planting the value of caring for the environment is indeed a priority at SDN 4 Bulango Timur, its application is also carried out in programmed activities, which include; Scout Extracurricular Activities.

The value of caring for the environment is also able to foster the value of responsibility to each student. By loving the surrounding environment, students have the responsibility to protect the surrounding environment, and are responsible for any garbage they have. Then, based on research conducted, students are taught to make handicrafts from used goods that can foster the value of creativity in each student. Lickona (2016: 69) states that one of the main values that must be developed in schools is responsibility.

In the scout extracurricular activity, there is a work hasta activity led by one of the sports teachers at SDN 4 Bulango Timur. Hasta works activities are the use of used goods in the school environment which are then used as crafts to beautify the school environment. The use of used bottles, for example, from used bottles students can create a garden in front of the class that almost surrounds the ceremony field and makes a garden in the partition of the school gate.

The parks were made by students in grades III, IV, V and VI and accompanied by a sports teacher. Utilization of the used bottles in scissors, painted in colors and planted with ornamental plants, so that it looks beautiful. Not only the use of used bottles, there are several more creative results from students, namely making statues to decorate the teacher's table, making decorative flowers using used items, and making flower pots from used towels mixed with cement and then painted with them. Colorful. For materials that require material value (money), all the efforts of the teachers at SDN 4 Bulango Timur.

IMPLEMENTATION OF NLAI CINTA TANAH AIR AT SDN 4 BULANGO TIMUR

Cultivating the value of Love for the Motherland is very important, considering that this value will activate the national spirit of the next generation. By loving the homeland of Indonesia, students will have a spirit to advance the nation and state in the future. At SDN 4 Bulango Timur these values are prioritized. There are several activities carried out at the school to instill the value of Love for the Motherland in students.

Activities that can support the inculcation of this value are the implementation of the flag ceremony every Monday. Through the culture that was created, the school designed the ceremony to be carried out with a rolling system starting from grades III, IV, V and VI. This system is deliberately carried out so that students can have national values, and train students to be able to carry out the responsibilities that have been given by the principal. The clothes must also wear white. Then the value of Cinta Tanah Air is integrated in every lesson in the classroom when before starting learning in class all students and homeroom teachers are required to sing the national song. This is done to instill the value of Love for the Motherland.

Then there are also regional arts extracurricular activities, which include a program to play traditional Gorontalo musical instruments, and Gorontalo dances and an introduction to historical places in Gorontalo. This activity is integrated to students every Tuesday and Wednesday, students carry out physical fitness exercises (SKJ), and the Cemerlang Funds Dance in Bonebolango Regency.

The implementation of the implementation of character education at SDN 4 Bulango Timur can be a role model and become a lesson for us together, that careful planning accompanied by implementation will maximize the application of character education in every school. Even though this school is relatively small and there are still some inadequate facilities, all of that is not an excuse to deny character education at school or call it "character education only on written paper". Character education is not finished once, but it requires a long process. All of that requires commitment, sincerity, quality learning, professional educators and adequate facilities, because as stated by Thomas Lichona, (2016) to go to quality there are no shortcuts.

CONCLUSION

Based on the results of research and discussion that has been carried out regarding the implementation of character education through school culture at SDN 4 Bulango Timur, the following conclusions can be drawn: Planning for character education through the culture of SDN 4 Bulango Timur is contained in the school curriculum. Planning for character education at SDN 4 Bulango Timur starts from analyzing school conditions, then determining priority character values, namely religion, discipline, caring for the environment and love for the country, compiling character education programs and disseminating them to all schools and parents of students. .

1) The implementation of character education through school culture at SDN 4 Bulango Timur is realized through layers of school artifacts, namely school facilities that support activities and character education programs that have been designed by the school so that students are accustomed to carrying out activities to instill character values.

2) The supporting and inhibiting factors for the implementation of character education through school culture at SDN 4 Bulango Timur are:

   a. Supporting factors

   Human Resources (Teachers), where this is a supporting factor due to the skills and commitment and seriousness of being the main holders of the implementation of character education at SDN 4 Bulango Timur, the facilities owned by the school are also able to support the implementation of character education and the existence of a community built by teachers and parents to monitor as well as know the progress or programs run by the school.

   b. Obstacle factor

   There are a number of inadequate facilities to support the implementation of character education at SDN 4 Bulango Timur, environmental factors both from schools, families and communities are inhibiting factors for the implementation of character education and communication between teachers and parents, which still have several obstacles.

SUGGESTION

Based on this research, the suggestions that can be given are as follows:

1) It needs to be improved regarding existing facilities in schools, such as ablution places for students when performing midday prayers and duha prayers, then for the procurement of trash bins, efforts are made to ensure that each class has its own trash can.

2) There is a need for trees that can cool the school environment during the day.

3) There needs to be additional new programs that are more than the previous ones

REFERENCES

1) Aqib, Z. & Amrullah, A. 2017. Guidelines for Cultural Education and National Character. Yogyakarta: Publisher Gava Media.

2) Astuti, Budi. 2016. Effective Communication In Character Reinforcement Participants Didik . Community Service Articles. http://staffnew.uny.ac.id/upload/132319829/pengabdian/Kom communications%20E effective% 20dalam% 20Penguatan% 20Kharacter% 20Peserta% 20Didik.pdf

3) Aziz, A. H. 2016. Professional Teacher Character. Jakarta: PT Al-Muwardi Prima.

