

APPLICATION OF CHARACTER EDUCATION IN THE SCHOOL CULTURE AT 14 BANDA ACEH STATE ELEMENTARY SCHOOL

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Abstract

The purpose of this study was to determine the application and evaluation of character education values in school culture at public elementary school 14 banda aceh. This research used a qualitative approach with a descriptive research type. Data analysis was carried out through data reduction and data collection and conclusion drawing/verification. The results showed that character education in the culture of public primary school 14 banda aceh is implemented in the layers of artifacts and values and beliefs. The planning consists of determining character values, namely religion, discipline, environmental care, national spirit, and respect for achievement; program preparation; policy socialization; and condition planning. The implementation is through the provision of facilities for various programs designed to shape student character through habituation activities. In general, SD negeri 14 banda aceh has achieved school success indicators in the implementation of the four main character values and the value of environmental care which is the focus of implementation. Evaluation is carried out through monitoring and evaluation at the end of the semester with the instrument of violation records and monitoring observation results. The aspects of evaluation include planning, completeness of facilities, implementation, achievement of targets and comparison of conditions.

Keywords: *Character Education, School Culture*

A. Introduction

The progress of a nation is highly dependent on the quality of its human resources (HR). Quality human resources are the main capital in the progress of the nation, covering the fields of education, economy, politics, science and technology, culture, and national character. The development of human resources, as a result, becomes an absolute thing for a nation to achieve the progress of its civilization. In the context of indonesia, with significant population growth every year, developing the quality of human resources is a profound challenge. With a large population, indonesia needs to work hard to develop the quality of its human resources. One approach that can be taken is through quality education, as practiced by developed countries such as japan, germany and malaysia. Education, as an investment in the future of the nation, has been recognized internationally. Every country seeks to advance the life of its nation and state through future-oriented education. Education management in each country is well organized to achieve both short-term and long-term national education goals. The purpose of indonesian national education, as stated in article 3 of law no. 20/2003 on the national education system, is to develop and shape the character and civilization of a dignified nation. Education is expected to educate the nation's life, develop the potential of students to become human beings who are faithful, pious, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Although education has an important role in achieving these goals, indonesia also faces serious problems related to the character of the nation. Culture and character issues are in the spotlight at various levels, from local to international. Corruption, violence, sexual crimes, unproductive politics, and various other hot issues have surfaced in the

media and discussion forums. The paradigm shift of Indonesian society in the era of globalization, especially among the younger generation, is often not in accordance with the nation's personality and character (Hadayani et al., 2020). The influence of foreign values and cultures can affect the behavior of the younger generation, resulting in a shift in values and characters that are not in line with national identity (Fajri & Mirsal, 2021). Various solutions to overcome the nation's character problems are proposed, and character education is one of the most widely discussed studies. Education is considered a preventive solution to overcome the nation's cultural and character problems, because it can develop the quality of the nation's generation in various aspects (Jaelani & Supena, 2020).

The Indonesian government is also responsible for playing an active role in building the nation's character. Therefore, the Indonesian government has formulated a national policy for national character development as a guideline in the design, implementation, and development of national character. One aspect of the implementation of character education that strongly supports the progress of character education is school culture (Sifa, 2022). Character development in the school environment can be organized and implemented through modeling, teaching, and environmental reinforcement strategies (Arimbi & Minsih, 2022). A well-built school culture reflects the school's efforts in instilling character values in all individuals at school (Lusyanti et al., 2020). The implementation of character education in school culture is very important in shaping students' strong character (Amelia & Ramadan, 2021). This process includes character education in daily learning, forming a positive mindset, and teaching noble values that reflect the nation's identity (Winahyu et al., 2020). The importance of implementing

character education in the elementary school environment is crucial. At this level, the cultivation of character values becomes the basis for broader intelligence. Character education in elementary schools has a profound impact, given the age of students who are still in the character building period (Arina et al., 2022).

Based on this context, this study aims to explore the implementation of character education in the primary school environment. This research will focus on Banda Aceh State Elementary School 14 as the object of study. This research is expected to provide deeper insights into the role of character education in shaping student character, especially at the primary education level in Indonesia.

