



**SCHOOL CULTURAL CONVENTION AND A PURPOSE IN THE
DEVELOPMENT OF THE CHARACTER OF STUDENTS IN
ELEMENTARY SCHOOL**

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Abstract

The main problem of this research is the cultivation of school culture, student personality and character. The purpose of this research is to study the role of cultural achievement in shaping students' personality traits. The subjects of this research were school principals, teachers, students and parents. Data collection techniques use observation, interviews and recording. Data analysis in research uses data collection, data reduction, data presentation and drawing conclusions. The research results show that Cirebon Elementary School implements school culture well. The school culture formulated and implemented by the school is the 3S culture (Smile, Greet, Greet, Polite) and 5K culture (Cleanliness, Security, Order, Beauty and Home). By forming a school culture that runs optimally, it can foster the character of discipline, creative character, character of love for the environment, character of social care, character of honesty, character of using time, character of tolerance, character of mutual respect, character of compassion and character of responsibility. These positive qualities must always be cultivated and continuously practiced so that all school staff have noble personalities.

Keywords: school culture, personality, student character

INTRODUCTION

Education is a process of shaping the progressive life of a nation's society through the education and training of its future generations (Letteresa & Erviana, 2019). According to Law No. 20 of 2003, Article 3, on the National Education System, educational institutions must demonstrate a sense of national character appropriate for enlightening the life of the nation. The goal is to develop students into individuals who are devout to God Almighty, possess noble character, are knowledgeable, and are responsible (Ministry of National Education, 2010). An aspect that significantly influences personality development is the environment in which a child grows up. Children spend a considerable amount of time in their family and school environments. Various issues in the education sector require serious attention from all of us, including the increasing crisis of morality and violence

against children (Letteresa & Erviana, 2019). Addressing the rising crisis in morality among children requires education that instills character in them.

Character education aims to cultivate character values within students so that they receive character lessons aligned with specific values and apply them in their daily lives, becoming productive, creative, religious, and nationalistic individuals. Character education is the process of instilling and developing character within students so that they can practice these character values in their daily lives, whether in their relationships with God Almighty, themselves, others, or the nation (Saleh, 2022). In imparting character education to students, teachers must instill eighteen character education values. These values include creativity, independence, democracy, curiosity, religiosity, honesty, tolerance, discipline, hard work, nationalism, patriotism, appreciation of achievement, friendliness, love of peace, reading enthusiasm, environmental care, social awareness, and responsibility (Murniyetti et al., 2016).

Character development through the environment involves various strategies such as intervention, consistent habituation, and reinforcement. This means that character education uses interventions through role modeling, teaching strategies, structured practice, and long-term habituation, which must be continuously practiced and reinforced in accordance with noble values (Kusdaryani et al., 2016; Wuryandani et al., 2014). The Strengthening Character Education (PPK) as stated in Presidential Regulation of the Republic of Indonesia No. 87 of 2017 on Strengthening Character Education, Article 5, specifies that: (a) it focuses on the comprehensive and integrated development of students' potential, (b) role modeling in the application of character education in every educational environment, and (c) it occurs through habituation and over time in daily life (Maisaro et al., 2018).

School culture plays a crucial role in instilling character values in elementary school students. Naniek Sulistya Wardani (2015) explains that culture can change daily attitudes and behaviors because it encompasses rules that must be adhered to and followed by every individual within an institution. According to Mulyasa (2011) and Wibowo (2013), character education is a continuous and never-ending learning process that leads to sustained improvement in quality. Habits performed consistently provide students with the opportunity to apply theories that require hands-on practice (Syafri, 2015). Thus, something that initially seems difficult can become easier for students to understand if they frequently engage in it because they become accustomed to it. This is reflected in shaping a golden generation based on national cultural values. The habits implemented in schools aim to develop students' mindset to be more ethical and virtuous. Since students' character can change at any time, this is a primary factor in why they need to study character education. Therefore, students need to continuously cultivate positive character traits to ensure their behavior aligns with norms. Based on this research, a detailed study on the adaptation of school culture in developing elementary school students' personalities is needed. According to Yuliono (2011), school culture is a unique characteristic that can shape the personality or character of school members and reflect the school's image or values in the eyes of the community, making school culture vary

according to each elementary school's vision and mission.