4) Azzel, Muhaimin, A. 2011. The Urgency of Character Education in Indonesia. Depok: Ar-Ruzz Media.

5) Cuga, Candra. 2013. The National Character with a Diversity in Ika: The Role of PPKn in Revitalizing Pancasila Values in the 2013 Curriculum. (https://www.academia.edu/34732965/K Character_Bangsa_yang_berBhineka _Tunggal_IKa_Peran_PPKn_dalam_Merivitalization_Nilai_nilai_Pancasila_ dalam_kurriculum_2013 accessed June 27, 2020)

6) Dewi, S.Risna.2014.The Role of Education in Building Character. Educational SciencePapers.(http://www.academia.edu/9979202/Makalah_Pend Pendidikan_K Character accessed 12 November 2019).

7) Efianingrum, A. 2013. School Culture. Journal of Sociological Thought. Vol: 2, No.1.(https://jurnal.ugm.ac.id/jps/article/view/23404 accessed November 18, 2019).

8) Halidu, Salma. 2017. Implementation of Character Values in the Implementation of Full Day School. Scientific work. (https://repository.ung.ac.id/karyailmiah/show/1226/penerapan-nilai-nilaik character-dalam-pelaksana-full-day-school.html accessed June 27, 2020)

9) Jannet, Herly. 2015. Religious Education in Democratic School Culture. Walisongo.Vol. 23. No. 1. (http://journal.walisongo.ac.id/index.php/walisongo/article/view/223/24 accessed on 18 October 2019).

10) Judiani, Sri. 2010. Implementation of Character Education in Primary Schools through Strengthening the Implementation of the Curriculum. Jakarta: Research and Development Agency, Ministry of National Education.

11) Ministry of National Education. 2010. Character Education Master Design. (http://repositori.kemdikbud.go.id/8612/1/Design-Induk-Gerakan-LiterasiSekolah_Edisi-2.pdf accessed on 3 November 2019) 76

12) Khoariyah, S. and Khudriyah. 2019. Implementation of IMTAQ-Based Character Education at SMP A Wahid Hasyim Tebureng Jombang. Journal of Islamic Education Management. Vol. 3. No.1. (http://jurnal.stituwjombang.ac.id/index.php/al-idaroh/article/41/23 accessed 27 October 2019)

13) Lickona, Thomas. 2019. Educating For Character. Jakarta: Earth Literacy.

14) Lickona, Thomas. 2016. Character Matters. Jakarta: Earth Literacy

15) Litiloli, Saleha. 2016. Teachers' Efforts in Shaping Student Character in SDN No.85 Kota Tengah Kota Gorontalo. Thesis. Elementary School Teacher Education Study Program, Faculty of Education, Gorontalo State University.

16) Masaong, Kadim, ABD. 2017. Character Education Based on Multiple Intelligence. Scientific work. https://repository.ung.ac.id/karyailmiah/show/186/pend Pendidikan-k Characterberbasis-multiple-intelligence.html accessed June 27, 2020)

17) Muchson & Samsuri. 2013. Basics of Moral Education. Yogyakarta: Waves

18) Nasrullah, J. Feri. 2015. Character Education in Children and Adolescents. Psychology & Humanity Seminar. (http: /mpsi.umm.ac.id/files/file/483- 486% 20Feri% 20Jon.pdf)

19) Nunzairina. 2018. Implementing Character Education in School Culture at SD IT AL-Hijrah 2 Laut Dendang. Essay. Teacher Education Study Program at Madrasah Ibtidaiyah, Faculty of Tarbiah and Teacher Training, State University of North Sumatra. (http://repository.uinsu.ac.id/4143/1/SKRIPSI.pdf accessed on 4 November 2019) Reka, Gede, et al. 2011. Character Education in School. Jakarta: PT Gramedia.

20) Ridwan, M. 2013. Implementation of Character Education in School Culture at SDN Lempuyengan 1, Yogyakarta City. Essay. Primary School Teacher Education Study Program, Faculty of Education, Yogyakarta State University. (http://core.ac.uk/download/pdf/33512222.pdf accessed 29 October 2019).

21) Sagala, Syaiful. 2017. Human Capital. Depok: KENCANA

22) Sari, W. Novita. The Role of School Culture in Building Student Achievement at MAN 1 Yogyakarta. (https://eprints.uny.ac.id/53139/ accessed October 20, 2019).

23) Sudrajat, A. 2011. Why Character Education. Journal of Character Education. No. 1. (http://journal.uny.ac.id/index.php/jpka/article/view/1316/1094 accessed 29 October 2019). 77 Sugiyono . 2015. Methods of Education (Kuanlitatif Approach, Qualitative and R & D). Bandung: Alfabeta Sugiyono . 2018. Educational Research Methods. Bandung: Alfabeta.

24) Utina, Pipit and Setyowati Ninik . 2013. Implementation of Character Education through School Culture in Class XI Students at SMA Negeri 1 Gedengan Sidoarjo . Moral and Citizenship Studies. Vol. 1. No. 1. (http://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-pend Pendidikankewarganegaraan / article /view/ 1473 / 1099 accessed October 28, 2019). Yaumi, Muhammad. 2014. Character Education. Jakarta: Prenada Media Group