Implementation Of Character Education Through Positive School Culture In Elementary Schools

Kharisma Nurul Azizah[1], Putri Hasanah Kusumaningrum[2], Rizka Preti Febriana[3], Endrise Septina Rawanoko[4]

[1,2,3,4] *Primary School Teacher Education, Universitas Sebelas Maret Surakarta, Indonesia*
Corresponding Author: kharisma05azizah@gmail.uns.ac.id

Article Info	ABSTRACT
  How to cite: Azizah, Nurul, Kharisma., Kusumaningrum, Hasanah, Putri., Febriana, Preti, Rizka., Rawanoko, Septina, Endrise (2024). "Implementation Of Character Education Through Positive School Culture In Elementary Schools". Cakrawala: Journal of Citizenship Teaching and Learning, vol. 2, no. 2, pp. 113-122, 2024.	*This study aims to determine the implementation of character education through positive school culture in elementary schools. In schools, students do not only gain knowledge but are also equipped with values, rules, manners, and cultural customs. School culture is the atmosphere of life in the school environment where all school residents, including students, educators, counselors, and staff interact and work together. Good character education aims to change individuals to be better. Without a good school culture, it will be difficult to realize positive character education for students. By using the systematic literature review (SLR) method, a literature review method that identifies, examines, evaluates, and interprets all available research. Furthermore, an article review was carried out by reading the entire contents of the article which aims to see the suitability with the research topic and obtained 4 articles that are relevant to the research topic.* ***Keywords:*** *School culture, student character, character education.*

1. INTRODUCTION

Indonesia consists of various tribes and cultures that differ in each region (Hidayah, 2020; Suhendar et al., 2023). These differences can be seen from their daily behavior and actions. This also applies to students, in schools, students do not only gain knowledge but are also equipped with values, rules, manners, and cultural customs (Gamage et al., 2021; Dalimunthe et al., 2024). Culture cannot be separated from education because culture is the basis of education. Culture in education concerns values, norms and behavior, with

this, schools are expected to be able to create an atmosphere that supports the realization of character values in daily actions at school (Hayati & Susatya, 2020).

School culture is the atmosphere of life in schools and the school environment where students interact with each other, educators with educators, counselors with each other, administrative staff with each other, and between members of the school community (Pradana, 2016; Suhendar & Rambe, 2023). There are many types of cultures in the school environment, one of which is social culture, such as relationships between students, social inclusion, togetherness, and cooperation in school activities (Lubis et al., 2024). The positive impact of this culture is to form a positive school identity, strengthen the sense of togetherness of each student. While the negative impact is that some students will feel ignored so that it can affect their emotional well-being.

Good behavioral habits over time will become an integral part of the character of students. Character can be interpreted as basic values that shape a person's personality, and the environment is one of the important factors in character formation. A person's character is seen in their daily behavior (Ningsih et al., 2023; Suhendar & Halimi, 2023). Good character education aims to change individuals for the better. Without a good school culture, it will be difficult to realize positive character education for students, if the school culture is established, anyone who joins the school will directly follow the existing traditions or culture.

Several efforts have been made to address the decline in character attitudes, namely focusing on strengthening character education. Through an understanding of school culture, various problems that arise in schools can be identified so that they can be evaluated immediately (Yaqin & Sholeh, 2022). Each school has unique interactions between internal and external components. Therefore, by creating a positive school culture, students' characters will be formed well.

2.   RESEARCH METHODE

This article was compiled using the systematic literature review (SLR) method. In Indonesian, it is called a systematic literature review, which is a literature review method that identifies, examines, evaluates, and interprets all available research (Syuryansyah & Habibi, 2024). The search was carried out using Google Scholar. In the initial stage of searching for journals with a time limit, namely from 2015 to 2024, which used the keywords "Implementation of character education through elementary school culture", "Implementation of strengthening student character education in elementary schools", "Formation of student discipline character through school culture", and "Strengthening Pancasila values in forming school culture character". Then a search was carried out by clicking "Related articles" and 13,400 articles were obtained. The next stage was to validate the article by eliminating articles based on the title of the article that was in accordance with the topic raised. Furthermore, an article review was carried out by reading the entire contents of the article which aimed to see the suitability with the research topic and obtained a total of 4 articles that were relevant to the research topic. The search procedure

for article selection in this study used Preferred reporting items for systematic reviews & meta-analyses (PRISMA).

