



# Mainstreaming the Development of School Culture As A Reinforcement Of Character Values: A Literature Review

Nursaptini<sup>1</sup>, Arif Widodo<sup>2</sup>

<sup>1</sup>Program Studi Pendidikan Sosiologi, Universitas Mataram

<sup>2</sup>Program Studi Pendidikan Guru Sekolah Dasar, Universitas Mataram

## ARTICLE INFO

### Article history:

Received Nov 03, 2022

Revised Nov 09, 2022

Accepted Nov 30, 2022

### Keywords:

Character values

School culture

Habituation

## ABSTRACT

Character building in the educational process is the main aspect that must be done before building intelligence. Students are expected to master etiquette before learning about science. Armed with the character of students, they will be wiser in practicing the knowledge they have in the future. There are various ways to internalize character values in students, one of which is through school culture. The role of school culture is very large in shaping the character values of students. Therefore, the mainstreaming of school culture development in strengthening character values needs to be investigated. In this study, it will be described how mainstream school culture is a reinforcement of student character values. The purpose of this study is to find out how the strategies that schools can do in mainstream school culture as reinforcement of character values. The research was conducted using the library method. Sources of data in this study are the results of previous studies that have been published in scientific journals, seminars, and books. Various sources of data that have been collected are then analyzed to find answers to the research objectives. The results of the literature study found that mainstreaming school culture development can be done in various ways, including forming good habits, and exemplary and strengthening character.

*This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.*



## Corresponding Author:

Nursaptini,

Program Studi Pendidikan Sosiologi,

Universitas Mataram, Indonesia,

alan Majapahit, Gomong, Kec. Selaparang, Kota Mataram, Nusa Tenggara Bar. 83115, Indonesia

Email: [nursaptini@unram.ac.id](mailto:nursaptini@unram.ac.id)

## INTRODUCTION

The problem of character crisis facing this nation can be said to be unfinished homework. Various policies have been taken by stakeholders in education to improve the character of the nation's children (Baroroh, 2012). Every change in the character strengthening curriculum always gets a leading position, however, the expected character improvements do not seem to get satisfactory results (Julaeha, 2019). The decline in character values can be seen from the increasing number of bad behavior that does not reflect good character (Syahrul et al., 2022). The increasing number of crime, drug abuse, corruption, low sense of nationalism and the ease with which people are

provoked by cultural sentiments show that the character education that has been aspired so far is still far from expectations (Utami, 2019). Moreover, with the weakening of the bonds of unity, low social sensitivity and increasing individualism among the community, it is increasingly clear that programmed character education has not been successful (Purnomo, 2014).

The various phenomena described above require educational institutions as character-forming students to conduct self-evaluation and work even harder. Character education is a key solution to the emergence of a character crisis today (Kusumawati, 2016). In the context of education, character must continue to be developed in order to create an ideal nation generation in accordance with the national education goals that have been programmed by the government (Sari et al., 2022). One of the goals of national education is that each participant is expected to have noble ethics according to his nature as a civilized creature of God. Seeing the gap between reality and the goals of national education, strengthening character education is a must (Purnomo, 2014). Schools must be able to strengthen character education in order to achieve ethical, aesthetic, literacy, and kinesthetic harmony in students (Subadar, 2017). The goal is none other than preparing students to have good character so that when they return to society they can become good citizens, namely citizens who obey the law, have ethics and behave according to applicable norms (Yanti et al., 2016).

There are various ways to internalize character values in schools, one of which is through school culture (Labudasari & Rochmah, 2018). However, many schools have not optimized school culture as a reinforcement for character education. So far, more character education is conveyed informatively through cognitive learning, students memorize more about goodness but never do that goodness (Meilani et al., 2021). In theory, students understand character theory, but in practice, it doesn't exist. The implication is that students are only able to answer cognitively but are not able to manifest in behavior. Based on this phenomenon, it is necessary to strengthen character through school culture. This is following one opinion which states that school culture has an important role in strengthening character. Through school culture, students can be accustomed to performing rituals that contain character values. In the long term, if the school culture is implemented properly, the hope of improving the character of students in the future will be realized.

