Enculturation of Character Education Through Transforming School Cultural Values at Elementary School in Indonesia

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Abstract—**Character education values can be integrated not only when learning in class, but also in school culture. Some teachers do not integrate these character education values in school culture. The purpose of this study was to find out about the transformation of school cultural values in character education in Indonesian elementary schools. The purpose of this study was to reveal the important outlines of the transformation of school cultural values in the management of: a) curriculum and learning, b) students, c) teachers and school practitioners to realize character education. This research is a qualitative research that uses a case study design and a phenomenological approach. The research subjects were chosen purposively with certain considerations. The subjects of this study were principals, teachers, education consultants, and elementary school students in Indonesia. The results of the analysis revealed several civilizing character education values such as religious values, discipline, nationalism, respect for achievement, and caring for the environment, which has been formed and integrated systematically and persistently in curriculum management, students, teachers, and educational consultants to create school citizens who emotionally, socially, and spiritually intelligent based on school culture.**

Keywords—Transformation; School Culture; Values; Character Education

I. INTRODUCTION

One of the causes of problems in the educational field is the lack of education that can develop intrinsic values of humanity, since "intellectual education" and "education of values" are considered separate. This dichotomy shows the weakness in planning because moral values are not in a different dimension with intellectual values; in fact, it is the foundation of the intellectual development. This kind of program planning is the main source of moral and character crisis among students, graduates, teachers, even education management. It is undeniable that there is a degradation of national identity values in our younger generation, which is caused by the lack of character education. Whereas, education character is the transformation vehicle of culture, value, science and technology, art and character education, which has

been the center of the development of national character in both formal and informal education [1].

Ministry of Education and Culture formulates the functions and objectives of national education that must be used in efforts to develop education in Indonesia based on the values of character education and school culture. In Article 3 of the National Education Law states that "National education serves to develop the ability and development of the value of character and civilization of the nation's dignity in the context of the nation's intellectual life, which aims to develop the potential of students to become faithful and fearful people of God, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. The aim of national education is the formulation of the quality of Indonesian society which must be developed by each unit of the education sector. Therefore, every educational institution/institution in each region must be able to develop their students' self-potential which is of course based on the local cultural values and the nation adhered to by each school.

School culture is a set of norms or values implemented in behavior, activities, and verbal symbols/messages in schools to achieve school excellence through continuous improvement. [2] Development of school quality culture must be integrated and become the basis for realizing the value of character education carried out in the learning process in schools. In contrast to improving the quality of school culture, the value of character education is a criterion that determines the quality of a child's character. As a criterion for the quality of character values can be a benchmark for the development of more advanced learning. The meaning of learning based on civilizing the value of character education will build a friendly school culture paradigm that always triggers school scholarship and behavior activities and implements it contextually in an effort to realize character education in each education unit. [3].

Based on the writer's observation, nowadays, character education is generally executed only in classrooms. This somehow burdens the students to develop, since what they actually need is freedom to move and higher thinking

skills, which need to be actualized without pressure. It is believed that character education implementation done in schools will be more effective if it is integrated with various subjects, not excluded into one single subject. To overcome the problems of character education, a learning strategy is needed in building the students' character, since it has to be positioned as an effort to develop a strong character. Thus, every education unit has to have their own character building programs integrated with all intracurricular and extracurricular activities.

Character education is a potent medium to motivate democratic living, which becomes the reflection of human character grown in each individual in the context of collective living. In a democratic society, every person has a moral commitment in terms of living together, such as respecting their own rights and the rights of others, following the norms and rules, participating in togetherness, believing in the benefits of living together, and so on. In relation to the aforementioned issue, one of the teachers' strategies to implement character education to the students is through physical education that is integrated with various activities in other subjects. The best implementation of character education for the students will have an impact on the expected development of national character values. This research has developed nine character values from 18 characters developed in the elementary schools, namely creativity, independence, democracy, appreciation of achievement, friendship/communication, peace, reading interest, social care, and responsibility. This character implementation will be carried out in elementary school [4].

Character education is a government program in developing the direction of education today, but still. To carry out character education for students, it will be difficult without being integrated into a good school culture. By integrating a good school culture, anyone who enters the school will automatically follow the school culture and the values of the values that have been formed. In essence, character education is an educational system that seeks to cultivate noble values to all elements and citizens of schools in schools that include components of science and technology, awareness and motivation in the implementation of these values. In the process of civilizing character education in schools, all school components must be empowered, including the substance of education management and the school curriculum itself, namely curriculum management and learning processes, student management, school management, infrastructure, school financing and school culture [5].