Elementary schools in Cirebon City have implemented unique and effective school cultures in line with each school's vision and mission. The culture applied in these schools aims to enhance students' personalities so that they possess noble character. According to Abd. Kadim Masaong (2012), personality is the behavior or character of an individual that is considered good and is reflected in their actions as a person, thus giving them a reputation as a good person. The habituation of school culture in elementary schools across Cirebon City is carried out in a planned manner, with some instances occurring spontaneously or incidentally. The aim of cultivating school culture is to improve the performance and productivity of teachers in elementary schools across Cirebon City, strengthen relationships, and enhance effective communication among school personnel. Through the habituation of school culture, it is hoped that positive character traits can be instilled in students. School principals, in collaboration with teachers and parents, fully support these efforts. The school culture habits in elementary schools throughout Cirebon City are very diverse and unique.

METHOD

This study employs a qualitative research method with a descriptive approach, aiming to understand and describe phenomena in depth from the perspective of the research subjects. The research subjects include school principals, teachers, students, and parents. The research instruments used include observation guides, interview protocols, and audio and video recording equipment. Observations are conducted to capture real-life situations and interactions in the field, while in-depth interviews are used to explore the perceptions, views, and experiences of the research subjects in greater detail. Audio and video recording tools are utilized to ensure data accuracy and comprehensively document the research process.

Data analysis is conducted using the Miles and Huberman analytical model (Sugiyono, 2015), which includes several key stages: data collection, data reduction, data presentation, and conclusion drawing. In the data collection stage, information is gathered from various sources to obtain a comprehensive view. Data reduction involves simplifying, sorting, and organizing the data to make it easier to analyze. Data presentation involves arranging the information. The final stage is conclusion drawing, where the researcher interprets the analyzed data to answer the research questions and provide a deeper understanding of the studied phenomena.

RESULTS AND DISCUSSIONS

Data collected through interviews, observations, and documentation provides insights into school culture, the efforts made by principals and teachers to advance school culture, and the character shaped by school culture. School culture is achieved through continuous habituation supported and guided by the principal and teachers. To produce intelligent and ethical graduates, school culture represents a collective agreement utilized in daily life to

address the various challenges faced by the school. School culture is rooted in existing values, which are believed to be applied in actions and result in a collective agreement. This, in turn, generates a commitment from all school personnel to implement it consistently and continuously (Komariah and Triatna, 2006). School culture is a shared system (norms, values, and basic assumptions) embedded within a school community that maintains collective unity and creates an identity distinct from other schools. It serves as a bond among school members, embedding values and beliefs (Sobri et al., 2019). According to Fitriani (2013), a school's success depends not only on the completeness of infrastructure, the quality of teachers in the learning process, and student achievements but also on effective school culture supported by good practices. Consistent habits in applying school culture, with principals and teachers serving as role models in fostering it, ensure that all school elements adhere to the culture, thereby improving overall performance and quality. Implementing an appropriate school culture will enhance student learning effectiveness, improve teaching skills, and result in a more informative and effective learning environment (Dewi et al., 2018).

Teaching behavioral values (character) is part of character education, encompassing aspects such as knowledge, awareness, and willingness among school members, as well as steps to practice these values. This system includes relationships with God Almighty, oneself, others, the environment, and the nation, resulting in well-rounded and high-quality individuals. In the effort to educate characterful students, a teacher needs to instill eighteen character education values. The 3S Program has proven to be highly effective in shaping student character. The culture of "Senyum, Sapa, Salam" (Smile, Greet, and Salute) has developed well among students, teachers, and principals. This success is attributed to the 3S Program playing a crucial role in strengthening students' personalities, fostering discipline, and resisting harmful influences and activities that contradict academic goals (Anike H. Pongoliu, 2019). According to Rakhmawati (2018) in Dewi et al. (2018), the 3S culture is an implementation of character education in schools using one method to instill a caring attitude in students. Elementary schools in Cirebon City have routinely implemented the 3S culture (Smile, Greet, Salute). Every time we interact with teachers or students, we always observe the application of 3S. Teachers implement it through interaction, often giving reminders such as "Let's greet first." When a student does not follow this, they are guided accordingly. Being friendly and polite is consistently applied in the school.

