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Abstract: This present research aims to: 1) analyze the implementation of the school culture-based of student character education, and 2) describe the roles of the school culture and students' legal guardian in reinforcing student characters. It employed a qualitative approach with a case study technique. The research was located in State Junior High School 21 Malang Indonesia. Subjects of the research were character education developers, teachers, and students. The data collection techniques were observations, documents, and interviews. There were 21 respondents including students, teachers, and school's professional staff. The obtained data was analyzed through the analysis technique developed by Miles and Huberman. Results showed that the implementation of character education involved all elements of education. The program planning was described in the learning module, and the character education implementation is guided through stages as described in the module and stipulated by the Regional Education Department of Malang. School culture played crucial roles in reinforcing character education through the facility and infrastructures required in the programs, curricular, and co-curricular activities. Meanwhile, students' legal guardian showed support towards the implementation of student character at home. These elements convey character education reinforcement, the evaluation of the program success, and the maintenance of the harmony with the students' legal guardians in building students characters.

Keywords: character education, reinforcement, school culture, co-curricular

Introduction

Current development in this global era is marked out by the revolution in the field of science and technology. At present, it is greatly easy to obtain various information from all corners of the world merely by way of the smart-phone technology. The innovation of science and technology in diverse social media also makes the inter-state partition more open through easy communications in the cyberspace.

It is this condition that hastily encourages the society to come into an open space society. But this may raise a social phenomenon where some cultures which are less appropriate with those in a county sometimes cannot be well filtered so that some disquieting manipulations of information happen (Raharjo, 2010). One of the impacts that may be directly identified is some moral decadency marked by some degradation of togetherness among the elements of the society (Taufik, 2014) revealing the polymer's diameter, length, and conformation. The rapidity of polymer translocation (approximately 30,000 bp/ms).

These more distorted social symptoms are signed by several less commendable behaviors such as blasphemy, low level tolerance, thuggery, immoral business, corruption practices, money politics practices, diverse crimes and violations, terrorism, stronger hates to certain ethnic groups, drug abuses and diminishing feeling of shyness in doing diverging attitudes (Meirawan, 2010; Raharjo, 2010; Dalmeri, 2014). Actually, such various deviating behaviors are not only problematic for Indonesian people, but also for other nations. According to Dalmeri (2014), developed countries like America, Japan, and European countries also face the same problem namely the degradation of the people's characters a with varied and different intensity. One of the negative behaviors haunting the nations all over the world is the growing cases of corruptions and abuse of office by state officials.

Almost all countries agree that some measures should be taken to anticipate behaviors dealing with the degrading quality of human characters, one of which is by means of character education. Taufik (2014) revealing the polymer's diameter, length, and conformation. The rapidity of polymer translocation (approximately 30,000 bp/ms) states that the development of a nation is seriously determined by its character quality. A high-quality nation is believed to result in changes in the whole aspects of life. It is in line with Dalmeri's (2014) idea that a high-quality character will give impacts on the quality of the generation of a nation, so that such an excellence is not merely vital for an individual interest, but also for the members of the society as a whole and for a nation. Wahyu (2011) therefore, imperative that the dental profession closely monitor the performance of root-form implants used in a variety of applications. The Dental Implant Clinical Research Group (DICRG

affirms that a strong character is demonstrated by attitudes of order, self-help, respect to others, love and affections, responsibility, fairness, playing roles as good citizens, and giving priority to public interest. On the basis of some perspectives above, Agboola dan Tsai (2012) suggest that character education should not be underestimated, since it has essential effects on the life continuation of a nation.

Although the people in developed countries have some high awareness of the order and the implementation of the prevailing regulations, it cannot be denied that there are various worrying demoralization attitudes. What effort is made to encounter the problem dealing with the moral crises? The most proper answer, according to Towaf (2014), is the empowerment of the nation character. The effort may be conducted either informally or formally. Informally, this process is carried out by way of civilization, via socialization or habituation, while the formal tract may be performed by means of education that plays a role in preserving the values and building national character. Strong national character is created from good character education. when most society possess strong character, the civilization of a nation will be higher. On the contrary, when the majority of society owns negative quality, the civilization develop will be weak because of fragile foundation (Raharjo, 2010).

One of the polling institutes in America, Gallup, has performed a survey of 40% people of America, where 77% believed that moral values prevailed among the people decreased especially those dealing with the increase of criminals acts and drug abuses (Suyanto, 2011). Lickona (2013) who had summarized from various magazines and results of surveys stated that moral degradations are massive among the public or youths. Driving in drunkenness, committing fraud, cheating in filling out tax forms, violation and vandalism, sexual harassment, and increasing egoism, and lowering levels of responsibility as citizens are more explicit moral degradation symptoms.

Basically, America has realized moral degradation since three decades ago. Even in 1992, a special meeting was held to discuss such a more worrying moral degradation, and therefore, an Aspen declaration which is an agreement to raise citizens' awareness via character education at school was born (Sultoni, 2016). Then, Suyanto (2011) said that there are 40 programs of character education development in America, among of which are *Character Development & Leadership*, and *Character Education Partnership*, that have been implemented through trainings to thousands of teachers and students.

