IMPLEMENTATION OF SCHOOL CULTURE TO STRENGTHEN STUDENT CHARACTER AT MADRASAH IBTIDAIYAH KHADIJAH IN MALANG CITY

Ahmad Maulidin [1*], Chairul Bahri Mesgiyanto [2], Suhartono [3]

[1,2,3] Maulana Malik Ibrahim State Islamic University Malang, Indonesia

Abstract

This study aims to describe the implementation of school culture to strengthen the character of students at Madrasah Ibtidaiyah Khadijah in Malang City, the inhibiting factors, and the efforts made. The method used in this research is qualitative research. Data collection was carried out using observation, interviews, and documentation techniques. Data analysis was conducted using the Miles and Huberman model analysis technique. In this study, the research subjects were the principal, teachers, and students at Madrasah Ibtidaiyah Khadijah in Malang City. The results of the study indicate that religious character is implemented through regular and spontaneous practices, such as performing Dhuha prayers every day, reciting prayers before and after studying, practicing ablution, memorizing short surahs, and daily prayers. The character of independence is implemented through regular, spontaneous habits, and role modeling. The character of discipline is implemented through regular, spontaneous habits, and role modeling. The obstacles encountered include parents who have personal busy schedules, inadequate facilities and infrastructure, and an unsupportive environment. The solutions provided are to conduct socialization with parents and emphasize the importance of character education applied at home as well as building a special closeness with students.

Keywords: Implementation, school culture, student character

INTRODUCTION | مقدمة

The era of globalization marks a multi-dimensional development in social interactions, connecting distant places so that local events can be influenced by occurrences elsewhere and vice versa. Advances in information and communication technology and transportation are indicators of the rapid pace of globalization, enabling extensive data access without age limitations. However, the impact of globalization is not always positive, particularly in the behavior of students, which can affect their physical and mental health.

Globalization has posed serious challenges for developing countries like Indonesia, especially regarding legal and normative violations among the younger generation (Sun'an et al., 2023). From January to September 2023, KPAI received 563 cases related to special child protection (PKA), including sexual crimes against children (14.0%), children victims of physical and/or psychological violence (7.8%), children victims of mistreatment and neglect (1.3%), and children with deviant social behavior (0.1%) (KPAI, 2023). Recently, television and social media have frequently reported incidents involving students, such as bullying peers, sexual harassment, dating, and other behaviors inappropriate for students, especially primary school students. These various cases are certainly a concern for all of us.

The negative implications associated with globalization's development immediately create complex problems for Indonesia's education system. Therefore, educational reform is necessary to anticipate global changes. The government's realization is evidenced by the formulation of the Republic of Indonesia Law No. 20 of 2003 on education, which emphasizes the importance of character building to enhance the nation's intellectual life (Retnasari et al., 2021). The government continuously innovates in the field of education, including updating curricula and evaluation systems that consider character development.

Character education becomes a strategy to shape desirable character for the nation's benefit. According to Jusita, character education involves elements of knowledge, awareness, will, and correct actions with the potential to move in a positive direction (Jusita, 2016). This is reinforced by Fitriana's research, which shows that to minimize juvenile delinquency, character education can be implemented in students through learning activities, developing school culture, mentoring, habituation, and a system of rewards and sanctions (Putri & Sunarso, 2021). Therefore, implementing character education through school culture is essential, involving all school elements in instilling character values. School culture includes attitudes, habits, and actions that shape the school's identity and play a role in instilling character values.

To develop school culture, the Ministry of National Education recommends four approaches: 1. Routine activities, 2. Spontaneous activities, 3. Exemplary behavior, and 4. Conditioning. Essentially, character consists of three interrelated operational values in actions or behavior: moral knowing (cognitive aspect), moral feeling (affective aspect), and moral action (psychomotor aspect) (Lutfiyani, 2023).

The researcher conducted an initial observation on February 29, 2024, to obtain permission from the head of the madrasah and understand the madrasah's situation through an interview with the head and the researcher. Based on the initial observation, the researcher found several school cultures implemented at Madrasah Ibtidaiyah Khadijah Kota Malang, which include three character values: religiousness, discipline, and independence. Madrasah Ibtidaiyah Khadijah Kota Malang is an example of a school that implements character education through habituating these values in daily activities.

The reason for choosing the title and conducting research at this school is based on the initial observation that character is still inadequately ingrained among students. Some students were seen disregarding school rules, such as arriving late and not wearing complete school uniforms. This behavior may be due to a lack of socialization efforts by the head of the madrasah and teachers regarding school culture. Quality character reinforcement needs to start early, particularly in primary schools. If we fail to instill character in students, it can result in problematic individuals in the future. Seeing this reality, the researcher is interested in conducting a scientific study to examine the implementation of school culture to strengthen the character of students at Madrasah Ibtidaiyah Khadijah Kota Malang.