Consistent habituation of greetings, smiling, and saying hello indirectly teaches students to develop positive character traits in valuing others. Children in elementary schools throughout Cirebon City learn to be friendly through interactions with teachers, parents, and the school community. This habituation also teaches the concept of caring, where friendly behavior helps build sensitivity towards others, such as greeting friends upon arrival and inquiring about a friend's feelings or reasons if they seem sad. Teachers can create effective learning activities by developing structured lesson plans and then implementing them. Efforts are made to use media to make learning interactive and educational, aiming to prevent boredom. By using media, children become more engaged

and retain information more easily. This approach is applied to create a pleasant atmosphere through varied methods that aim to foster children's enthusiasm for learning. The varied media used include maintaining the 5 K (cleanliness, safety, orderliness, beauty, and family-like atmosphere).

The 5 K Program, which includes cleanliness, beauty, orderliness, safety, and a sense of family, has been implemented in the school environment for a long time. Cleanliness covers various aspects such as the learning space, classrooms, library, floors, school terraces, walls, gardens, fields, and more. Beauty involves organizing rooms and outdoor areas, including arranging rooms, decorating walls, placing flowers on tables, putting potted plants on terraces and in school gardens, and maintaining the neatness of classrooms and equipment, such as tablecloths and student attendance folders. Orderliness encompasses adherence to rules and regulations, provision of markers or chalk, erasers, and maintaining the cleanliness of the whiteboard. Safety includes ensuring classroom security, especially when teachers are absent, and managing noise levels within the classroom. A sense of family involves social activities such as visiting friends or teachers who are sick, and supporting friends who are facing difficulties. Students maintain order at school by following existing rules. Discipline is fostered through routine practices such as Monday ceremonies and national holiday observances.

The use of school uniforms requires students to wear their uniforms according to the rules every day in full. Especially on Mondays, students who do not comply with the uniform requirements are punished with a special ceremony to enforce discipline. Discipline implementation for students: Students generally arrive on time, usually reaching their classrooms before 7 a.m. If they are late, there is a penalty, starting with a warning. Continued tardiness results in more severe consequences. Fortunately, students have been punctual, possibly because their homes are close to the school. Discipline implementation for teachers: Teachers typically arrive on time. When teachers are late, it affects their ability to manage and maintain a conducive learning environment. Teachers are expected to leave at 2 p.m., and this is monitored through attendance records. For civil servant teachers, a fingerprint system is used, which automatically records their attendance at the central office. Teachers start their work at 7 a.m. and leave at 2 p.m.

Students make use of their free time by engaging in activities such as literacy practices, playing with friends, or usually visiting the canteen. Alternatively, teachers may instruct students to participate in communal activities like cleaning the classroom. Teachers aim to create a comfortable learning environment by decorating the room with fun decorations on windows or walls (Indrastoeti, 2016). Additionally, teachers often involve students in creating classroom rules, such as imposing penalties for disruptive behavior, among other regulations (Ii & Karakter, 2013).

CONCLUSION

School culture is based on existing values and beliefs and is manifested in tangible forms such as the physical condition of the school and the behavior of its members. New cultures or school cultures emerge from the organization and behavioral systems within the school. This can be achieved by developing responsive leadership. Internally, the organization must be strong and stable, while externally, it must be adaptable and accommodating to change. For example, elementary schools in Cirebon City have successfully implemented school culture through various practices such as the 3S (smile, greet, salute) and attitudes of friendliness and politeness. Every day, they engage in religious activities such as performing Duha and Zuhur prayers. The classroom environment is designed to be effective and enjoyable. Additionally, they implement the 5K (cleanliness, safety, orderliness, beauty, and sense of family) as well as practices like flag ceremonies, uniform use, and disciplinary measures for students and teachers, along with recommendations for time management and creating a calm and pleasant learning environment.

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