In the European continental, it can be monitored from various reporting that the level of its population character also degrades, and one of such a degradation is the legalization of the same-sex relation in some countries. One of the countries in Europe, England, according to Arthur' s (2016) research results, starts making a comparison of character educations in coun-

tries in the Asia region (China, Taiwan, Singapore, South Korea, and Japan), because England viewed that character education in the countries has been exceedingly developed. Then Arthur suggests that implicitly, there is a relationship between character education and learning achievement, as shown by the better assessment made by international students through Programmed for International Students Assessment in the countries.

For the Asian region, the position of China in character education cannot be ignored. Jalaludin (2012) stated that almost all leaders in China, from Jiang Zemin to Hu Jianto, have paid a serious attention to the significance of character education and have always improved the educational system that does not merely give an emphasis on the cognitive aspect. At the scope of countries in South Asia, Singapore and Malaysia may be used as a model. It cannot be denied that Singapore is one of the developed countries in the South East Asia, possessing a civilization which is equal with that of European countries. The government of Singapore determines national values called *The Shared Values* containing Confucianism as the national identity and also ideology by considering the existing multiculturalism aspects (Hartati, 2018). Moreover, in keeping with Istiningsih (2016), the pattern of education in Singapore has possessed a very strong commitment at all system levels. The parents, the teachers, the policy makers, even the students play greatly positive roles in giving prominence to the character education values.

Malaysia has an uneasy character education since this country is inhabited by three different nations (Malay, China, and India). To anticipate any social clashes, in 1970, a harmonious country program was established where the program consist of commitment that "although some differences exist, they uphold a unity of Malaysia country (Balakrishnaan, 2010). In its development, the program dealing with character education in Malaysia is popularly called as moral education, that has been developed in a special syllabus service as a strong umbrella in the environment of the multicultural society. We have no conflicts of interest to disclose.

What is about in Indonesia? Concerning with character education in Indonesia, actually Ir. Soekarno, as the first President of the Republic of Indonesia, has confirmed the importance of nation and character building since the beginning of independence (Wahyu, 2011) therefore, imperative that the dental profession closely monitor the performance of root-form implants used in a variety of applications. The Dental Implant Clinical Research Group (DICRG. In its progress, in around 1960, there was a subject called character education in the educational curriculum. Then in the new order era, there existed Upgrading Program of the Guidelines for Understanding and Practices of Civic Education subject that implicitly contain the moral specific for Indonesian people. During the post reformation period, charac-

ter education is focused on the faith and piety, and noble character (Harun, 2015). In 2010, the government launched a policy of national movement of character education and this movement was strengthened through Character Education Reinforcement program. This present research would be focused on one of the character education scopes namely school culture-based character education. According to Anggraini dan Zulfiati (2017), the students' character building can be conducted through school culture which is in line with the grand design of character education because character in a school culture is built on the basis of the prevailing values. The school culture-based character education is based on any values that may build students' character into a positive direction, that are able to give good impacts on character strengthening. Character education at school is closely related to any habits that are constantly practiced or implemented and that could touch upon students' three domains (cognitive, affective, and psychomotor), so that the students will not only know, but also be willing and able to apply it in their daily life.

From the facts in the field, it is known that the implementation of the character education reinforcement by means of school culture did not work optimally yet, where students in executing the activities of the school culture-based character education reinforcement were still depended upon the roles played by the headmasters and other educational staffs. This shows that students have not fully realized the importance of habituating character education via school education. A research performed by Anggraini & Zulfiati (2017) showed that the roles of school citizens (the headmaster, the teachers, and the students) and also facility and infrastructures may become either the supporting or hindering factors of the application of character education reinforcement. It depends on the roles played by each component in the habituation activities implemented at the school.

Satyawati (2015) showed that the phenomenon in the field suggests that although a school has applied the character education strengthening, a model for executing the character education strengthening that is described in values prioritized in character serving as the cultural basis that would be developed at school has not existed. Hence, each school applying the character education reinforcement program should make a model of the character education reinforcement management developed in routine and spontaneous activities full of modeling and conditioning and the act of monitoring activities from planning, implementation, evaluation and follow-up should also be made.

In so doing, three research questions were proposed in this study:

1. How was the reinforcement of school culture-based student character education ?

2. What were the roles of school in supporting the reinforcement of student character education?
3. What were the roles of students' legal guardians in supporting the reinforcement of student character education?

Literature Review

Concept of Character Education Reinforcement

Education is a process of changing one's attitudes and behaviors through teaching efforts. In accordance with Anggraini & Zulfiati's (2017) idea, education is a conscious effort conducted by a teacher to his students in terms of the personal, psychical, and mental aspects and performed either formally, informally, and non-formally. Character is any form of temperament, trait, conduct and moral which are basic and inherent to an individual which is formed from the results of internalization as the basis to think and that may distinguish one individual to another. Khoirur (2018) stated that character may determine the one's perspective, actions, and abilities in responding something. Moreover, character education is the base of the changes of one's quality. Character may also be defined as the basic personality brought from birth, but it may change if it is faced with the effects of interactions with the environment (Satyawati, 2015).