METHOD | منهج

The approach used in researching the Implementation of School Culture to Strengthen Student Character at Madrasah Ibtidaiyah Khadijah in Malang City is qualitative. The qualitative approach aims to comprehensively reveal events at the research location through the collection of natural data, utilizing the researcher as the key instrument in seeking information or meaning (John W. Creswell, 2019).

The type of research used is descriptive research. Descriptive research aims to provide an overview of a community or a group of people regarding a phenomenon, as well as the relationship between two or more phenomena (Bakri, 2013).

The research instruments used in this study include interviews, as defined by Nasution as a process of communication or interaction to gather information through a question-and-answer process between the researcher and the informant or research subject (Hardani, 2020). Additionally, non-participant observation was conducted, which involves the researcher not directly engaging in the activities of the observed subject. Documentary study was used to review documents related to the researched topic.

Data analysis in this study adopts the model proposed by Miles & Huberman: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion drawing. Qualitative data analysis is conducted interactively and continuously until saturation is reached to ensure the data is comprehensive (Miles & Huberman, 1992).

RESULT | نتائج

Research results indicate that: (1) Religious Character is implemented through regular and spontaneous practices, such as performing Dhuha prayer daily, reciting prayers before and after studying, performing ablution, memorizing short surahs, and daily prayers. (2) Independence Character is implemented through regular habits, spontaneous actions, and exemplary behavior, such as cleaning the classroom both inside and outside, reading, drawing, completing assignments or homework, lining up, preparing lessons, arranging shoes, and placing them on the shoe rack. (3) Discipline Character is implemented through regular habits, spontaneous actions, and exemplary behavior, such as arriving at school on time, completing assigned tasks according to schedule, and lining up after the bell rings. Challenges in implementing school culture to strengthen students' character include: (1) parents who have personal busy schedules; (2) inadequate facilities and infrastructure; (3) an unsupportive environment. The proposed solutions are conducting outreach to parents and emphasizing the importance of character education applied at home, as well as building a special rapport with students..

DISCUSSION | مناقشة

Character education includes moral education that involves cognitive, emotional, and behavioral aspects. The goal of character education in schools is to foster courteous behavior in students that aligns with the expectations of the nation and society. Essentially, character education aims to instill the understanding that noble qualities are not only learned but also applied, by recognizing their values. Therefore, wherever individuals are, they uphold the noble virtues within themselves. In school-based character education, all stakeholders must be involved, including curriculum content, teaching and assessment processes, subject management, school administration, extracurricular activities, infrastructure, funding, and the work ethic of the entire school community (Malatuny et al., 2017).

The implementation of a school culture to foster character education at Madrasah Ibtidaiyah Khadijah in Malang City has been successfully carried out. The school has effectively balanced process and outcomes, gaining its own appeal within the community that increasingly values schools for instilling character values, not only focusing on cognitive aspects but also nurturing affective development to prevent a gap between knowledge and experience.

Religious Character

Research findings reveal that the implementation of school culture in shaping religious character is carried out through both regular and spontaneous practices, such as performing the Dhuha prayer every day, reciting prayers before and after studying, practicing ablution (wudhu), memorizing short surahs, and reciting daily prayers. These practices are repeated continuously, and educators always serve as faithful reminders every day, such as before performing the Dhuha prayer.

Independence Character

Research results indicate that the application of school culture in fostering independence includes regular, spontaneous habits, and exemplary behavior, such as cleaning the classroom both inside and outside, reading, drawing, completing assignments or homework, lining up in rows, preparing lessons, preparing shoes, and storing them in shoe racks. These practices are repeated multiple times before leaving school to remind students of the given schedule, encouraging them to fulfill tasks with consciousness and initiative.

Discipline Character

Research findings show that the implementation of school culture in fostering discipline involves regular, spontaneous habits, and exemplary behavior, such as arriving at school on time, completing assigned tasks according to schedule, and lining up after the bell rings. These practices are repeated numerous times within the school environment to instill a sense of discipline in students through conscious effort and self-initiative.

In the implementation of school culture and its application to realize character education, there are supporting and inhibiting factors. One of the supporting factors is parental involvement. Parents consistently support every positive initiative undertaken by the school. From interviews, it is known that activities such as participating in academic competitions bring joy to students when representing their school. Parents strongly support these activities by providing financial assistance when needed, especially for competitions held far from home.

Another supporting factor is the school itself, which plays a crucial role in shaping children's character. This is achieved through educating parents about the importance of character education at home. Additionally, the students themselves contribute as supporting factors in the implementation of character education. If school routines are diligently followed, it is hoped that students' character education will develop positively.

Furthermore, the success of the school culture program heavily depends on the support of all stakeholders and adequate educational components. The process of instilling values as part of conservative education involves initiation, repetition, and habituation stages. Initiation involves the introduction and explanation of values, while repetition reinforces them until eventually reaching the stage of habituation, fostering student discipline through conscious effort and self-initiative (Tambusai, 2019).