## RESEARCH METHODOLOGY

This research is designed in the form of library research. Sources of data in this study are research results that have been published in scientific journals, both national and international journals. Apart from articles in scientific journals, the source of data in this research is a collection of proceedings, books and other relevant literature sources. The research stages include data collection, data classification, data analysis, and drawing conclusions. Data collection is done by accessing Google Scholar, Proquest and other accessible digital libraries. The collected sources are then analyzed and sorted based on the content contained in them. Irrelevant literature sources are separated so that the discussion of research results does not go out of context. The selected data sources are then studied in depth and compared with other sources to obtain a synthesis of the proposed answers. To get a comprehensive conclusion, the results of the study are then discussed with existing theories so that the research conclusions can be fully understood

## RESULTS AND DISCUSSIONS

### **The urgency of internalizing character education through school culture**

School culture is defined as habits that are carried out by schools repeatedly, consistently, and systematically so that they form a culture. School culture is obtained from a collection of norms, values as well as beliefs, and habits that are the school's persona (Efianingrum, 2013). This is what

distinguishes one school from another because school culture is unique. The school culture has been built for a long time and involves all school members collaborating with parents and the community. This is following one opinion which states that school culture is built by teachers, students, parents, and school administrators over time to become a complex network of traditions (Peterson, 2002). School culture has a strong influence on how students and other school members think and behave. The form of school culture can be realized in the form of symbols and stories as a form of communication of core values, building commitment, strengthening the mission, and a sense of togetherness. This can strengthen the learning process and support the school's vision. The ability of school residents to understand and shape school culture is the most decisive aspect of school success in student learning. In school culture, there are interpersonal relationships, habits, moral codes, and irrational sanctions between school members. It is the accumulation of the school's cultural values that can form the character of students at school (Tondeur et al., 2009).

School culture has several important elements, both concrete and abstract. These elements include a system of rules, moral values that are upheld, and a learning climate in schools. These good values must be passed down by the school from generation to generation (Maggio, 1982). School culture can be formed because of the school's awareness to educate students to become good individuals through the delivery of knowledge, attitudes, and skills. The results of previous studies indicate that school culture affects the effectiveness of school functions (Lee & Bowen, 2006). Aspects of school culture that influence school culture include vision and values, ceremonies and celebrations, history and stories, and architecture and artifacts. Vision and values in school culture are the most important aspects because they involve positive norms that are firmly held by all school members in behavior. Several facts prove that school culture can have implications for improving school quality (Hallinger & Kantamara, 2001). Through school culture, it is easier for teachers to increase productivity and performance to improve the quality of education.

School culture can also improve the ability of teachers to build collaboration and effective communication in problem solving in schools. Furthermore, school culture can encourage a spirit of change towards progressive improvement and innovation (Kusdaryani et al., 2016). All school members whose commitment has been formed will be motivated, uphold values and form noble attitudes and behavior. This is because school culture has an orientation in shaping the psychological and emotional spirit of all school members, including students. However, if the school is not able to develop an optimistic spirit, a negative culture will be formed which has an impact on improving the behavior of school residents. Therefore, it is necessary to have rules and policies that can shape the behavior of students both in writing and through daily habits. According to (Sobri et al., 2019) the role of habituation in the formation of student behavior is very large. In addition, in the formation of student behavior, there needs to be an example, because the teacher's example is a hidden curriculum. Habituation and example that is carried out continuously in schools can be attached so that every student can get used to good behavior. School culture is not just a habit that has no meaning. School culture can support the improvement of academic and non-academic achievement and character. Regarding character, school culture has a very large contribution to character building (Ngalu, 2019). This is related to the development of good habits that can encourage the emergence of religious values, democracy, discipline, honesty, love of peace and others. School culture ultimately has a symbolic role and becomes a determinant of school success in academic, non-academic and character fields (Aras, 2021).

