

DEVELOPMENT OF CHARACTER EDUCATION BASED ON SCHOOL CULTURE TOWARDS EDUCATIONAL PROBLEMS IN SCHOOLS

Wahyuni H. Mailili *¹

Universitas Alkhairaat, Indonesia
Email : nuningo6match@gmail.com

Lilies N. Tangge

Universitas Tadulako, Indonesia
Email : liliestangge@yahoo.com

Afadil

Universitas Tadulako, Indonesia

Abstract

Character education is based on basic human character, which originates from universal (absolute) moral values which are called the golden rule. Character education can have definite goals if it is based on basic character values. Character education cannot be separated from national culture. Culture is the basis or foundation of character education and education aims to inherit and develop culture. The development of character education in national culture has a strategy through approaches and through self-development programs, integration in subjects and through school culture. School culture has an important role in shaping the character of students. Positive character education is obtained from students from a good school, family and community environment. As for the implementation of strengthening character education based on school culture, namely familiarizing with main values; providing role models among school members; involving all stakeholders; establish and comply with school norms, regulations and traditions; developing school branding; develop literacy activities; develop interests, talents and potential through extracurricular activities; provide assistance.

Keywords: Character Education, School Culture, Educational Problems

INTRODUCTION

The Indonesian education system currently places great emphasis on character education. In essence, character education is an educational system that seeks to instill the noble values of Pancasila which are described in six (6) Pancasila Student Profiles, namely: Faith and devotion to God Almighty and

¹ Correspondence author.

noble character, Independent, Critical Reasoning, Creative, Working Together, and Global diversity. With this Pancasila student profile, Indonesian students are expected to be able to cultivate their feelings, intentions and body (Haryanti, A. S., et al, 2022).

Current education only prioritizes mastery of scientific aspects and students' intelligence. If students have achieved grades or graduated with adequate academic scores/above the KKM (Minimum Completeness Criteria), their education is considered successful. The formation of character and national cultural values in students is increasingly marginalized. The fragility of character and culture in national life can lead to the decline of national civilization. In fact, the life of a society that has strong character and culture will further strengthen the existence of a nation and state (Retnasari, L., et al, 2021).

Character education in schools can be achieved through the integration of character education in all subjects, through integration in extracurricular activities and through integration with school culture. To get maximum character education results, character education in schools must be implemented holistically. What schools do not pay enough attention to in implementing character education is a conducive school culture (Khasanah, N., et al, 2022). To create a school culture that is characterized, friendly-dynamic, and positive-active, social engineering is needed. In developing school culture it is necessary to pay attention to two levels of school life: namely the individual level and the organizational level or school level. Individual level, is the behavior of students as individuals that cannot be separated from the existing school culture. Changing school culture requires changing individual behavior. Individual student behavior is closely related to the behavior of school leaders. In this case it could be the behavior of the principal and especially the teachers, how they treat the students.

School culture or school culture is a pattern of behavior and ways of acting that have formed automatically and become a living part of an educational community. The basis for behavioral patterns and ways of acting are social norms, school regulations and educational policies at the local level. School culture is also one of the main pillars that can be used as a means of instilling character values in schools. Each school is in accordance with its vision and mission which is used as a reference in forming students who are intelligent and have noble character, using school culture as one of the main means of providing character education for students. With a series of

programs structured in school culture, it is hoped that students will gain the essence of the character values that students should have (Rahman, H, 2020).

The development of education based on national character and culture needs to become a national program. In education, the formation of national character and culture in students does not have to be included in the curriculum. The values that are developed in students are in the form of basic values that are agreed upon nationally. The values referred to include honesty, trustworthiness, togetherness, tolerance, responsibility, and caring for other people (Setiyono, S., & Al Fawzia, Y, 2021).

To develop education based on national character and culture, input is needed, among other things, regarding models of developing national character and culture as an inseparable part of the national education system. Continuous needs must be taken seriously because they require many sacrifices. The concerns and longing of many parties to re-strengthen national character and culture education need to be responded to well (Retnasari, L., et al, 2023). Therefore, accurate data regarding models of national character and culture development need to be explored and implemented through empirical studies, namely research activities.

