

Strengthening Student Character Education Based on School Culture at Bissappu Public Junior High School 1, Bantaeng Regency

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Strengthening Student Character Education Based on School Culture at Bissappu Public Junior High School 1 Bantaeng Regency

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Abstract. The research problem is the cultivation of student character which still needs reinforcement from the school. The purpose of this study was to examine the Strengthening of School Culture Based Student Character Education at Bissappu Public Junior High School 1, Bantaeng Regency. The research method using mixed methods focuses on collecting, analyzing, and mixing quantitative and qualitative data in a single or follow-up research, so that it can provide a better understanding or answer to the research problem compared to using one of them. Based on the results of research through observation, interviews, documentation and questionnaires, the implementation of character strengthening through school culture in Bissappu 1 Public Junior High School is carried out through (a) determining the main values of strengthening character education (b) compiling a daily/weekly schedule for strengthening character education (c) developing school culture. The implementation of character education based on school culture in learning has been carried out in schools.

Keywords: Education; Character; Culture; School

INTRODUCTION

Education is a conscious and systematic effort to develop students' potential. Should (das sollen) the implementation of education in an educational organization. The practice of education in our country indicates that the government (state) together with the people are quite intense in providing education (H Kanji et al., 2019b). According to Azra, education is a process of preparing the younger generation to carry out life and fulfill their life goals more effectively and efficiently. (Naconha, 2021).

Based on the results of observations at Bissappu 1 Public Junior High School, it is an educational institution under the auspices of the Bantaeng Education Office in the Bissappu

sub-district, Bantaeng Regency. As a junior high school, it becomes an excellent school by integrating science and religion, so that graduates are expected to be superior and have good character so that they will benefit the students themselves as well as benefit their families, society and the country. This is as stated in the vision and mission of the school.

Strengthening character education is a vital need that is very urgent and is of concern to various parties. This shows that there is something lacking in education today. Everyone agrees that strengthening character education is very important in the world of education (Kamis & Hasim, 2021).

Character is the actualization of a person's soft skills, in which character is a way

of thinking and behavior that shows the characteristics of a person and cooperates with others and is able to be responsible for what is his decision (Arifin & Wahyudi, 2018).

Character education should be directed at developing an educative culture that directs students to become integral persons. The existence of social assistance to develop virtues is a feature of an educational institution (Nacomba, 2021).

Culture is the power of the mind in the form of creativity, initiative and feeling, while culture is the result of creativity, initiative and feeling. In principle, culture is the result of human effort, both material and spiritual results and that culture is social property and heritage, that culture is formed in and with social interaction and is passed on to the younger generation through enculturation or education (Eva, 2016). According to Ki Hajar Dewantara, culture means that humans are cultured for the safety and happiness of humans in their life struggles (Basuki, 2021). In society, culture is on the one hand influenced by members of society, but on the other hand members of society are influenced by culture. For example: Europeans, who have cold climates, are forced to make thick clothes. In areas where there is a lot of wood, it requires people to build houses from wood and so on (Eva, 2016).

Everything visible or invisible, formal or informal, basically contributes to how school members, teachers, students, principals,

administrators, janitors, security officers, parents, and the community form and strengthen a positive culture. Thus, every school member is expected to have awareness to always ensure that this is in accordance with the expected school culture (Wardani, 2014).

School culture in character education leads to values taught by schools to shape good behavior. Therefore it is important to strengthen the cultural character of the school in Bissappu Public Junior High School 1 Bissappu, Bantaeng Regency. The school culture is a tradition made by the school as a hallmark of the school, daily habits from the start of school entry to school return to be practiced by all students at Public Junior High School 1 Bissappu, Bantaeng Regency, The Importance of School Culture so that it can provide an exemplary example for students so that they can, respect each other, be polite to teachers and parents.

In this way, noble character will be formed. However, students often underestimate this because they consider it normal, even according to (Basuki 2021), we often encounter it in the mass media, both on television and in newspapers, about students who, when the teacher reprimands them for making mistakes, they tend to fight back. to his teacher with inappropriate actions. Not only that, even because they have no ethics they commit physical and mental violence to their teacher, just because of a simple problem. And there are many other anarchist acts. It is this

shift in ethical and cultural values that causes the younger generation to lose their identity. Most of them forget the noble values that have been instilled in them since childhood by their parents and ancestors.