On the basis of some opinions above, it can be concluded that character is a combination between nature and forging and formation of the environment, so that it can be attempted and learned. Henceforth, character may be changed and formed via education which is the most effective tool in implanting character values to the students.

Lickona (2012) stated that character education is an effort to make someone to be able to understand, attend, and implement the most ethical values to actualize any virtues. Then, according to Lickona (2013), character is one of the powerful weapons to solve any character problems, because education has two great goals: helping students become smart and good. Character education is a process of implanting character values to the students with the expectation that they will possess moral intelligence, may differentiate what is correct what is incorrect, what may be done and what may not be done which are embedded through the process of teaching and habituation so that they become human beings with good characters in various dimensions (heart, thought, and physic, feeling and desire). Character education does not only teach a good knowledge aspect, but implant also good character values and also implementation aspect covering the development of substance, process, atmosphere, or environment that may encourage someone to develop good habits (Satyawati, 2015; Harun, 2015).

The Aim of the Character Education Reinforcement

Lickona (2012) said that character education is aimed at implanting and forming character so that values that cause the students' attitudes and behaviors to become a habit are formed. Moreover, Lickona presents seven reasons why character education should be cultivated: 1) it is an assurance that in their life, students possess good personality; 2) good character will influence their academic achievement; 3) outside the scope of education, students cannot form strong character for themselves; 4) it may sharpen the feeling of tolerance in this various social life; 5) character problems deal with social realities so that the students will be able to solve any problems; 6) it prepares good mental and behavioral aspects in the workplace; and 7) it give learning on cultural values that may improve civilization of a nation.

Character education does not only teach what is right and what is wrong, but also instills good habits so that students understand and are able to feel and are willing to do positive things. Valuable values in daily life are developed and reinforced so that students' behavior is appropriate with the values in the character education (Tyas, 2018). Dalmeri (2014) shows that the objective of character education is to teach certain traditional values widely accepted as the basis for good and responsible behaviors.

Another expert states that character education is aimed at not only forming superior persons but also improving discipline and influencing students' learning achievement (Taufik, 2014 revealing the polymer's diameter, length, and conformation. The rapidity of polymer translocation (approximately 30,000 bp/ms; Arthur, 2016). It is analogous with an idea presented by Lickona (2013), who made surveys in Canada, that there is a relationship between character and learning achievement. From his research, Taufik (2014) revealing the polymer's diameter, length, and conformation. The rapidity of polymer translocation (approximately 30,000 bp/ms) concluded that there are some differences before and after students implemented a character education program. They were more enthusiastic to join in the lessons and to show respect to their teachers, and at the end their behaviors change the class situation into a more conducive atmosphere.

Developing Character Principles and Values

Are the values developed in the character education the same in each country in the world? Although essentially the positive values adopted all over the world are almost the same, but it turns out that the emphasis is different. In general this is caused by differences in the religious, social and cultural backgrounds and also the level of education (Sultoni, 2016). Before contrasting the character, values developed in some countries, values developed by Thomas Lickona, one of the prominent figures in character education, will be discussed first.

In the application, the seven values are manifested in the following ten principles: 1) developing positive values as the basis for high-quality characters; 2) defining characters as a whole either in cognitive, affective or psychomotor aspects; 3) selecting a proper approach to developing characters; 4) establishing a school community that supports the implementation of school education strengthening; 5) giving opportunities to students to apply positive behaviors; 6) composing a curriculum that supports the implementation of the character education strengthening; 7) improving students' motivation; 8) involving the roles of the educational staffs; 9) enhancing teachers' initiatives to develop character in the long term; 10) embroiling the roles of the families and the community; and 11) evaluating the application of character education strengthening.

School Culture-based Character Education Reinforcement

School culture-based character education is an activity to create school climate and environment that support the implementation of the character education reinforcement involving all systems, structures, and the actors of education at school. Zamroni (2011) stated that school culture is a pattern of bases, values, beliefs, and habits that are agreed on, believed and used as the guidance by the school citizens so that they will have proper views, understandings, feelings, and actions to deal with any problems. School culture in Daryanto's (2015) opinion is a value and philosophy serving as a guidance in the implementation of any school policies in terms of school elements and components in line with the assumption or belief the school personnel adheres.

Developing a school value-based character education reinforcement is an integral unity of the whole school governance, school-based curriculum design, and school rules and governance making. The school culture-based character education reinforcement is focused on habituation and cultural establishment of the main values in strengthening character education as the priority of a unit of education. This habituation is integrated in the whole activities at school which are reflected from the school atmosphere and environment that are conducive to and that are able to provide the students with a comfortable learning environment. The reinforcement of the school culture-based character education values includes all activities conducted by the whole school citizens (Satyawati, 2015).