The requirement to present national character and culture education in schools must be carried out holistically. Character education cannot be separated from cognitive or academic forms of education. This educational concept must be integrated into the curriculum (Murcahyanto, H., & Mohzana, M, 2023). This does not mean that character education will be applied theoretically, but will strengthen the existing curriculum, namely by implementing it in subjects and the daily lives of students.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

Understanding Character Education

Education is a planned effort to develop the potential of students, so that they have a system of thinking, value systems, morals and beliefs

inherited by society to develop according to life today and in the future. Meanwhile, character is a person's character, character, morals, or personality which is formed from the internalization of various virtues (virtues) that are believed to be used as a basis for the way of seeing, thinking, behaving, and acting (Yusriyah, S, 2022).

According to Ma'arif, A. S., et al (2022), character education is a system of instilling character values in school members which includes components of knowledge, awareness or will, and actions to implement these values. Character education can be interpreted as "the deliberate use of all dimensions of school life to foster optimal character development". Character education is also based on basic human character, which originates from universal (absolute) moral values originating from religion which is also known as the golden rule.

Character education has the same essence and meaning as moral education and moral education. The goal is to shape the child's personality so that he becomes a good human being, a good member of society and a good citizen. The criteria are certain social values which are heavily influenced by the culture of the community and nation. Therefore, the essence of character education in the context of education in Indonesia is value education, namely education of noble values originating from the culture of the Indonesian nation itself, in order to develop the personality of the younger generation (Metcalf, E., & Heller, J, 2023).

National Character and Culture Based Education

In this nation's character and culture education, everything the teacher does must be able to influence the character of the students. As a shaper of students' character, teachers must show example. Everything about teacher behavior should be an example for students (Ibrahim, F., & Sundawa, D, 2023). For example, the way the teacher speaks or delivers material, the way the teacher tolerates, and various other related things. The goal is to shape the child's personality to become a good human being, a good member of society and a good citizen.

The criteria for a good human being, a good citizen, and a good citizen for a society or nation, are generally based on certain social values, which are heavily influenced by the culture of the community and nation (Murcahyanto, H., & Mohzana, M, 2023). Therefore, the essence of national character and culture education in the context of education is values education, namely

education of noble values originating from the nation's own culture, in order to develop the personality of the younger generation.

Character education is based on basic human character, which originates from universal (absolute) moral values which are called the golden rule. Character education can have definite goals if it is based on basic character values as expressed above. The implementation of character education in schools must be based on basic character values, which are then developed into more or higher values (which are neither absolute nor relative) in accordance with the needs, conditions and environment of the school itself (Zupancic, A. E, 2023).

Education experts generally agree on the importance of efforts to improve character education in formal education channels. However, there are also differences of opinion among them regarding the approach and mode of education. Regarding approaches, some experts recommend using moral education approaches developed in western countries, such as: the cognitive moral development approach, the value analysis approach, and the value clarification approach. Others suggest using a traditional approach, namely through instilling certain social values in students (Mu'min, U. A, 2023).

Psychologically and socio-culturally, character formation in an individual is a function of all individual human potential (cognitive, affective, conative and psychomotor) in the context of socio-cultural interactions (in the family, school and society) and lasts throughout life. Character configuration in the context of the totality of psychological and socio-cultural processes can be grouped into: (Utami, I. S., & Ningsih, S, 2023) spiritual and emotional development, intellectual development, sports and physical kinesthetics. and kinesthetic development), and exercise of feeling and intention (affective and creativity development).

Based on the discussion above, it can be emphasized that character education is an effort designed and implemented systematically to help students understand the values of human behavior related to God, themselves, fellow humans, the environment and nationality which are manifested in thoughts, attitudes, feelings, words and actions based on religious norms, law, etiquette, culture and customs.

According to Foerster (Gustianti, R., et al, 2023), there are four basic characteristics in character education. These four characteristics are as follows.

1. First is interior order. Every action is measured based on a hierarchy of values. Values become normative guidelines for every action.

2. Second is coherence which gives courage, makes a person firm in principles, not easily swayed in new situations or afraid of risks. Coherence is the basis that builds a sense of trust in each other. Lack of coherence undermines a person's credibility.
3. Third is autonomy. A person internalizes rules from outside until they become personal values. This can be seen through assessing personal decisions, without being influenced or pressured by other parties.
4. Fourth is steadfastness and loyalty. Firmness is a person's endurance to desire what is considered good and loyalty is the basis for respecting chosen commitments.

The maturity of these four characters allows humans to pass through the stage of individuality to personality. Modern people often confuse individuality and personality, between the natural I and the spiritual I, between exterior and interior independence. This character determines a person's performance in all his actions.

