

IMPLEMENTATION OF CHARACTER EDUCATION THROUGH SCHOOL CULTURE VALUES

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Abstract. This research is motivated that character education of elementary school children have strong influence on children behaviour in their life in the future. However, the problem that occur in primary schools are more dominant in the knowledge aspect. The purpose of this study is to describe the character development of elementary school children through the habituation of school culture values. This research uses qualitative method with case study at public elementary school of Soka Kota Bandung. Data were collected through indepth interviews with principals and teacher. Triangulation of data and member checks is used as an analytical tools. The results show that character education of elementary school children can effectively be build through the habit of doing school culture values.

Keyword: Character education, school culture, values

I. INTRODUCTION

The results showed that among the younger generation many violations of social values, brawls, drug abuse, promiscuity, undisciplined, lack of empathy, lack of language, and other deviant behavior. (Madjid, 2000: 95, Mulyana, 2004: 77, Djahiri, 2007: 4, and Sauri, 2003: 35). The phenomenon of life like this, confronts parents, teachers and society on a very complex challenge in instilling manners, religious values, educational values, cultural values of the nation and other positive values to the younger generation of the nation's expectations.

Character education for elementary school children should be instilled by parents and teachers from the beginning to be the foundation for children so avoid the negative deeds. Where the negative potentials that exist in the child, such as lack of empathy, harsh words, selfish, undisciplined, and others can be guided and directed to be good by parents and teachers from an early age.

Children's lives in school, family and society that take place every day can not avoid the condition of the shifts and upheavals that occur and the current happening. In the face of the many shifts and distortions of values, the

three educational environments are an effective environment in the process of fostering a positive character for the child. School environment is a dynamic medium in instilling manners through exemplary teachers in schools. The family is the spearhead of education as a cultural agent in which children receive cultural values that nurture their personality (Sumaatmadja, 2005: 51).

Character education since primary education is interesting to be studied because at this time education that occurs in school pay more attention to cognitive aspect (knowledge, intellectual), and skill aspect (psychomotor), less attention to affective aspect (attitude) or character of child. Though the three aspects are ideally (balanced) can be developed in the process of children's education so that children have intellectual, emotional and spiritual intelligence in a well integrated (Retno, 2005: 38).

Implementation of character education in elementary school children is not easy because it is faced with challenges and obstacles that can arise from teachers and students even communities where the environment affects children's behavior. In character education is often addressed as performance content. So there



is a "gap" between the competencies of the teacher and the competence that must be owned by the teacher in the implementation of character education. The teacher still understands the concept of character education only from the "mastery" aspect. Character education is more directed to education that is "moral excellence" (Wahyuni, 2012). The difficulties encountered in the implementation of character education because students are influenced by environmental factors that are less supportive of the character formation of children. The environment can shape the character of a good child or otherwise can form a bad character in the child. Albertus (2007) asserted that the character is considered the same as the personality that is the characteristic of a person who is the formation of the environment.

There are a number of inhibiting factors in implementing character education. The inhibiting factors may arise from within the school environment as well as outside the school environment. In the school environment the implementation of character education is due to the low commitment of school leaders and teachers in the implementation of character education. On the other hand, students experience obstacles in implementing character education because students are apathetic because the values implanted in schools are often different from the values that arise at home and in society. In school students are accustomed to be honest, disciplined, respectful of others, but in students witnessing dishonesty within the community. Students obtain information and witness corruption by officials, low discipline in traffic and student brawl.

Efforts that can be done in the implementation of character education in elementary school children that is by involving various elements. Commitment from school leaders, teachers, parents and community leaders in the implementation of character education.

Given the character education is so important in the process of development of this nation. If the character building is not done, then the nation of Indonesia will become a nation of coolies (Samani and Hariyanto, 2011). Consistency of all parties in implementing value education affects the development of the character of the young generation. In terms of methods, a comprehensive approach includes: Modeling, Facilitation, and Skill Building. (Kirschenbaum, 1995)

The role of educators in character education is very important because children know and know the norms, values, beliefs, religion, good and bad of parents and teachers. The early child knows and does good deeds and good habits is from what he knows, what he feels, and from what he sees and hears around him. Teachers who deliberately instill values, morals, norms, and religions through the process of learning within the school culture environment with appropriate methods will have a strong impact on the development of the child's character.

With the uniqueness of SDN Soka that attracted the author's attention, that the learning orientation of children here is not only to pursue achievement, such as reading ability, writing, numeracy and other academic knowledge mastery, but more oriented to the process of developing the character of children through school culture with instilling noble values of Sundanese culture. The traditional game that is familiarized with children gives its own color in the character building of students here.

II. RESEARCH METHODS

This study uses a qualitative approach, in which the researcher is an instrument that naturally observes and analyzes situations that take place in interaction with teachers and the elementary school environment. The objective of the study was to describe the natural social



situation in exposing natural phenomena to build character education of primary school children through school cultural values. Researchers as a human instrument as well as collector and data analyzer for the data has meaning. Data collection techniques through observation and in-depth interviews. Respondents were principals and teachers were selected purposively. Data checking is done with credibility, dependability and confirmability. Data analysis was done through individual case analysis and cross-case data analysis (Sugiyono, 2017).