Research on the transformation of civilizing school cultural values in realizing character education needs to be carried out and developed because character education is currently a strategic program of the Indonesian government in overcoming the problem of student character, one of which is carried out in schools to be a solution to the problem of national moral degradation during this requires serious handling. Research on character education has been carried out but is still general in nature, so that innovation in this study specifically examines the activation of civilizing character education based on school cultural values which are then transformed into three aspects of managerial education in schools that are in curriculum and learning management, Management of students and management of educators and education personnel. The results of this study are expected to be one of the references as a way for schools to develop and strengthen government programs in improving the character of the nation's generation in Indonesia

II. METHODS

This research in the process uses a qualitative approach with a case study pattern. The main reason for using the qualitative approach in this study is to place the main focus on the transformation of school cultural values based on character education, in the form of processes, events or activities someone (some people) dynamically make the transformation process of cultural values, which can reveal the substance and the meaning of essence in research, so that observation is made in depth on the background of the research subject to understand social phenomena or phenomena in a comprehensive and contextual manner so that the research is structured empirically and the reality of the object under study. In accordance with the approach and research design used, the research instrument used in the data collection process is the researcher itself. The involvement of researchers directly and actively in the process of qualitative research is a must because this type of research prefers findings on observations made by researchers on the background of research subjects experienced directly.

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III. RESULTS AND DISCUSSION

The curriculum implemented at SDN Sambirejo III is a national curriculum development model and content of school cultural values that have been transformed with character education. the development model is based on the vision and mission of SDN Sambirejo III, in accordance with

the needs of developing students' learning processes. Therefore, it is necessary to change or modify, the addition, reduction and transfer of the number of student learning hours found in the curriculum structure in schools. The change in curriculum structure is expected to give a new nuance in the learning process and support the process of civilizing character education in students as well as being able to implement the vision and mission of the school namely creating a noble generation, having a social character of education in life, having a national paradigm and excelling locally and globally "This integrated transparency is intended to facilitate elementary schools in implementing or changing the cultural values of civilizing character education, both in the implementation of intra-curricular activities and in teaching activities by teachers and in the classroom learning process, and extracurricular activities.

The curriculum load of the school curriculum is a combination of the national curriculum with the contents of the transformation of school cultural values that have been modified by the primary school itself. This modification is intended to facilitate elementary schools in the application or change of cultural values and content of character education, both in the implementation of intra-curricular activities and in teaching and learning activities in the classroom, curricular activities or extracurricular activities. The curriculum modification program carried out by SDN Sambirejo III is in line with the results of research conducted in the United States that the program is modified structurally using all theoretical approaches that will be an approach that enhances character education, more specifically on multi-combination theory. The approach used will be more effective than using a one-theory approach such as cognitive learning [6].

The implementation of character education is more aimed at shaping the personality traits of children so that they become good people for themselves, family, community, and country. The results of education are expected not only to be intelligent human beings. But who has the character both emotionally and spiritually? Implementation of character education in schools involves all components, both principals, teachers, students, committees, and other school residents as well as education components such as the curriculum, process of learning and assessment, school management, implementation of intra-curricular and extracurricular activities, infrastructure, funding and work ethic of all citizens and the school environment. The pattern of implementing character education can be developed through several ways, among others (1) giving a correct understanding, (2) habituation, (3) giving examples or examples, (4) learning in all areas of study integrally. Implementation character education culture at SDN Sambirejo III has run well character implementation of education is integrated through intracurricular and extracurricular activities.

Implementation of character education through school culture in SDN Sambirejo II is a realized through various activities among others: through "breakfast", activities the beginning of learning, the availability of slogans on display in both classroom and classroom spaces (eg: "I Come To Study, I Come Home Taking Science "9K" Hygiene, Neatness, Security, Order, Beauty, Friendliness, Discipline, Health, the availability of rules covering the dress code, the picket schedule, the book of student arrival schedule, the activity or the program of Friday alms, and the establishment of good and conducive family relationship between the school people. Besides the intracurricular activities, the implementation of character education through the school culture in SDN Sambirejo III also manifested in extracurricular activities that are scout activities that are followed by all students ranging from grade I-VI SD and implanted on every Friday.

The implementation of character education through the school culture has character values that can be instilled in the students, including: (a) disciplinary values: Morning breakfast familiarizes student to come early in school and packing from breakfast morning by doing exercise, regular classroom pickup activities conditioned the students to take responsibility for maintaining cleanliness, class neatness and wall magazine activities; (b) homeland love nationalism: before starting learning activities always respectful students Red and white flags, singing Indonesia Raya and one mandatory song, realized through scout activities conducted on Friday, good family relationship that is well established and conducive among the citizens of the school, the creation of hospitality of the citizens of the school, for example, greeting each meeting both in the classroom and outside the classroom; (c) Religious: THTI, lightning *pesantren*, religious festivities, congregational prayers, visiting sick student, at the beginning learning and completion of learning is done prayer with their respective religion with orderly, and do Friday alms, "Friday alms" activity conditions students to practices sharing, and empathize with the environment; (d) spirit of appreciating achievement: development of student talent through extra English, computer, drum band, scout, painting, awards to outstanding students, and students who do not break the order, displaying trophies, and student works such as painting, literary works; (e) environmental care: work to clean up the school environment every two months and clean up the environment around the school.