Building Character Education Based on Culture and Local Wisdom

Development of National Character and Culture Education with a Local Wisdom perspective for school residents which includes the components of knowledge, awareness or will, and action is an embodiment of the values contained in the Pancasila student profile as the spirit of Indonesian education today. In implementing character education in schools, all school components must be involved, namely curriculum content, learning and assessment processes, handling or management of subjects, school management, implementation of co-curricular activities or activities, empowerment of facilities and infrastructure, financing, and the work ethic of all school members. (Marhayani, D, 2016). In the character and culture education of our nation today and in the future, everything that teachers do must be able to influence the character of students. The teacher is the main actor in every activity related to the development of students' character and cognition.

As a shaper of students' character, teachers must show example. Everything about the teacher's behavior should be an example for students. For example, the way the teacher speaks or conveys material in the learning process, the way the teacher interacts or conveys ideas, and other things related to the example set and acted by a teacher. This aims to shape students or learners to become good human beings and be useful for society and their country. The criteria for a good human being, a good citizen, and a good citizen for a society or nation, are generally based on certain social values,

which are heavily influenced by the culture of the community and nation (Hidayati, N. A., et al, 2020). Therefore, the essence of national character and culture education in the context of education is the education of noble values originating from national culture, in order to develop the personality of Indonesia's young generation. Character education is based on basic human character, which originates from universal moral values.

The implementation of character education in schools must be based on basic character values, which are then developed into higher values that are neither absolute nor relative according to the needs, conditions and environment of the school itself. Currently, we are required to increase the intensity and quality of the implementation of character education in formal educational institutions. This demand is based on a developing social phenomenon, namely the increase in juvenile delinquency in society, such as mass fights and various other moral cases (Sugiyono, R., & Purwastuti, L. A, 2017). Therefore, formal education institutions as official forums for developing the younger generation are expected to increase their role in forming students' personalities through increasing the intensity and quality of character education.

A character education context based on local wisdom and culture is currently very necessary. This is based on Ki Hadjar Dewantara's thoughts about education, namely "The purpose of education is to guide all the natural strengths that exist in children, so that they can achieve the highest safety and happiness both as humans and as members of society" (Suhartini, S., et al, 2019). On the other hand, character education based on local wisdom and culture is a harmonious combination of "manners, character, character so that the movement of thoughts, feelings, and will or desire can give rise to energy or enthusiasm", a concrete example of which can be realized in dance (pera, danding, caci), beating drums or gongs, and so on.

Students as complete human beings have personal potential, both as individuals and as members of society. This personal potential will be able to develop well if it is pursued optimally through the educational process. Through this education, students will be able to be directed to become individuals who have multiple competencies so that they can grow and develop into members of society who are able to solve their life problems (Haryanti, A. S., et al, 2022). In this case, the main key is learning activities at school. The growth and development of students through learning does not only occur on school benches which are limited by classroom walls. However, the learning process for students can also occur in the surrounding

environment, namely student activities outside the classroom. Learning that is confined to the classroom often creates boredom in students because they feel like they are in another world that is not their own. In the classroom, students feel that their freedom is being taken away, their fun is limited, their laughter is fake, their desires are inhibited. As a result, their creativity is limited to efforts to fulfill and obey the wishes of the learning system required by the school. Students long to return to their environment which has been integrated from an early age into the personal wholeness that has long shaped them. Environment-based learning can bridge students to rediscover their hopes (Mu'min, U. A, 2023).

Based on this thought, education should be a seeding place for all the seeds of culture that live in our society today. Education and culture are one unit. To achieve the desired national culture and civilization, education is the foundation for the formation of national and world civilization (Tohri, A., et al, 2022). In other words, our job as educators or teachers is not just the job of serving children while studying at school, providing learning assignments, transferring knowledge, trying to ensure that students get good grades, and so on. But more than that, our job as teachers is a job to bring about the culture we aspire to. This is truly extraordinary because this is the work of building a civilization. For this reason, as educators, we must make the best effort, with all our strength and thoughts to devote to the education process of the nation's children. Education and culture are dynamic things, always changing and moving according to nature and the nature of the times. Education cannot be static because education must be able to respond to the demands of the times (Baderiah, B., & Munawir, A, 2024). We as teachers must also have the courage to change. We must not feel comfortable with what we have done to our students. We must always look for new things, learn new things to present to our students. We must become transformative, mobile teachers and not old school teachers. Times have changed. Teachers must also provide educational services according to the demands of the times.