In addition to supporting factors, there are also inhibiting factors such as parental involvement. When schools hold character education workshops and request parental attendance, the reality often differs. Parents cite busyness as a reason for their absence, thus hindering the effective implementation of school initiatives. Regardless of the success of character education in schools, it heavily relies on parental practices at home. As Sukadari and Kuntoro suggest: the roles of teachers, parents, and the community are crucial, especially in providing examples of good behavior to children (Malatuny et al., 2017).

Furthermore, school facilities and infrastructure play an important role in supporting the implementation of school culture. Inadequate school infrastructure can hinder the implementation of school culture. For example, if a school enforces a rule prohibiting students from arriving late to flag ceremonies, the presence of school gates will help enforce this rule effectively.

The environment also serves as one of the inhibiting factors. The rapid development of technology and its influence on students' living environment greatly affect their character development. In Madrasah Ibtidaiyah Khadijah, inadequate school facilities, combined with the influence of technology and foreign cultures, pose challenges to character education. Students themselves can also hinder this process by not adhering to or violating the norms set by the school.

Several efforts are made to overcome the challenges of implementing school culture in realizing character education at Madrasah Ibtidaiyah Khadijah in Malang City. The school's solution to address parental challenges is to socialize the importance of character education through the school culture applied at Madrasah Ibtidaiyah Khadijah in Malang City. This serves as a means for teachers and parents to collaborate in monitoring their children's character education. The school's efforts involve teachers consistently implementing the programmed school culture and setting an example for their students. Utilizing the school environment for learning purposes is also emphasized.

Meanwhile, efforts to overcome environmental challenges involve urging parents to socialize the importance of character education at home. Schools emphasize the importance of character education applied at home, in addition to school and community environments. For example, parents are advised to limit and monitor their children's cell phone usage, guide them while watching TV, and schedule study and playtime.

Efforts to address challenges from students include providing guidance and reprimanding those who deviate from expected behavior. Troubled students receive guidance from teachers, and their issues are communicated to their parents for further support and resolution.

School efforts in implementing school culture to shape students' characters need to be continuously nurtured in the school environment. These efforts include socializing the importance of character education to parents and encouraging their cooperation in instilling desired character traits at home. Additionally, consistent guidance for students, setting examples, and addressing school facility deficiencies are also crucial.

Moreover, overcoming environmental barriers requires frequent communication with the school committee and parents about the importance of character education, which should also be implemented at home and in the community. Addressing challenges from students involves warnings and guidance. If issues persist, the school involves students' parents in finding solutions tailored to each student's needs.

Schools are not only expected to maximize students' potential to produce quality graduates but also to develop values within the framework of education. Therefore, changing mindsets and fostering good cooperation among school stakeholders, including the principal, teachers, organizers, students, parents, and the community, are crucial for transforming the school system and achieving its goals. This change promotes the development of school culture.

In the end, the implementation of school culture at Madrasah Ibtidaiyah Khadijah in Malang City successfully addresses the challenge of realizing character education. This is in line

with Zamroni's view that school culture is a set of assumptions, values, beliefs, habits, and fundamental symbols embraced by the entire school community. The practices at Madrasah Ibtidaiyah Khadijah in Malang City allow students to understand, think, and act in accordance with the established school culture, which instills religious values, independence, and discipline not only theoretically but also practically in school and society (Nuraeni & Labudasari, 2021).

Furthermore, Zamroni emphasizes the importance of schools having a culture because as organizations, they must be able to live, grow, and adapt to various environments. Additionally, internal integration enables schools to produce individuals or groups with positive attributes (Malatuny et al., 2017). Therefore, Madrasah Ibtidaiyah Khadijah in Malang City must have fundamental assumptions embraced by the entire school community. School culture reflects values, norms, expectations, and habits, demonstrating mutual interaction among its members. Although school culture is similar to other organizations, schools primarily focus on providing quality education, which distinguishes them from other organizations. School culture is manifested through the values, attitudes, habits, and actions demonstrated by all school personnel, thus forming a distinct unity within the school system.

So, it is crucial for schools to have a culture. Schools must share fundamental assumptions embraced by the entire school community. This school culture is what distinguishes them from other schools in understanding, thinking, and acting, thus preparing students for societal and national life.

CONCLUSSION | خاتمة

Various school cultural practices are consistently upheld at Madrasah Ibtidaiyah Khadijah Malang City to this day. These forms of school culture are crucial factors in strengthening the religious, independent and disciplined character of students. The application of school culture to strengthen the religious, independent and disciplined character of Madrasah Ibtidaiyah Khadijah Malang City students is carried out comprehensively, including routines, spontaneous actions and exemplary behavior. The role of students' parents is very large in supporting positive school activities, such as participating in competitions and academic training, so that these cultural programs can shape students' character in accordance with applicable norms and customs.

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