Stating that character education is a process programmed to help a person in knowing, observing, and implementing basic ethical values in his life. As can be said, there is a common concept between Lickona's opinion and the civilizing activities that have been formed at SDN Sambirejo III that the application of character education starts from the process of understanding the values that have been socialized in the school's vision and mission and then implemented through various structured school programs to help equip ethical values to students. The development of students' character development at Sambirejo III Elementary School is one of the special concerns. From the admission registration selection stage to the guidance process while taking an education program at the student grade level until students graduate from school. Criteria in student admission at SDN

Sambirejo III are based on consideration of the amount of student achievement in the previous school. In addition, schools also consider the abilities of other students related to religious values and character. On this basis, the need for talent and student achievement must be given an award, and SDN Sambirejo III has the authority to accommodate and develop the abilities possessed by their students. [3].

New students who have been accepted at Sambirejo III Elementary School will be selected, mapped and developed first based on their basic abilities through the matriculation program at school. Matriculation given to new students is carried out three times a week which aims to explore the potential of new students related to the potential previously owned by early age schools. In addition, matriculation activities aim to develop students' basic abilities in certain subjects, introduce facilities and learning media and learning processes. This is done to facilitate students in addition to undergoing the learning process and initial capital in moral guidance in SDN Sambirejo III. Activities carried out at SDN Sambirejo III in an effort to explore and stimulate new students, in line with what was revealed in various studies that several schools and colleges are very focused on the formation of new students' character so that they develop programs that can motivate and equip students. With various examples and methods on how to stimulate students to learn, complete skills and Olympic activities, seminars, and workshops. Even the various activities become one part of the training and become a mandatory curriculum for every new student to be implemented [7].

The process of implementing learning is carried out actively, inspirationally, creatively, fun, interactive, challenging, motivating and providing space for students' creativity and independence initiatives according to their own potential, interest in talent and their need to grow optimally. Curriculum development focuses on the experience of students in the process of observation, questions, reasoning, and problem-based learning and observation, supported by the active participation of parents, teachers, and the community, the mass media and social environment of children. The curriculum currently used in SDN Sambirejo III in each subject has included the values that underlie the formation of character in the transformation of school culture. The values listed in the core competencies of each subject. Core competencies are listed in lesson plans prepared by the teacher in charge of teaching the subjects. The goal that will be expected is after students learn all the material, students are expected to have an understanding and ability to apply these values in their social life. The values that are expected to be described in the core competencies are religious values as stated in core competency 1 (KI 1), the value of social attitudes such as honest, disciplined, responsible, caring, polite, environmentally friendly, cooperative, love peace, responsiveness and proactive in core competency 2 (KI 2), value of knowledge in core competency 3 (KI3), and there is independence in Core Competence 4 (KI4). One approach used in the character education curriculum is to integrate the contents of various values of character education that have been transformed in each subject and therefore have become the responsibility of all teachers [8].

Teacher quality development activities, both in the form of formal training and non-formal activities such as religious activities and family activities, are important to be carried out when preparing teacher activity program reports in schools. Teachers who attend workshops at affiliated institutions such as religious institutions will have the ability and more commitment to instill character values. While teachers who do not attend the workshop, often have a low commitment to dealing with children who have character problems. Teachers and employees at SDN Sambirejo III try to provide examples of exemplary character building in students. Therefore, the teacher must be a good person so that it can have a positive effect on students, both in the context of learning in class and in life outside the classroom. In the learning process especially in the 2013 curriculum, teachers become important figures who accompany students to become facilitators for students. If this process can be carried out properly by the teacher, then there are some values of transformed education in the school culture that can shape the character of cultivation, if it is carried out continuously in the learning process. The form of transformed character education values in school culture at SDN Sambirejo III is religious values, values of discipline, values of national spirit, values of respect for achievement, and values of concern for the environment [9].

In addition to the teacher being a figure in class, a teacher also acts as an adoptive parent. Formation of custody for matters or in this case adoptive parents is a pattern of development that adopts an approach in the family. The teacher tries to become a foster parent by helping to develop 6 to 10 students per person, but that also depends on the teacher's workload. Foster parents are substitute parents for students of SDN Sambirejo III. Just like parents at home, foster parents play a major role in the formation and physical, academic and psychological development of children. All forms of problems faced by students in the school are part of the responsibility of foster parents.

Explanation of research results related to the procedure of character building in SDN Sambirejo III. Who formulates the character education methodology to build character education in students, the thing that must be done by a teacher is to provide understanding and convince students about the character of positive values, and more importantly, the teacher must be a good object and good at upholding values that. The same thing related to the teacher is exemplified by D.L. Prestwich states that teachers can teach good and bad characters, for example in action, not only through learning activities, but teachers can teach character and morality through behavior in everyday life. This was done by teachers at SDN Sambirejo III by positioning themselves as parents who became role models for students [10].

IV. CONCLUSION

Management of civilizing character education that has been transformed in school culture can be very effective in Sambirejo III Public Elementary School. However, it should be maintained and improved again in order to achieve maximum character education in students and school residents. Commitment from all school residents in the continuation of the process of civilizing maximum character education should always be maintained so that the implementation of civilizing character education in students can be embedded and form strongly. The school should continue to be consistent in implementing the civilization of character education in schools through school policies and regulations, habituation, and exemplary school practices. For parents, it should help provide supervision of children's behavior at home as a form of cooperation with the school for the continuation of civilizing character education. Schools need to also make new breakthroughs through and regulations that support the cultivation of character in students and other school residents

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