3. RESULT AND ANALYSIS

Analisis dari 4 artikel ini menjelaskan Implementasi pendidikan karakter melalui kultur sekolah positif di sekolah dasar yang ditunjukkan pada tabel berikut.

No	Author	Journal Name (Journal Year, Vol, No, Page)	Objective	Results
1.	Indrawati Eni	"Implementation of strengthening character education for elementary school students through school culture." Media Management Education 3.2 (2020): 163-174.	The purpose of this study was to determine how the implementation of character education strengthening through school culture, obstacles and supporters of the implementation of character education strengthening, and the results of the implementation of character education strengthening. This study used a qualitative approach and was conducted at SD Muhammadiyah Al Mujahidin Wonosari Gunungkidul, in the	The results of the implementation of character education from this article are that it can shape the personality of students, have high morals and form students who have good morals.

			2018/2019 school year.	
2.	Muhammad Sobri, Nursaptini, Arif Widodo, Deni Sutisna	Formation of student discipline character through school culture. Social Harmony: Journal of Social Studies Education, 6(1), 61-71.	Aims to explain the process of forming students' discipline character through several identifications of school culture. This research is included in descriptive research, because this research only describes and depicts the process of forming students' discipline character through several identifications of school culture. This research is qualitative.	The results obtained through in-depth observations and interviews and documentation of students by analyzing specific problems around the traditions that develop around the school where the research is conducted in order to form students' disciplined character to then draw general and objective conclusions that can describe the actual problems.
3.	Anisa Aprilia, Effendi Nawawi	Strengthening Pancasila Values in Forming Student Character Through School Culture. West Science Community Service Journal, 2(01), 109-120.	aims to find out how the Strengthening of Pancasila Values in Forming Student Character Through School Culture Education in Indonesia currently emphasizes knowledge and does not emphasize	The results of this study were obtained based on the results of observations, interviews and documentation. According to the development of cultural education and national character, 18 character values are formulated to be instilled, but researchers only focus

| | | | character values. There needs to be habituation and role models in forming student character. The school atmosphere that is created will have an impact on the character of students. Therefore, with the strengthening of Pancasila values in the formation of student character through habituation and School Culture, it is expected to be able to improve the character of students. School culture is created so that it can create new habits in the school environment. This research method uses a descriptive qualitative research approach. | on 5 character values. According to Robbins (Cahyaningrum et al., 2017) culture can be measured based on general characteristics such as: 1) Individual initiative, 2) Tolerance of risky actions, 3) Direction, 4) Integration, 5) Support from management, 6) Control, 7) Identity, 8) Reward system, 9) Tolerance of conflict and, 10) Communication patterns. |
| 4. | Pupu Fauziah, siti | Strengthening character | aims to describe the conditions of | The results of the research conducted stated that the |

education through school culture. Tadbir Muwahhid, 5(1).	strengthening character education through school culture in the elementary school. The research method uses descriptive with a qualitative case study approach. Data collection techniques are carried out through interviews, observations, and documentation studies.	elementary school had implemented school culture to the maximum, with the implementation of special programs, which became the characteristic of school culture.

Based on the results of the literature that has been conducted, it is known that the character of elementary school students can be formed through school culture or school culture. School culture is a set of values that underlie behavior, traditions, daily habits, and symbols practiced by the principal, teachers, administrative staff, students and the community around the school (Maryamah, 2016). An ideal school is not only a place for formal learning, but also a place for developing student character. This is in line with the opinion of Pramana and Trihantoyo (2021) who stated that a school is an educational organization that must have the ability to adapt to various existing environments, continue to grow and develop, and integration carried out internally in the school that allows the school to produce groups or individuals who have positive characters.

The formation of students' characters can be done by schools, namely through various efforts to implement good school culture. Implementation of character education through school culture can be done through:

1. **Habituation**

    Habituation is something that is deliberately done repeatedly so that something can become a habit (Ahsanulkhaq, 2019; Suhendar et al., 2024). Habituation in schools is very important to shape the character of students. Habituation that can be done includes habituation of discipline related to discipline in entering school, habituation of smiling, greeting, and greeting, habituation of orderly flag ceremonies, saluting the red and white flag, habituation of singing national songs, habituation of queuing, habituation of arranging sandals, habituation of worship

in an orderly manner, habituation of working in groups, habituation of alms, infaq, and other habits.