III. RESULTS

Based on the data obtained through participant observation, documentation and in-depth interviews with principals and teachers at SDN Soka Kota Bandung which became a case study in this study, with analysis in accordance with research objectives, it can be stated the following research results:

First, the characteristics of school culture values at SDN Soka Bandung give color in the development of character education of students. The characteristics of this school culture reflect a value system based on Sundanese cultural values. Sundanese cultural values embodied in the form of habits as well as in the form of traditional games and sports characterized Sundanese culture gave birth to strengthening the character education of children. Cultural characteristics of SDN Soka Kota Bandung can be found such as (a) the history of school establishment, (2) school vision and mission, (3) input of selected students and teachers, and (4) the amount of support from the education office and parents.

Second, the values of school culture that can build character education students in SDN Soka Bandung, namely (1) the value of discipline, (2) the value of independence, and (3) the value of cleanliness and beauty.

Third, the basic values that affect the character education of students at SDN Soka Bandung are the values extracted from the values of Sundanese culture that became the value of excellence this school is realized through various traditional games. The basic values of Sundanese culture through traditional games, such as pencak silat, angklung and other games are applied so that students have good character.

IV. DISCUSSION

The discussion presented refers to the results of research and analysis based on case study analysis. First, the characteristics of this school culture reflect the values of Sundanese culture that are implemented through various activities, such as silat activities, angklung arts, scouts, traditional games and habits instilled by teachers in building character education of students. On the other hand the history of school establishment, vision and mission of the school are realized, good student input, experienced teachers, and also support from the government and parents gave birth to a good character education. In theory the growth of school organization can be said that the organization of this school including mature organization. In the view of Clark (Peterson, ED, 1987), a long-standing organization, has what is called organizational Saga, a collective understanding based on history of organizational success, which provides a normative basis for organizational members both inside and outside. Organizational Saga is one of the most valuable resources for the organization because it was built for many years. Vision and mission SDN Soka provide clear direction for principals and teachers in instilling character education to students. Vision as A view of our environment will enable our tremendous future success (Cortada, 1993). Vision consists of elements,



namely values, mission and goals (Quigley, 1993).

Selected student inputs to enter SDN Soka. Selected input will give a good influence in the learning process of character education students. Selected students are the embryo who can understand teacher character education. The other side that embodies character education in this school is the support of the government and parents in the form of assistance that is material or non-material. Their involvement in the inculcation of character education in the students gives the teacher motivation in doing the coaching and habituation of the students.

Second, the character education that is instilled in the students of SDN Soka Kota Bandung through the values of discipline, the value of independence, the value of decency and the value of cleanliness and beauty. Discipline is implanted to students starting from the time they start coming to school, before entering the class, while taking extracurricular activities, and getting home from school. Discipline provides an understanding that compliance or obedience to the norms or rules that apply in a group. Self discipline (self-discipline) characterized inernalisasi norms that apply, meaning that the norms merge with people (Tilaar, 2001). The value of self-reliance developed by students through various activities held in schools through various traditional games. Independence relates to freedom, self-confidence, empowerment and maturity. In the life of an individual or a group, independence does not mean isolation, exclusiveness, nor chauvinism. On the contrary it is characterized by openness, interpedensi, caring, cooperation and self-esteem. Independence primarily appears in the ability and courage to make their own decisions and assume the risks associated with it (accountability) (Tilaar, 2001). Character education in students through the values of cleanliness and beauty that is based on the

tradition of delay. Sundanese tradition that colored the students' education in this school. Tradition is a manifestation of organizational culture. Hodge and Anthony (1988) describe the forms of tradition that are manifestations of organizational culture, among others: (a) ritual, which is a series of activities that plan, relatively complex and dramatic and involves various forms of expression in an event, carried out through social interaction, to bring to the present; (b) ceremony, which is a system of several rites that are assembled in an event; and (c) the ritual is a set of detailed and standardized engineering and behavior that manages desires / anxieties, but occasionally produces profound feelings as a result of technical matters of implementation.

Third, the basic values of Sundanese culture become the basic value of this school's excellence. The basic value of Sundanese culture becomes the value of excellence that color the interaction of teachers with students. The value of excellence (excellence) is included in two forms, namely behavior and body (physical). Behavior that contains the value of excellence is a behavior that is comparatively better (ethical) and more successful (utility) than other behaviors. Behavior in this case can be shown in the mastery of various things (knowledge and skills). In physical form, the value of excellence is contained in more beautiful (aesthetic) objects or more useful than other objects. (Ekosusilo, 2003). The study of corporate culture, many find that fast-growing companies place the value of excellence as the commitment of all employees (Quigley, 1993).

V. CONCLUSION

Implementation of character education in students at SDN Soka Bandung City grown through the values of school culture. The school's cultural values imparted to the students



are the values of delay through various games, arts and traditions that can shape students to have more independent, disciplined, clean and loving beauty attitudes.

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