Implementation of Strengthening Character Education Based on School Culture

There are eight ways to implement strengthening character education based on school culture. This method can be applied by educational units to provide character strengthening to students (Kaharuddin, A, 2021).

1. Get used to the main values

There are five main Pancasila values that are instilled in strengthening character education, namely religiosity, nationalism, independence, mutual cooperation and integrity. These five values need to be habituated so that they can be well ingrained in students' identity. Habitual activities can be carried out daily, weekly, monthly or annually. The form of activity can be in the form of singing the song Indonesia Raya every morning, holding a flag ceremony every Monday, or reading a non-learning book for 15 minutes before starting teaching and learning activities.

2. Providing role models among the school community

Exemplary behavior is a figure that can be imitated and imitated by others. School members such as principals, teachers and other educational staff must provide an example to students. Good examples will later be emulated by others and continue to spread widely. Some good exemplary behaviors to imitate include arriving on time, not littering, and speaking politely.

3. Involve all stakeholders

Schools need to involve various parties to participate in carrying out activities and programs to strengthen character education. Apart from teachers, education staff and students, school principals need to embrace other stakeholders. For example, the local community, alumni, or parents of students to get involved in educational development.

4. Establish and comply with school norms, regulations and traditions

School norms, regulations and traditions are infrastructure that can strengthen the formation of a strong school culture. The school culture that is created can be expressed in written or unwritten regulations for all school members to obey. Handbooks or behavior guides are used by all school members, especially students, in their behavior, attitude and daily activities at school so that the learning atmosphere can run conductively.

5. Develop school branding

School branding is the image of a school through developing the uniqueness, distinctiveness and excellence of a school that differentiates it from other schools. School branding creates a positive image for the school to gain support from the community and parents. The main capital is the strength and excellence of the school based on the strength of student potential, environment, traditions and existing opportunities.

6. Develop literacy activities

Literacy is the key to advancing education. Therefore, educational units need to develop activities and programs that strengthen literacy

competencies. There are many activities that can be done to strengthen students' literacy competencies. Examples include getting into the habit of reading 15 minutes before studying, holding literacy festivals and stages, providing reading corners in corners of schools or classrooms, and so on.

7. Develop interests, talents and potential through extracurricular activities
Extracurricular activities are designed and selected taking into account the interests, talents and potential of students and integrating the character values that will be instilled by taking into account local potential and wisdom. Apart from that, extracurricular activities can also increase the reputation of the school. Schools must provide space and assistance for students who have talent, skills and potential.

8. Provide assistance

Mentoring is guidance provided by teachers to students individually and in groups in activities at school, both routine, programmed and spontaneous activities. Mentoring aims to ensure that the habituation activities carried out are in accordance with the expected objectives so as to prevent potential deviations from occurring.

CONCLUSION

Character education is education that is carried out in a planned manner to develop a person's character so that they are moral and ethical through character education and values that have been born in the nation's culture. Character education cannot be separated from national culture. Culture is the basis or foundation of character education and education aims to inherit and develop culture. The development of character education in national culture has a strategy through approaches and through self-development programs, integration in subjects and through school culture. Character education in schools can be carried out by teachers or other school members, based on regulations and in accordance with the government's objectives in shaping the character of the nation's next generation. The next golden generation of the nation is desired by all Indonesian people, because leadership and anything that concerns the nation will be passed on to the nation's next generation, namely Indonesian teenagers. School culture such as getting used to smiling, greeting, saying hello, being polite, the habit of praying together, the habit of working together, good study habits by not cheating, honesty and discipline make students' character good. School culture is a reinforcement of character education that has been provided by parents in the family environment.