Seeing the very importance of Strengthening Character Education (PPK) for students, in Bissappu Public Junior High School 1, Bantaeng Regency implemented Strengthening Character Education (PPK) based on school culture, because most of the students are now starting to be indifferent to the cultures that have been implemented in their schools, by because of that character education is so intensely in the spotlight in various circles. Prioritizing character education from humans who come out of the education system in Indonesia (Eva, 2016). Therefore, the importance of Strengthening Character Education (PPK) based on school culture is still being implemented in Bissappu 1 Public Junior High School so that it can shape the character and habits of its students better.

In the case above, it is not yet optimal Strengthening Character Education (PPK) in high schools because the environmental conditions are not supportive. The contributions that have been made by parents and the community in the educational process of the nation's children have not been maximized. Because many families and communities currently cannot be relied upon as a basis for Strengthening Character

Education (PPK) for the nation's children (Septi and Anggraini, 2017). The current situation and conditions are a big challenge for the government, educational institutions including teachers, to further improve student character education in schools. Schools are required to instill good values and help students strengthen student character education in junior high schools with better cultural values in Bantaeng Regency.

Strengthening Character Education (PPK) based on school culture, namely focusing on habituation and forming a culture that represents the main values, namely Strengthening Character Education (PPK) for students in junior high schools, Bantaeng Regency. This habit is integrated into high school activities which is reflected in a conducive school environment (Oktavianti, 2017). So it is necessary to Strengthen Character Education (PPK) integrated with the culture of Bantaeng Regency. Based on this phenomenon, the researcher intends to examine Strengthening Student Character Education (PPK) Based on School Culture at Bissappu Public Junior High School 1, Bantaeng Regency.

RESEARCH METHODS

The research method used by the author is a mixed methods research method, using a sequential exploratory model design (a sequential combination from quantitative to qualitative). This research uses a combination

of positivistic and post-positivistic paradigms (Nursalam et al., 2002). This type of design is a mixed methods research design which is carried out by conducting qualitative research first and then continuing with quantitative research (Abarca, 2021). This research was conducted in three stages consisting of: the pre-field stage, the field work stage, and the research confidence level stage. Research instruments are tools used by researchers in measuring social and natural phenomena in accordance with research variables, namely observation sheets, interviews, documentation and questionnaires (Sugiyono 2012), then analyzed quantitatively and qualitatively.

DISCUSSION

Strengthening Character Education (PPK) with a School Culture Insight at State Junior High School 1 Bissappu:

Determining the main value of strengthening character education (PPK)

Strengthening character education (PPK) is an instructive program in schools by fortifying personal development and conforming to the Pancasila philosophy.

Bissappu State Junior High School 1 has been implementing character education for a long time starting from the 2013 curriculum, but character education will be tested again in 2020, namely strengthening character education (PPK). Although now the term strengthening the character of the Pancasila

student profile appears again from the independent curriculum (Nursalam & Suardi, 2022b).

Schools or campuses are institutions that are important in providing character strengthening (Suardi, Nursalam, et al., 2020) (H Kanji et al., 2019b) in an integrative manner carried out by all elements in schools such as school principals and teachers (Nursalam & Suardi, 2022a) (H Kanji et al., 2019a) and collaborate with one another (Suardi, Agustang, et al., 2020).

Many parties and the hard work and excitement of strengthening character education (PPK) were carried out by Bissappu 1 Public Junior High School and in the learning process consistently, learning is an important part in shaping character (Suardi & Syarifuddin, 2018) (Suardi & Nur, 2022) (Hasnah Kanji et al., 2020a) (Hasnah Kanji et al., 2019b) (Suardi et al., 2022). In addition, it is also carried out from entering the school gate to going home from school.