The activities of habituation by means of school culture may be done in the process of routine and spontaneous activities full of modeling and conditioning which are described as follows. 1) Routine activities are those that are continuously and continuously done every day, for examples: flag ceremony held on Monday, gymnastic activities, keeping the school environment clean, prayers in congregation, the five culture smiling, greeting,

saying hello, and politeness and obeying school rules; 2) spontaneous activities are the activities that are held in a certain condition, for instances: habituating to do queues, throwing trash at the proper place, respecting the opinions of others, and mediating any different opinions; 3) conditioning is conducted by creating a condition which support the implementation of character education, for examples, keeping the toilets clean, putting garbage cans in various places, place the learning tools orderly, and 4) examples from school citizens are the teachers' and educational staffs' attitudes and behaviors that may be imitated by the students, for instances, they speak politely and use a good language, wear neat dresses, do not come late, are diligent in doing their jobs, respect others' goodness, they do not show envy from others' success, and the like. The activities are done out of the learning time in the proper situation, condition, facility and infrastructures available in each unit of education (Judiani, 2010; Safitri, 2015).

Methodology

A qualitative approach with a case study research type was employed in this research. This present research did not test any hypotheses and would not test the relationship among variables, but it would be focused on the data collection by describing the real condition in the field.

The research site was in State Junior High School 21 Malang, Indonesia. This location was chosen because this school had been assigned as the referral school in the application of character education in Malang since 2016. Moreover, this school had good school cultures and possessed high concern with the environment, as proved by the fact that it obtained an *Adiwiyata* school title at the national level in 2017.

The primary data were obtained from the results of the interviews with 21 respondents, including teachers, students, and school's professional staff in State Junior High School 21 Malang. These respondents were chosen through purposive sampling technique by deciding it from certain considerations aimed at the data obtained that would be more representative and that could fulfill the goal of the research (Sugiyono, 2011). Source triangulation was employed in this present research for data validation, which we interviewed various respondents with the same questions. The secondary data were taken from the sources of documents and observations.

Some techniques of data collection were adopted: 1) passive participant's observations where the researchers made indirect observations in the activity, with the goal of describing the situation of the implementation of the school culture-based character education strengthening in State Junior High School 21 Malang, Indonesia; 2) in-depth interviews, unstructured in-

terviews with the character education developers, the teachers and the students, and 3) study of documents.

A descriptive qualitative data analysis technique was applied by collecting and describing the data so that a real description of the data obtained during the observations, interviews of documentations was resulted in.

The data validity was checked using a triangulation technique. In this present research, data were acquired using interviews, observations, and documentation techniques. To reveal the implementation of the school culture-based character education reinforcement, the researchers got the data by interviewing with the character education strengthening developer, the teachers, and the students as the data sources. Then to make the data from the results of the interviews appropriate with what happened in the fields, the researchers used observations and documentation techniques by consulting it with the documents existing in the school and documented activities served as the research object.

Results

The series of analyses on interview transcripts, observation notes, and documents showed that the reinforcement of student character education in State Junior High School 21 Malang:

1. The reinforcement of student character education was conveyed through different stages;
2. The school culture played a critical role as a reinforcement base of student character education;
3. The students' legal guardians played a pivotal role at home by monitoring and reporting student activities.

Implementation of the Character Education Reinforcement through School Culture

To dig information dealing with the practice of the execution of the culture-based character education reinforcement in the school environment, the researchers discovered four models of activities carried out in line with the following interview:

The development team of the character education reinforcement has designed four habituation models through the management model for routine, spontaneous full activities of modeling and conditioning. We have designed activities that are certainly based on the values taken by considering the school facility and infrastructures. Scheduling is also important to make the activities models work effectively (A1/2019).

Firstly, routine activities were implemented at School. In State Junior High School 21 Malang, the routine activities done were as follows. 1) the five culture, smiling, greeting, saying hello, and politeness. The five culture was implemented by the eta headmaster, the teachers, and the educational staffs by standing at the school lobby to welcome the students with hand shaking. Moreover, the students also implemented the five culture when they met their teachers and the educational staffs at the school area during the school hour; 2) religious activities. The school held prayers in congregation (*dhuha*, *dhuhur*, and *Jum'at*). Moreover, they also read *asmaul Husna*, recitation of short *surrah* such as *Juz Amma* for moslems. This activity is aimed at growing the students' religious character and improving their responsibility; 3) singing the national anthem and local songs. The student's song the two stanza of the anthem *Indonesia Raya* and local songs after the learning activities ended in the classrooms. The activities were done with the hope that the students would have more feelings of nationalism; 4) routine ceremony. The schedule of the ceremony in this school was on Monday aimed at implanting the discipline value and cultivating the students' nationalism attitude, and 5) concern with the environment. This activity was done by cleaning the environment either in or out of the classroom, not throwing trashes anywhere, not doing any vandalism, and the like. In the school, other activities special for students were also held namely making compost fertilizers and cultivating herbal plants.