2. **Exemplary**

Role model is an act of instilling morals by respecting speech, attitudes and behavior so that it can be emulated by others (Karso, 2019; Dalimunthe et al., 2024). Role model that is implemented and accustomed to well from the beginning will have an important meaning in shaping the character of students. Role model that can be implemented in shaping the character of students in schools is role model in terms of orderly school uniforms, arriving on time at school, personal and clothing hygiene, cleanliness of the classroom and school environment, green environmental culture, and washing hands with soap.

3. **Literacy**

Literacy is a person's ability to use potential and skills in processing and understanding information when reading and writing (Oktariani and Ekadiansyah, 2020; Suhendar et al., 2023). One way that can be used to implement character education is through literacy activities. Literacy activities can be carried out 15 minutes before learning activities begin. Characters developed through literacy activities include the characters of curiosity, sharing, respecting the opinions of others, and responsibility.

4. **Extracurricular**

Extracurricular activities can be the main value in instilling character education for students. Instilling character values in one extracurricular activity with another can be different. Extracurricular activities are provided to provide sufficient space for students to choose according to their interests and talents. Extracurricular activities can implement character education of discipline, independence, and responsibility to students. Extracurricular activities that can be implemented in schools include scouts, religious fields, sports fields, arts fields, and so on.

School culture plays a very important role in instilling character in students. A positive school culture that has been formed strongly can be the first step in character formation for students and school residents. Character values that can be instilled in students from the implementation of school culture are religious, tolerance, discipline, hard work, independence, curiosity, national spirit, love of the homeland, communicative, fond of reading, caring for the environment, responsibility, and so on. This positive culture not only builds good habits, but also strengthens the moral values that they will carry into adulthood. This is in line with the results of Indrawati's research (2020), which states that the implementation of character education through school culture has a positive impact, including students becoming pious and pious individuals, having high moral integrity, and having noble morals. Therefore, continuing to encourage and implement a positive school culture is very important to form a generation with superior character and able to contribute positively to society.

4. CONCLUSION

Implementation of character education through positive school culture plays an important role in shaping the character of students in elementary schools. School culture consisting of habits, role models, literacy activities, and extracurricular activities, is able to instill moral and social values in students. Values such as discipline, responsibility, religiosity, tolerance and love of the homeland can be effectively instilled through an adaptive and integrated school environment. The results of the study show that a positive school culture not only builds good habits, but also strengthens the moral integrity and good character of students. Thus, schools can be a place that is not only academically intelligent, but also forms a generation with superior character, integrity, and is ready to face challenges in society. For this reason, the implementation of a positive school culture needs to be continuously encouraged as a strategic step in forming students with good personalities and able to make positive contributions to their environment. In order for the implementation of character education through school culture to be more optimal, there are several suggestions, including, involving all elements of the school including parents, in building a positive culture to strengthen character values; ensuring consistency and sustainability of the designed habituation, role model, literacy, and extracurricular programs; conducting regular evaluations of the effectiveness of school culture in shaping student character, so that improvements can be made as needed; providing training to teachers and school staff to improve understanding and skills in supporting the implementation of a positive school culture.

References

Ahsanulkhaq, M. (2019). Membentuk karakter religius peserta didik melalui metode pembiasaan. Jurnal Prakarsa Paedagogia, 2(1).

Aprilia, A., & Nawawi, E. (2023). Penguatan Nilai-Nilai Pancasila Dalam Membentuk Karakter Peserta Didik Melalui Budaya Sekolah. Jurnal Pengabdian West Science, 2(01), 109-120.

Dalimunthe, M. A., Suhendar, A., Ritonga, A. R., Nasution, F. A., Nasution, L. N., & Batubara, P. E. O. (2024, May). Effectiveness of waste management site reduce, reuse, recycle program in improving ecological citizenship. In IOP Conference Series: Earth and Environmental Science (Vol. 1352, No. 1, p. 012040). IOP Publishing.

Dalimunthe, M. A., Syam, A. M., Suhendar, A., & Ritonga, A. R. (2024). Optimizing Local Regulations in Creating a Balance of Human Health and Environmental Preservation. KOLABORASI: Journal of Multidisciplinary, 1(1), 1-12.

Gamage, K. A., Dehideniya, D. M. S. C. P. K., & Ekanayake, S. Y. (2021). The role of personal values in learning approaches and student achievements. Behavioral sciences, 11(7), 102.