The main value of strengthening character education (PPK) is based on the results of socialization meetings with the Bantaeng government, deliberations between school principals and teachers, training staff, school committees that have been carried out before implementing the implementation of strengthening character education (PPK), and making a school order book which is socialized with the bissapu police station. Strengthening character education (PPK) has 5

values including, ¹² namely Religious, Nationalist, Independent, Mutual Cooperation, and Integrity values. Religious character is an important character to develop in schools (Rahmat et al., 2021), including the character of religious moderation (Israpil & Suardi, 2021) to overcome violations of character values (Nur et al., 2021).

The main benefit of ³ strengthening character education (PPK) means shaping the personality of school members, and at the same time it is embodied in the vision and mission of Bissappu 1 Public Junior High School. Vision which reads "Excellent in achievement, discipline, and noble character with an environmental perspective". Mission of Bissappu 1 Public Middle School which reads:

1. Realizing graduates with superior competence, intelligent, competitive and love for the motherland
2. Improving academic ability and science and technology
3. Providing provision of religious education and noble character.
4. Develop professionalism, innovation, and creativity.
5. Forming independent human beings, physically and spiritually healthy

⁷ The implementation of strengthening character education (PPK) by taking into account the previous school culture needed a planning process for a PPK program so that its implementation went well and easily.

Arranging Daily / Weekly Schedule

Day to day/week to week plans are made to emphasize the main benefits of strengthening character education (PPK). SMP Negeri 1 Bissappu, has made ⁴ a day to day/week to week plan by considering a plan to strengthen character education (PPK) through culture in schools. The main values of the PPK program have been consistently implemented, starting with the basic values of PPK, especially Nationalism and Integrity implemented through greetings, apples, singing the Indonesia Raya song, other national songs and after the event is over, shaking hands between school members, especially students, educators and other staff.

Consistently applying the character of Discipline and Trust before the start of class, all students line up in front of the class and check the neatness of students and students greet the homeroom teacher warmly. All students in grades VII-IX read Asmaul Husna and recite sholawat nariyah which are guided by the educator and one of the students selected by the educator in the teacher's office.

The value of mutual cooperation can be seen when the researcher opens the school door, there are several students who help open the door so that the researcher does not open the door himself, from the activities carried out by the students towards the researcher it can be said that they have implemented an attitude of mutual help that has been embedded in students so that they become good characters .

It can also be represented that when all students work together in cleaning the class/getting a rotating schedule and mutual cooperation

After the flag ceremony is over, the students go to their respective classes and pray together in accordance with the voice of the educator's direction coming from the sound source in the teacher's room, followed by reading Asmaul Husna, singing the Indonesia Raya hymn, reading sholawat nariyah, picket class finished before going home from school.

State Junior High School 1 Bissappu has carried out strengthening character education (PPK) by holding congregational prayers alternately according to class due to the minimal size of the prayer room. Schools have their own schedule in carrying out school culture. On Monday, all school members held a flag ceremony. Before holding a rally, the principal was present at school first and remained in the field to screen students who were late.

Development of School Culture

Strengthening character education (PPK) through culture in schools. Bissappu 1 Public Junior High School has a habit that is carried out by all students and educators at Bissappu 1 Public Junior High School, especially shaking hands. Character strengthening can be done through habituation (Suardi & Muhajir, 2022).

Every day, the handshake movement has become a culture at Bissappu 1 Public Junior High School. Not only shaking hands, students also have a habit that is carried out from year to year which has become a culture at school, especially 5S (Greetings, Smiles, Greetings, Politeness and Politeness) 1M (Sorry) 2T (Please and thank you). To start lessons at Bissappu 1 Public Junior High School pray, read Asmaul Husna, recite sholawat nariyah and sing Indonesian songs. It is possible to strengthen character in the learning process (Suardi et al., 2019) (Hasnah Kanji et al., 2019a) (Nursalam et al., 2020) (Hasnah Kanji et al., 2020b) or the educational process at school (Suardi et al., 2018).

CONCLUSION

Strengthening character through school culture at SMP Negeri 1 Bissappu is carried out through (a) determining the main values of strengthening character education (b) compiling a daily/weekly schedule for strengthening character education (c) developing school culture. The implementation of character education based on school culture in learning has been carried out in schools.

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