Secondly, spontaneous activities were done any time. These activities were clearly realized during the time for the prayer in congregation, recess, and some other events during the research in progress. During the prayer in congregation, the discipline and queue cultures were clearly observed, since the space is not wide, the male students prayed in congregation first, and then the activities were then followed the female students. When waiting for the queue, the students took *wudhu* (ablution) then sit in a good order until the male students finished their prayer. Female students set the carpet together before it was rolled in the terrace of the mosque to make them comfortable in doing their prayer.

The carpet is set spontaneously. No schedule or picket is made, except for the workgroup for ablution water with the task of keeping the water disposal clean and of making use of it to water the plants. This task is scheduled (A2/2019).

Through observations, the researchers found that the habit of queue was also observed in the school canteen during the recess time. All students waited in line according to the queue line in six food counters prepared by the school in an orderly manner. After finishing eating their foods or drink, they also immediately put the dirty plates or glasses in the plastic tubs available in each food counter.

The following activity was also done by the educators and other educational staffs when they knew that there were students who showed improper behaviors, they directly corrected them so that the students would not repeat the inappropriate behaviors in the future. For example, there some students who threw some garbage in improper places, who behaved less politely and who screamed loudly that may bother others, the teachers and also the educational staffs took immediate actions to handle them.

Spontaneous activities were also conducted in the school to solve any casuistic problems. When there were students showing behaviors which are not in line with the prevailing rules, the school would firstly approach the concerned students personally, or made some cooperation with the student guardians to facilitate some accompaniment, if possible. One of the problems is revealed by the informant as follow:

We cannot deny that the zoning system greatly affects the school condition, guys. Some incidents happen for examples: thievery of hand-phones, those who were discovered to drink alcoholic drink, students who bullied others, and also play truants. This requires the school to start improving the accompaniment system to guide the students to find the best solution before involving their guardians (A3/22-1-2019).

A personal approach by accompaniment to students were felt being effective to develop better personalities. This could be proved in some cases that could be achieved in a win-win solution, and in fact this approach could *encourage* them to show more positive behaviors. For cases that cannot be handled anymore, the concerned guardians were invited to discuss the cases of their sons/daughters and if no solution is reached, the school will return the students to their parents.

Thirdly, the model given by all teachers and educational staffs. Not only the headmaster, the teachers, the administrative staffs but also the school security staffs, the cooperative staffs, and also the canteens staffs should also understand the essential meaning of good modeling for the students. The school realizes that the lesson of values, norms and character habituation learned by the students themselves is the one shown to the students namely how the headmaster, the teachers and the school staffs behave among themselves, and how they behave, treat and serve the students.

Shortly, it can be stated that the behaviors and attitudes shown by the teachers and educational staffs and other school staffs would serve as models for the students. This makes students start to model and imitate them and then they will become their habits so that the character will be strongly implanted in the students later.

One of the informants stated that the form of modeling applied is the discipline in the prayer in congregation where the students would habituate

themselves not to be late to come to school and to be diligent to do prayer in congregation. The following is the result of the interviews:

Personally, I am trying not to come to school late. I also attempt to do a habit of praying in congregation in the mosque *guys*, the students also know if we give good model to them and they will also imitate them. Slowly, they will realize that discipline is crucial, especially prayer on time (A1/2019).

The researchers also interviewed with the students concerning with the activity of prayer in congregation. From the results of the interviews, the habituation activity that seems to *force* the students were at first was felt heavy to the students. This habituation was done every day and then the students did not consider it to burden them anymore.

Fourthly, the conditioning activity, where the school created a condition that would support the implementation of the character education at school to produce commendable behaviors. From the results of the interviews, it was revealed that there were various rules designed to habituate positive things to the students. The result of the interview is as follows:

Conditioning is done for example in the toilet and canteen areas, *guys*. It can be observed that there are various rules that should be obeyed by the students. Diverse posters containing good and motivating statements for students are intentionally set along the class corridor. We believe that the existing conditioning will implant positive values in the students (A4/2019).

When the researchers observed the areas around the toilet, canteen and all parts of the school, conditioning had been made to facilitate the internalization positive values in the students. In front of the toilet for instance, a special rack for shoes was available, and students entering the toilet should also have worn sandals provided. At the entrance, some sheets containing the prayer of entering the bathroom, the rules of entering the bathroom known as FPF slogan Flushing, Pee, Flushing the schedule of workgroup for bathroom, even procedures for using bathroom for students were stick. In each toilet, various rules were also provided, for example, to turn off the lamp and water faucet, and to keep the toilet clean. Rules in the canteen area are also explicitly written namely the rules for the canteen visitors, and the queue line was also provided in the school canteen in each food counter to civilize a queue habituation. A lot of plastic tubs where students put the dirty plates/glasses in each counter were also provided.

Conditioning was also conducted by way of a lot of posters containing values, norms and habits of positive character displayed in the whole area, for examples posters appealing *stop brawls, make your environment clean,*

healthy and comfortable, clean environment without trash makes life more beautiful and healthy, stop bullying, and other appealing.