REFERENCES

- Baderiah, B., & Munawir, A. (2024). Harmonizing Local Wisdom with Islamic Values: A Guide to Character Education Development. *International Journal of Asian Education*, 5(1), 63-75.
- Earley, M. A. (2014). A synthesis of the literature on research methods education. *Teaching in Higher Education*, 19(3), 242-253.
- Gustianti, R., Abdillah, M. I., Ilham, E., Zahira, T. N., & Irmayanti, R. (2023). The Importance of Character Education Based on Sundanese Culture in Guidance and Counseling: Forming Individuals with Superior Character. *Indonesian Journal of Entrepreneurship and Startups*, 1(2).
- Haryanti, A. S., Hufad, A., & Leksono, S. M. (2022). The strengthening of character education based on local wisdom through hikayat Nyimas Gamparan. *PEDAGOGIK: Jurnal Pendidikan*, 9(1), 15-27.
- Hidayati, N. A., Waluyo, H. J., & Winarni, R. (2020). Exploring the Implementation of Local Wisdom-Based Character Education among Indonesian Higher Education Students. *International Journal of Instruction*, 13(2), 179-198.
- Ibrahim, F., & Sundawa, D. (2023). Instilling National Values Through Local Culture-Based Character Education. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 15(1), 147-154.
- Kaharuddin, A. (2021). Promoting the Building Up of Character Education Based on Literature, Culture, and Local Wisdom.
- Khasanah, N., Niswanto, N., & Khairuddin, K. (2022). Character Education Management in Shaping School Culture. *Al-Ishlah: Jurnal Pendidikan*, 14(3), 3713-3720.
- Ma'arif, A. S., Ghony, M. D., & Mistar, J. (2022). Optimization of multicultural Islamic education in building student character. *International Journal of Current Science Research and Review*, 5(9), 3705-3710.
- Marhayani, D. (2016). Development of character education based on local wisdom in indigenous people Tengahan Sedangagung. *Journal of Education, Teaching and Learning*, 1(2), 66-70.
- Metcalf, E., & Heller, J. (2023). Building a Deliberate and Repeatable Program for Developing Leaders of Character. *Journal of Character and Leadership Development*, 10(1), 58-64.

- Mu'min, U. A. (2023). Construction of Islamic Character Education Values Based on Local Wisdom in Culture Kasepuhan and Kanoman Palaces. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(2), 305-318.
- Murcahyanto, H., & Mohzana, M. (2023). Evaluation of Character Education Program Based on School Culture. *IJE: Interdisciplinary Journal of Education*, 1(1), 38-52.
- Rahman, H. (2020). The Development of Character Education Model Based on School Culture. In 1st Borobudur International Symposium on Humanities, Economics and Social Sciences (BIS-HESS 2019) (pp. 596-601). Atlantis Press.
- Retnasari, L., Hakim, A. P., Hermawan, H., & Prasetyo, D. (2023). Cultivating Religious Character through School Culture. *International Journal of Educational Qualitative Quantitative Research*, 2(1), 27-34.
- Retnasari, L., Hidayah, Y., & Prasetyo, D. (2021). Reinforcement of Character Education Based on School Culture to Enhancing Elementary School Students' Citizenship Character. *Jurnal Ilmiah Sekolah Dasar*, 5(2), 351-358.
- Setiyono, S., & Al Fawzia, Y. (2021). Responsibility and Character Education Based on School Culture. *Al-Ishlah: Jurnal Pendidikan*, 13(3), 2784-2789.
- Snyder, H. (2019-). Literature review as a research methodology: An overview and guidelines. *Journal of business research*, 104, 333-339.
- Sugiyono, R., & Purwastuti, L. A. (2017). Local wisdom-based character education model in elementary school in Bantul Yogyakarta Indonesia. *Sino-US English Teaching*, 14(5), 299-308.
- Suhartini, S., Sekarningrum, B., Sulaeman, M., & Gunawan, W. (2019). Social construction of student behavior through character education based on local wisdom. *Journal of Social Studies Education Research*, 10(3), 276-291.
- Tohri, A., Rasyad, A., Sururuddin, M., & Istiqlal, L. M. (2022). The Urgency of Sasak Local Wisdom-Based Character Education for Elementary School in East Lombok, Indonesia. *International Journal of Evaluation and Research in Education*, 11(1), 333-344.
- Utami, I. S., & Ningsih, S. (2023). Implementation of School Culture-Based Character Education for Students. In *Proceedings of the 5th International Conference on Law, Social Sciences and Education, ICLSSE 2023, 1st June 2023, Singaraja, Bali, Indonesia*.

Yusriyah, S. (2022). Moral Values of The Main Character in The Film Enola Holmes and its Contribution to Character Building. *Dharmas Education Journal (DE_Journal)*, 3(2), 180-189.

Zupancic, A. E. (2023). *The Cultivation of Character and Culture in Roman Rhetorical Education: The Available Means*. Routledge.