School culture is the most important part of the education system in shaping the character of students. School culture is all activities, habits, customs, and beliefs that have become an important part of a school. According to the results of research (Norianda et al., 2017), conducive school culture can play a role in improving student achievement and motivation which is correlated with character growth. In this study, the culture developed was Friday blessing. Through this culture, students can have a strong character, love health, have a responsibility and have high social sensitivity. Forming a school culture cannot be done instantly, but must go through stages on an

ongoing basis. The most important thing to create a good school culture is the support of all school members. One form of support is the example of the principal and teachers and all students in following the school culture. There are various ways to internalize character values, one of which is by turning on extracurricular activities at school. According to (Nashihin, 2019) activities, habits, customs, and beliefs are containers in the formation of the character of students at school.

### **Mainstreaming school culture as a reinforcement of character values**

Character is an accumulation of a series of attitudes, behaviors, motivations and skills. Character building requires a long process of practice and habituation (Anshori, 2014). Everyone has their own responsibility for the character that is developed. Good character will be formed if there is support from family, school and community (Indarwati, 2020). Therefore character must be grown and developed through a deliberate process, one of which is through the educational process. Schools have a role in instilling character values, including moral, ethical and noble character values. In the context of education, character development is a general goal of learning and education in schools. The role of the school is very large in the formation of student character. Character building is also included in the priority of national development which has the aspiration to form human beings who have noble, moral, ethical, cultured and civilized character (Mardhiyah et al., 2021). Therefore, education as a deliberate process has an obligation to shape human beings as expected by the general public, because the ultimate goal of education is not only intelligence but character intelligence.

Character can control a person's thoughts and behavior. Furthermore, character can also determine a person's success in living life, achieving goals and solving problems (Sardiman, 2010). Character education in schools can not only be delivered through knowledge learning, but can also be practiced through habituation. This is because character education will not have a meaningful meaning if it is only informative without any action. The determinants of the success of character education are discipline, commitment, and application (Labudasari & Rochmah, 2018). The accumulation of these three factors if done continuously will become a habit. The objectives of character education include developing the attitudes of students to become citizens with character and national insight, having commendable behavior, having a responsible attitude, and being able to develop a safe and peaceful learning environment.

Various research results show that school culture has a very important role in shaping the character of students. In school culture, character values can be implemented through school culture through habituation, for example, stakeholder involvement, compliance with school rules, school branding, literacy, and extracurricular activities (Indarwati, 2020). Furthermore (Indarwati, 2020) said that through the implementation of character education in school culture, students become pious individuals, students have high moral integrity, and students have moral character. According to (Wardhani & Wahono, 2017) strengthening, the character of students cannot be separated from the role of the teacher as an example. Character education in schools must provide role models for students. With the example of the teacher, students can develop good values, attitudes, and behavior. Students not only have an understanding of values but also an understanding and belief in the values that they want to be formed because of the exemplary figures. This is following the statement (Asy'ari et al., 2022) which states that one of the goals of character education is oriented towards changing the mindset of people who are advanced with a broad perspective on sustainable development. Strengthening school culture requires collaboration between all elements, including the family. According to (Gerdes et al., 2022), (and Murray et al., 2008) cooperation between families and schools can support the success of programs planned by schools. Moreover, with character strengthening, the family must provide full support so that the school culture that is formed can be carried out properly. This is following the opinion (Rahayuningtyas & Mustadi, 2018) that the cultivation and development of character values in children is more appropriate if it is done early on and starts from the family, school, then community. Every student needs to be guided to have noble ethics and grow according to their

nature both as God's creatures and as social beings (Subadar, 2017). The educational environment in this case plays a role in developing ethical, aesthetic, literacy, and kinesthetic harmony in students. Based on various research results that have been described, it can be concluded that the mainstreaming of character education through school culture is the answer to the declining character possessed by students today. School culture must be strengthened by increasing the quality and quantity of activities that lead to the formation of the character of students.

## CONCLUSION

The results of the study of previous research found the answer formulation that mainstreaming school culture as a reinforcement of character values can be done in various ways, including teacher examples, school settings, good refracted, and reinforcing student behavior. Strengthening school culture as character building is the answer and solution to the decline in students' understanding of character values today. Based on the results of this study, each school is advised to build a school culture so that character education can be strengthened. The development of school culture can be done by increasing activities that lead to improving the character of students. The results of this study can contribute as a reference in the development of character education in schools, especially those based on school culture. This study has limitations in terms of methodology, namely only using the library method. Therefore it is hoped that the next researcher will conduct research using field research methods.