The Roles of School Culture in Supporting the Implementation of Character Education Reinforcement

School culture in State Junior High School 21 Malang was developed parallel with the implementation of character education reinforcement which is well integrated with the classroom or the school environment. The character education execution could be realized well through the implanting of character values in the school culture via among others the provision of facility supporting the implementation of the character education reinforcement program, various activities in the school programs, and also the involvement of the roles of the student's guardians and evaluation of the implementations of the programs.

It cannot be disavowed that the adequate facility and infrastructures are vital in executing the character education strengthening program. State Junior High School 21 Malang had constructed a lot of supporting facility that facilitate the implementation of character education reinforcement at school. This is known based on the following interview:

The implementation of the character education reinforcement program is greatly supported by the existing facility and infrastructures guys, the number of the toilets is adequate, and in front of each classroom, a garbage can and a washbasin are provided, greenhouse, compost room and garbage bank also exist. (A5/2019).

From the results of observations, in the researchers' opinion, it is the green house which should be noted down. Orchid specially cultivated in the green house might be used to teach an entrepreneurship value to the students. The school also utilized the space in the back classroom to cultivate herbal and other hydroponic plants. In front of each classroom, decorative plants in plastic bottles with beautiful modification and arrangement are hanged. Students were alternately scheduled to give some composts to them and water them and this embeds attitudes of mutual help, sincerity and concern with the environment. An addition, the school also possessed a compost room to process leaves into fertilizer in the school area and the garbage bank to sort out the waste according to its type.

The researchers also asked whether the facility and infrastructures provided by the school had been optimally employed. In this case the informant stated as follows:

All have been functioned and made use of well, guys. But it seems that the children still have not possessed some awareness of their personal stuffs lost (A3/22-1-2019).

One of the interesting matters is the sincerity attitude that was trying to plant to the students by providing a specific display for lost stuffs. If students found stuffs that do not belong to them, they should report it to the staffs of the student affairs. When the stuffs are books, spectacles, shoes, eating boxes, *mukena* (a long dress for prayer), or other school equipment's, the staffs would place them in the display. But if the lost stuff is money, it would be announced via the loud speaker, so that the students who felt that their money was lost would immediately come to the office. On the basis of the research results, students' sincerity could be known from various stuffs displayed. Certainly, on the other hand, students showed less feelings of possession. It could be seen from the fact there are a lot of stuffs displayed that have not been taken by their owners though the stuffs are important and supports their learning activities.

Institutionally, the roles of the school do not merely facilitate the application of the character education reinforcement through the supporting facility and infrastructures but also give a wide room to students' potency. This was conducted via activities which are not only focused on the intra-curricular but co-curricular but also to the extra-curricular activities in a balanced manner. It is stated by one of the informants as follows:

The character education reinforcement is not only conducted in intra-curricular activities, *guys*, but also through co-curricular and extra-curricular activities. For extracurricular activities, we have 20 activities, where Scout is a compulsory extra-curricular activity, and others are optional, namely the students may choose them based on their talent and interest (A3/2019).

In the implementation of the co-curricular activity, for grades 7, 8 and 9, they were conducted when the students worked the tasks given by the teachers, they were guided by their homeroom teachers or the teachers teaching the lesson independently. These activities were held out of the school hours, from 2 pm – 3 pm. For grade 9, tutoring activities were held from 6 am – 7 am every day Tuesday – Friday to prepare them in the national examination. Dealing with the development of the students' personality, an adolescent counseling information education activity was held under the supervision of a counselor. This activity was scheduled once a week for every level.

For the extra-curricular activity, the school offered a lot of activities so that students could choose the activities which are in line with their potency, talent and interest. In State Junior High School 21 Malang, religious extracurricular activities were among others the *Al Qur'an* reading-wring, the *Al-Qur'an* reading arts, and the Islamic musical art. Artistic activities were dance, painting, music, choir, and drum band. Knowledge-enhancing activities were Youth Scientific Paper, English Club, and Olympiad. Sport

activities are futsal (men/women), volley ball, basketball, held out of school hours from 3 pm – 5 pm (A3/2019).

Additional information expressed by one of the members of the development team of the character education strengthening was that to reinforce the implanting of the student characters, the school had also designed an *Adiwiyata Habituation Program*. *Adiwiyata* is a key program of the Ministry of Environment aimed at promoting knowledge and awareness about environmental conservation efforts among the student community in Indonesia. He stated as follows:

The implementation of this *Adiwiyata* Habituation program is done by grouping students into 13 work groups, where 1 work group consist of 2-3 students. Each work group is guided by a teacher serving as the one responsible for the group, *guys*, so the students are under guidance (A6/2019).