Hayati, F. N., & Susatya, E. (2020). Strengthening of Religious Character Education Based on School Culture in the Indonesian Secondary School. European Educational Researcher, 3(3), 87-100.

Hidayah, Z. (2020). A Guide to Tribes in Indonesia: Anthropological Insights from the Archipelago. Springer Nature.

Indarwati, Eni. "Implementasi penguatan pendidikan karakter siswa sekolah dasar melalui budaya sekolah." Media Manajemen Pendidikan 3.2 (2020): 163-174.

Karso, K. (2019, February). Keteladanan Guru dalam Proses Pendidikan di Sekolah. In Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI PALEMBANG.

Lubis, S. H., Annisa, F., Rahmadani, D. Y., & Usiono, U. (2024). Penerapan Pancasila Sebagai Sistem Etika di Kalangan Masyarakat. JERUMI: Journal of Education Religion Humanities and Multidiciplinary, 2(1), 173–176. https://doi.org/10.57235/jerumi.v2i1.1716

Maryamah, E. (2016). Pengembangan budaya sekolah. Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, 2(02), 86-96.

Ningsih, W. W., Sofiana, N., & Hamidaturrohmah, H. (2023). Implementasi Habituasi Profil Pelajar Pancasila dalam Pembentukan Karakter Siswa: Faktor Pendukung dan Penghambat. Jurnal Inovasi Pendidikan, 1(2), 156–172. https://doi.org/10.60132/jip.v1i2.62

Nurizka, Rian, and Abdul Rahim. "Internalisasi Nilai-Nilai Pancasila dalam Membentuk Karakter Siswa Melalui Budaya Sekolah." Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An 7.1 (2020): 38-49.

Oktariani, O., & Ekadiansyah, E. (2020). Peran literasi dalam pengembangan kemampuan berpikir kritis. Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3K), 1(1), 23-33.

Pramana, M. E. A., & Trihantoyo, S. (2021). Pembentukan Karakter Siswa Melalui Budaya Sekolah Di Jenjang Sekolah Dasar. Inspirasi Manajemen Pendidikan, 764-774.

Pradana, Y. (2016). Pengembangan Karakter Siswa Melalui Budaya Sekolah (Studi Deskriptif di SD Amaliah Ciawi Bogor). 1(1).

Pupu Fauziah, S. (2021). Penguatan pendidikan karakter melalui budaya sekolah. Tadbir Muwahhid, 5(1).

Sobri, M., Nursaptini, N., Widodo, A., & Sutisna, D. (2019). Pembentukan karakter disiplin siswa melalui kultur sekolah. Harmoni Sosial: Jurnal Pendidikan IPS, 6(1), 61-71.

Suhendar, A., & Rambe, R. F. A. K. (2023). Group Discussion Effectiveness in Increasing Student Learning Interest in Pancasila and Citizenship Education Subjects. Pancasila and Civics Education Journal (PCEJ), 2(2), 9-12.

Suhendar, A., Syam, A. M., & Ritonga, A. R. (2023). Efektivitas Instagram Sebagai Ruang Motivasi Hijrah Mahasiswa IAIN Lhokseumawe. KomunikA, 19(02), 12-20.

Suhendar, A., & Halimi, M. (2023, April). The Role of Anti-Bullying Change Agents in Shaping Civic Dispositions to Tackle Bullying Behavior. In Proceeding International Conference on Religion, Science and Education (Vol. 2, pp. 903-913).

Suhendar, A., Taufika, R., Rachmatsyah, R., Yusuf, R., Fajri, I., Yusoff, M. Z. M., & Adawiah, R. (2023). Eco-literacy and sustainable citizenship: The role of the school environment in shaping responsible environmental behavior. Sekumpul: Journal of Multidisciplinary Education Sciences, 1(1), 12-19.

Suhendar, A., Azis, D., Yusoff, M. Z. M., & Utami, A. R. (2024). Optimizing citizenship education for ecological awareness: Analysis of the effectiveness of the lihat sampah ambil (LISA) program in environmental conservation. Journal of Professional Learning and Sustainable Education, 1(1), 17-26.

Syuryansyah, S., & Habibi, F. (2024). The Role of Local Wisdom in Disaster Mitigation: A Systematic Literature Review (SLR) Approach. International Journal of Disaster Management, 6(3), 327-344.

Yaqin, N., & Sholeh, S. (2022). Role Model Guru Sebagai Asas Pendidikan Karakter Siswa Di Era Society 5.0. . . Vol.