B. Method

This research uses a qualitative approach with descriptive research type. Sugiyono (2020:14) said, "qualitative research methods are often also called naturalistic research methods because the research is carried out in natural conditions." Based on the opinion above, it can be interpreted as qualitative research which emphasizes interpretation and contextual analysis, where research is carried out without any significant manipulation by researchers of the environment or research subjects. Naturalistic methods allow observing and documenting behavior, interactions and dynamics that occur naturally without excessive intervention. The advantage of this method lies in its originality and better generalization, but it may introduce weaknesses in experimental control. This type of research is descriptive. According to Adiputra (2021:44), descriptive research is research that aims to describe existing phenomena, namely natural phenomena or man-made phenomena, or that is used to analyze or describe the results of a main problem but is not intended to provide a broader picture implications.

C. Finding and Discussion

The school culture at Banda Aceh State Primary School 14 shows that character education is an important aspect in shaping a positive atmosphere of interaction among school members. Focusing on the four main character values of religion, discipline, national spirit and environmental care, the culture provides a comprehensive framework to familiarize students with these values. The school culture at Banda Aceh State Primary School 14 appears to cover a wide range of aspects, from the physically observable to the values and assumptions that develop. The culture plays an important role in shaping students' character and the four main character values are the main focus in the character education process. However, there is a discrepancy regarding the value of caring for the environment, which is the focus but not listed in the curriculum. The implementation of character education at Banda Aceh State Primary School 14 is structured through well-planned programs that take place through the planning, implementation and evaluation stages. The principal plays an important role in policy-making, socialization and motivation of the school community. Teachers, as the spearhead of character education, have a great responsibility in guiding students. The role of students, school employees and parents also contributes to shaping a school culture with character.

Evaluation of character education is conducted regularly, involving the principal and an evaluation meeting at the end of the semester. Challenges arise from the complexity of social interactions, the quality of infrastructure and facilities, students' awareness, teachers' administrative burden and parents' participation. Various solutions are taken, including cooperation between teachers and students, optimization of facilities,

habituation of students by means of coercion in the early stages and subsequent education, and raising awareness of the functions and duties of teachers. Another challenge arose from the indifference of some parents, and the solution involved the Communication Forum as a forum for aspirations. Overall, the discussion highlighted the need for consistency and collaboration from all parties, including principals, teachers, students, school employees and parents, to create a school culture that supports student character building in accordance with the desired values. Concern for character values needs to be maintained so that they can grow and develop in a conducive environment.

The evaluation and monitoring process plays an important role in evaluating the success of character education implementation. The principal plays a key role in monitoring in various ways, such as direct observation, participation in school activities, interviews with various parties and observation of activities in the school. The monitoring results form the basis for the evaluation meeting at the end of the semester, which discusses the progress of the program and solutions to problems that arise. The discussion also includes technical obstacles and their solutions. Some of the problems involve the complexity of social interactions, the quality of infrastructure and facilities, student awareness, the administrative burden on teachers, and parental participation. Solutions were directed at improving cooperation, optimizing facilities, student habituation, awareness of teacher functions, and involving the Communication Forum. The quality of facilities and infrastructure is the focus, by maximizing the function of existing facilities. This research underscores the importance of character education in shaping a positive school culture. Collaboration between all parties and consistency in the implementation of character education are the keys to

success. Periodic evaluation and monitoring help identify problems and formulate appropriate solutions. Thus, Banda Aceh State Elementary School 14 can continue to create a school culture that supports the formation of student character in accordance with the desired values.

D. Conclusion

Based on the results of the research that has been conducted, the researcher can conclude that the application of character education values is reflected through the cultivation of character values in the artifact layer in the school culture. This is realized through the provision of facilities that support school programs and students' daily lives. School programs are designed to shape students' character through activities in the school environment, creating positive habits in accordance with the values promoted. Banda Aceh State Primary School 14 has achieved the indicators of success in implementing the four main character values and the value of environmental care. This success is the result of good cooperation from all school members and parents in creating school culture conditions and consistency in the application of character values. Evaluation of character education values is carried out through monitoring by the principal and evaluation with teachers at the end of the semester, with aspects of evaluation including program planning, completeness of facilities, implementation process, target achievement, and comparison of initial and final conditions of implementation, using instruments such as student violation record sheets and observation sheets in monitoring implementation.

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