On the basis of the results of interviews and existing documents, the group works were divided in the following groups: 1) the biosphere work group was assigned to monitor the existing biosphere to anticipate any flood that often hit the *Sawojajar* area; 2) the Waste Treatment Installation workgroup, to manage waste of the ablution water; 3) the green house workgroup, to raise animals and maintain plants; 4) the bathroom work group, to clean the bathroom area; 5) the bulletin and wall magazines, to make creative bulletins and wall magazines to be ready to be contested; 6) the composting workgroup, to make compost; 7) the recycle workgroup, to make use of existing waste to become handicrafts; 8) the healthy canteen, to keep the canteen clean; 9) the hydroponics workgroup, to take care of hydroponic plants; 10) the Malang Garbage Bank, to sort out the garbage according to its type; 11) the herbal plants, to keep the herbal plants healthy; 12) the Teacher and Class Rooms workgroup to maintain the cleanliness of the teacher and classrooms, and 13) the School Health Unit workgroup, to handle students' health.

The Role of Student Guardians in Implementing the Character Education Reinforcement

Remembering the vital synergy between the school and the family environment, the student guardians are involved on participating the implanting of characters to students. School had socialized the character education character strengthening program to the student guardians, and it is expected that they would take active roles in this program. In the family environment, guardians are required to always monitor their children's character, guide them to practice manners and politeness, be diligent to pray, respect to their parents, and plan other characters.

So far, between the school and the student guardians, a good cooperation had been made, as stated by the following informant:

Each student guardian always has WhatsApp group so that communication with student's guardian may work well. Sometimes we remind them supposed there is an activity that needs direct monitoring in the family environment, or just we just announce important matters dealing with the school activities. This is greatly effective in helping the students' development and monitoring their students either at school or at home (A6/2019).

Good communication between the school and the student guardians could help reinforce the students' character at the family scale, impacted on the success of the implementation of the character education strengthening program at school. From the research results, it was known that the parents played a great role in civilizing the students' character values. The monitoring was performed to students' religious activities in the community environment, where the parents should sign the reports of their children's prayer activities and *Al-Qur'an* reading provided by the school. There was one thing to note that many parents did not sign the report of the activities showing that their children do not learn *Al-Qur'an* or do prayer at home.

In addition, the roles of the parents could be clearly seen during the co-curricular activities in the form of tutoring, or tryout of national examination problems and in the activities in the commemorations of religious holidays and graduations by providing consumption voluntarily. Their roles in celebrating the religious holidays were very clear especially in giving financial aids. For muslim students, *pondok Ramadhan* was held by asking them to stay one day at school and inviting speakers, while for non muslim students, some church services were conducted out of school.

The parents also proved to give positive responses to the implementation of the school programs and rules that had been agreed on, one of them was the low level of the students' coming late to school. Since the implementation of the character education reinforcement program was launched, students arrived at school earlier namely at 06.45 am, instead of 07.00. When students came on time, it means that the parents understand their roles to prepare their children to arrive at school at the scheduled time.

The Role of Students' Legal Guardians in the Implementation of Character Education

To develop mutual synergy between school and family environments, active participations from students' legal guardians are critical to reinforce student character education. The school has socialized the student character education program to parents in the hope to gain advantageous involvement. In so doing, parents are expected to continuously supervise students'

characters in the family, guide their manners, teach prayers, grow respects, and other positive traits.

So far, students' legal guardians have cooperated well as stated by the following information:

Every homeroom teacher has a WhatsApp group to communicate with students' legal guardians. The group is used as a reminder for parents to monitor kids' behaviors, and is also used as a public announcement platform. WhatsApp group is very effective, and helps to monitor children's development and behavior both at school and at home (A3 /2019).

Mutual communication between school and students' legal guardians strengthens student character education in the family sphere, which catalyzes the successful of student character reinforcement at school. This present study shows that parental roles are pivotal to reinforce students' positive traits. For example, parents are reliable to monitor students' religious activities through their sign reports of prayers and Quran recitation. It is interesting to find student performance books that were not signed indicate that the students do not pray or recite Quran at home.

Moreover, parental role is critical to support co-curricular activities in the form of study guidance, test work on national exam trials, participation in religious holiday commemoration activities, and graduation activities. For example, parents can offer to provide free refreshment. Results of this present study showed that two classrooms in this school were fully constructed from the donations of the parents. Besides, students' legal guardians also donate money annually for educational events to Prigen Safari Park.

The role of parents in commemoration of religious holidays is very visible, especially in providing financial assistance. For example, a Ramadhan night-in targets Muslim students to stay a night and a day at the school to attend congregation; while students of other religions are sent outside schools to hold services.

Students' parents also gave positive responses to the implementation of school programs and regulations. This results in students' punctuality. Since the implementation of student character education, students are required to arrive at school earlier at 6.45 am, which previously was at 7.00 am. Students' punctuality means that parents agree to the regulations and play their roles in preparing their children to attend school.

Discussion

Sound preparation is one of the prerequisites to implement a program to work well. It is in line with a research result (Agung, 2017) stating that the success in the implementation of a character education reinforcement pro-

gram should be sustained by a clear, detailed and directed concept with great details that may function as the guidance and may be used as its operational reference. It is similarly expressed by a research made by Dalmeri (2014) that the implementation of character education reinforcement should be accomplished through a good, systematic, and sustainable planning in each aspect of life, especially in the educational institution.