## References

- Anshori, S. (2014). Kontribusi Ilmu Pengetahuan Sosial dalam Pendidikan Karakter. *Jurnal Eduksos*, *III*(2), 59–76.
- Aras, A. (2021). Revitalisasi Kultur Sekolah dalam Pembangunan Karakter Peserta Didik. *AL MA'ARIEF : Jurnal Pendidikan Sosial Dan Budaya*, *3*(1), 26–34. <https://doi.org/10.35905/almaarif.v3i1.1996>
- Asy'ari, A., Daesusi, R., & Suharti, P. (2022). Budaya Sekolah Berwawasan Lingkungan: Upaya Pembentukan Karakter Literasi Lingkungan SD Sekolah Adiwiyata. *ELSE (Elementary School Education Journal) : Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, *6*(2), 419. <https://doi.org/10.30651/else.v6i2.13019>
- Baroroh, K. (2012). Upaya Meningkatkan Nilai-Nilai Karakter Peserta Didik Melalui Penerapan Metode Role Playing. *Jurnal Ekonomi Dan Pendidikan*, *8*(2). <https://doi.org/10.21831/jep.v8i2.793>
- Efianingrum, A. (2013). Kultur Sekolah. *Jurnal Pemikiran Sosiologi*, *2*(1), 19–30.
- Gerdes, J., Goei, S. L., Huizinga, M., & De Ruyter, D. J. (2022). True partners? Exploring family-school partnership in secondary education from a collaboration perspective. *Educational Review*, *74*(4), 805–823. <https://doi.org/10.1080/00131911.2020.1778643>
- Hallinger, P., & Kantamara, P. (2001). Exploring the Cultural Context of School Improvement in Thailand. *School Effectiveness and School Improvement*, *12*(4), 385–408. <https://doi.org/10.1076/sesi.12.4.385.3446>
- Indarwati, E. (2020). Implementasi penguatan pendidikan karakter melalui budaya sekolah. *Teacher in Educational Research*, *2*(1), 1. <https://doi.org/10.33292/ter.v2i1.60>
- Julaeha, S. (2019). Problematika Kurikulum dan Pembelajaran Pendidikan Karakter. *Jurnal Penelitian Pendidikan Islam*, *7*(2), 157. <https://doi.org/10.36667/jppi.v7i2.367>
- Kusdaryani, W., Purnamasari, I., & Tika Damayani, A. (2016). Penguatan Kultur Sekolah Untuk Mewujudkan Pendidikan Ramah Anak. *Jurnal Cakrawala Pendidikan*, *1*(1). <https://doi.org/10.21831/cp.v1i1.8383>
- Kusumawati, I. (2016). Landasan Filosofis Pengembangan Karakter Dalam Pembentukan Karakter. *Academy of Education Journal*, *7*(1), 1–15. <https://doi.org/10.47200/aoej.v7i1.342>
- Labudasari, E., & Rochmah, E. (2018). Peran Budaya Sekolah Dalam Meningkatkan Karakter Siswa Sekolah Dasar. *Seminar Nasional Prodi PGSD-FKIP Universitas Muhammadiyah Purwokerto*, 299–310.
- Lee, J.-S., & Bowen, N. K. (2006). Parent Involvement, Cultural Capital, and the Achievement Gap Among Elementary School Children. *American Educational Research Journal*, *43*(2), 193–218.