The character education reinforcement in State Junior High School 21 has been being implemented well through routine and spontaneous activities full of modeling and conditioning. In general, the model of the character education strengthening application has the pattern of activities which is almost the same with that in other schools. This present research reinforced an idea from some previous researches made by Wardani (2014), Satyawati (2015), Anggraini and Zulfiati (2017), serta Andriarini, Arifin and Nurabadi (2018), that principally the implementation of the character education reinforcement in the field has worked smoothly.

The model of implementation applied basically has been analogous with the behavioral change theories proposed by Thorndike and Pavlov, and the *social learning* theories by Albert Bandura. The research results by Irwan (2015) & Familus (2016) on the learning theories in the behavioristic school show that the forms of students' behavioral changes into new ones may happen on the basis of the results of the interaction between stimulus and response. Certainly, stimulus and response may succeed from the process of continuous exercises, repetitions, and habituations, known as habituation. It is that becomes as the basis for developing the character education strengthening at school in designing a model of activities that may give positive stimulus to result in positive responses specially to change students' behaviors through habituation in the daily life under the scope of school.

Moreover, in researches conducted by Smith & Berge (2009), and Rahmawati (2014), it is stated that human beings learn not only through direct experiences, but also via imitations. It is in line with the research result presented by Prasetyo & Marzuki (2016) that modeling shown by teachers through their attitudes, appearances, speeches, and good personal characteristics in the daily life at school is vital for the internalization process of positive values in the students.

The roles the school cultures play are vital for supporting the success of the implementation of the character education strengthening program designed. The research by Andriarini (2018) reveals that school culture is a key to the achievement of the character education itself. One of the roles played in supporting the implementation of the character education reinforcement is through the provision of adequate facility and infrastructures. Zurqoni, Retnawati, Arlinwibowo and Apino (2018) in their research state that in the strategies and implementations of the character education, appropriate pro-

grams and supporting facilities are important. This finding is in line with the research results obtained by Furi (2013), Judiani (2010) and Satyawati (2015). The importance of school facility is fortified by a research result performed by Lee (2009) that less support of the schools facility and infrastructure leads to difficult effort to maintain the process of the character education strengthening.

Then, school will not merely focus on intra-curricular and co-curricular activities but it also balances its extra-curricular activities. Special for the extra-curricular activities, a school offers various activities so that students may choose the ones in line with their potency, talent, and interest. Towaf (2014) in his research results shows that diverse extra-curricular activities boost not only students' academic aspects but also their characters.

The same thing is also expressed by the research result obtained by Satyawati (2015). This present research states that any activity of strengthening the character education via various extra-curricular activities in a good package may motivate the students to build their own characters shown by some changes in their behaviors into a better direction, so that the implementation of the character education may proceed effectively.

Student guardians play a vital role in teaching character values at home. Lickona (2012) avers that the process of effective moral and education is conducted by the school with supports from the family. Moreover, Lickona states that although a school is able to improve their students' early understanding, good attitudes possessed by the students will slowly fade if the values that have been taught at school will not get some supports from the home environment.

The idea presented by Lickona is also equivalent with that proposed by See & Arthur (2011) serta Novita, Amirullah, & Ruslan (2016) that the parents cannot fully depend their children' character education on the school since they are the main teachers with the roles of guiding and improving the development of their children since early stage. Triatmanto (2010) also says the same vein when he concludes that character education at school will not go well without any support from the environment either from the family or the society.

Conclusion

In general, the implementation of the character education reinforcement in State Junior High School 21 Malang has been made well through synergic efforts that use the habituation models that are performed routinely and spontaneously and that are full of modeling and conditioning. The realization of the character education reinforcement involves all potency at school in a planned, systematic, and integrated manner that implicating all

elements of education. The process of planning the character education reinforcement program via the stages that have been described in the module and under the guidance of the Malang city education office.

The roles of school culture in supporting the implementation of the character education reinforcement has been performed well through the facility and infrastructures that bear the programs, the extracurricular and co-curricular activities containing the character education reinforcement aimed at understanding the success of the program and maintaining the harmony with the student guardians in embedding characters to the students.

Although in general the completion of the character education reinforcement has been excellent, it is discovered that students have not possess the feeling of ownership of their lost stuffs. It can be known from many objects that are not taken by the owners in the display window special for lost goods.

In the school environment, the roles the school may play are to build students' character making use of the social institution at school to make certain values internalized in the students' mind. In the family environment, the parents in this case have a role in implanting character values that become the children's habits to behave well in accordance with the religious and behavioral norms that may respect themselves and others.

Besides school and student's guardians, the people also possess essential roles in making some social controls over the students so that they will lead into a positive path. Without any harmonious relation between the character education at school and out of school, the children's characters will not be well established. Character education may affect students' noble character if it is performed continuously and consistently in the school environment, and supported by the family and community environments.

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