- <https://doi.org/10.3102/00028312043002193>
- Maggio, P. Di. (1982). Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of U.S. High School Students. *American Sociological Review*, 47(2), 189. <https://doi.org/10.2307/2094962>
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura : Jurnal Pendidikan*, 12(1), 29–40. <https://doi.org/10.31849/lectura.v12i1.5813>
- Meilani, E., Dewi, D. A., & Furnamasari, Y. F. (2021). Penerapan Pendidikan Karakter Pancasila dalam Lingkungan Sekolah. *Jurnal Pendidikan Tambusai*, 5(3), 9247–9258.
- Murray, M., Curran, E., & Zellers, D. (2008). Building Parent/Professional Partnerships: An Innovative Approach For Teacher Education. *The Teacher Educator*, 43(2), 87–108. <https://doi.org/10.1080/08878730701838819>
- Nashihin, H. (2019). Konstruksi Budaya Sekolah Sebagai Wadah Internalisasi Nilai Karakter. *At-Tajdid : Jurnal Ilmu Tarbiyah*, 8(1).
- Ngalu, R. (2019). Pendidikan karakter melalui pengembangan kultur sekolah. *Jurnal Lonto Leok Pendidikan Anak Usia Dini*, 2(1), 84–94.
- Norianda, N., Dewantara, J. A., & Sulistyarini, S. (2017). Internalisasi Nilai Dan Karakter Melalui Budaya Sekolah (Studi Budaya Sekolah Jumat Berkah). *WASKITA: Jurnal Pendidikan Nilai Dan Pembangunan Karakter*, 5(1), 45–57. <https://doi.org/10.21776/ub.waskita.2021.005.01.4>
- Peterson, K. D. (2002). *Positive or Negative?* National Staff Development Council.
- Purnomo, S. (2014). Pendidikan Karakter Di Indonesia: Antara Asa Dan Realita. *Jurnal Kependidikan*, 2(2), 66–84. <https://doi.org/10.24090/jk.v2i2.553>
- Rahayuningtyas, D. I., & Mustadi, A. (2018). Analisis Muatan Nilai Karakter Pada Buku Ajar Kurikulum 2013 Pegangan Guru Dan Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter, Tahun VIII*(2), 123–139. <https://doi.org/https://doi.org/10.21831/jpk.v8i2.21848>
- Sardiman, A. M. (2010). Revitalisasi peran pembelajaran IPS dalam pembentukan karakter bangsa. *Cakrawala Pendidikan*, XXIX, 147–160.
- Sari, Z. A. A., Nurashiah, I., Lyesmaya, D., Nashihin, N., & Hasanudin, H. (2022). Wayang Sukuraga: Media Pengembangan Karakter Menuju Profil Pelajar Pancasila. *Jurnal Basicedu*, 6(3), 3526–3535. <https://doi.org/10.31004/basicedu.v6i3.2698>
- 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. <https://doi.org/10.21831/hsjpi.v6i1.26912>
- Subadar. (2017). Penguatan Pendidikan Karakter (PPK) berbasis Higher Order Thinking Skills (HOTS). *Jurnal Pedagogik*, 04(01), 81–93.
- Syahrul, S., Zahrawati, F., & Nursaptini, N. (2022). *Kritik Ideologi Pendidikan*. IAIN Parepare Nusantara Press.
- Tondeur, J., Devos, G., Van Houtte, M., van Braak, J., & Valcke, M. (2009). Understanding structural and cultural school characteristics in relation to educational change: the case of ICT integration. *Educational Studies*, 35(2), 223–235. <https://doi.org/10.1080/03055690902804349>
- Utami, S. W. (2019). Penerapan Pendidikan Karakter Melalui Kegiatan Kedisiplinan Siswa. *Jurnal Pendidikan (Teori Dan Praktik)*, 4(1), 63. <https://doi.org/10.26740/jp.v4n1.p63-66>
- Wardhani, N. W., & Wahono, M. (2017). Keteladanan Guru Sebagai Penguat Proses Pendidikan Karakter. *Untirta Civic Education Journal*, 2(1), <http://dx.doi.org/10.30870/ucej.v2i1.2801>.
- Yanti, N., Adawiah, R., & Matnuh, H. (2016). Pelaksanaan Kegiatan Ekstrakurikuler Dalam Rangka Pengembangan Nilai-Nilai Karakter Siswa Untuk Menjadi Warga Negara Yang Baik Di Sma Korpri Banjarmasin. *Jurnal Pendidikan Kewarganegaraan*, 6(11). <https://doi.org/http://dx.doi.org/10.20527/kewarganegaraan.v6i11.746>