



SCHOOL ORGANIZATIONAL CULTURE; FORMAL INSTITUTIONS CEREMONIAL IN FORMING STUDENT CHARACTER EDUCATION

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Abstract: The purpose of this article was to discuss the form of school culture in instilling character education values for students at SMAN I Kalianget Sumenep. This research method used descriptive qualitative. Data collection was obtained from the process of observation and mandala interviews. Then the data were analyzed by condensing data, presenting data, and drawing conclusions. The findings of this study were that the inculcation of character education at SMAN I Kalianget is through school culture such as congregational midday prayers, daily worship checklists, cleaning classes and mosques, getting used to permission before leaving class, flag ceremony, Friday alms, extra Saturdays (extracurricular activities). which was held every week through exemplary activities created based on the school's vision and mission. Of course, with the values of character education formed from the organizational culture, students can be emotionally and morally intelligent.

INTRODUCTION

The most important character education for children was exemplary. Exemplary has been studied by Bourdieu (in Mustikasari et al., 2023) explained about moral (character) education that the most important thing was not what was revealed (explicit) in moral teachings or rules, but what is implicit (implicit), which can only be seen in everyday behavior. Humans do things sometimes not on the basis of the theory they learned through education as well as in character education. Sulaiman & Neviyarni (2021) explaining in a humanistic view said that, basically humans were creatures that keep trying which is likened to endless flowing water. Man was always in the process of "becoming", which has the potential to try or become what he needs. Therefore, the main concern of education was human. Educational actions were directed at humans to develop basic human potentials so that they became real characters.

Basically, the human need for role models stems from the tendency to imitate that has become the character of the people around them (Sanjaya et al., 2021). Imitation came from the mental condition of a person who always felt that he was in the same feelings as other groups (empathy), so that in this imitation, children tended to imitate adults, the weak tended to imitate the strong and

subordinates tended to imitate their superiors (Omiyefa, 2021). Because character education was not only the responsibility of educators in schools, exemplary behavior was not only from teachers but also from parents and society (Hefniy et al., 2022). Exemplary was not only from the closest people but also from the environment. So it is important for all parties, starting from the family, school and society, to be able to provide exemplary behaviors to children as an effort to strengthen the character in the child (Muhtarom, 2020).

The character of SMA Negeri 1 Kalianget Sumenep students described the culture formed by the school. So that student programs and activities were adapted to the current aspects of nationalism, globalization and digitalization. This school policy was proclaimed as the school's effort to fortify the attitudes of narcissism, sarcasm, primordialism, to the radical thinking of students in their late teens. Students of this age should receive more intense attention so that social, emotional, and moral development is formed properly and correctly to be involved in the community later. Character education should require the creation of space for students to develop thinking capacities, so that students can accept values, norms and morals as products and their own choices. Thus, freedom of choice must be supported by a school climate or culture as a nursery that familiarizes the thoughts, attitudes, and actions you want to form. However, the utilization of cultural capital was not felt to be sufficient to shape the nation's character because there is no full example from educators and the surrounding environment.

It was known that Indonesia is a large nation that is rich in cultural diversity. So that school culture was present and forms humans into civilized humans (Sandiko et al., 2022). School culture was one of the policies that must be considered in order to improve the quality of education (Muhajir, 2022). A conducive school culture could support an effective learning process, as well as arousing enthusiasm for learning and arousing the potentials of students are expected to develop optimally (Manubey et al., 2021).

While in the Islamic view, the development of character has been explained by the Prophet in his words: "*Honor your children and educate them with good manners.*" (HR. Ibnu Majah) (Asmara et al., 2020). The quality of human resources was one of the conditions for achieving development goals. While in some previous research such as research by Kusuma et al. (2019) explained that character education for students can be formed through religious, disciplined, and independent characters. School culture from Ali et al.'s research (2021), which was the overall relational pattern between individuals in the school environment, forms traditions that grow and develop in accordance with the spirit and character values that develop in schools. There were three spaces for the development of school culture in this study, namely routine activities, programmed activities and spontaneous activities. While other research from Indarwati (2020) revealed that strengthening character education through school culture is carried out through: habituation, exemplary, stakeholder involvement, compliance with school rules, school branding, literacy, and extracurriculars. These three studies described the form of school culture which is used as a form

of character for students which refers to the values of character education in general.

The description of the previous research context only suggested that school culture was only carried out in accordance with the values of character education. So that in the context of this study it would better demonstrate the concept of school culture with reference to formal school ceremonial systematics which become ritualistic student activities. Of course this study would be a novelty that displays the concept of school culture which makes all habituation activities become real benefits for the formation of student character. This study intervention also illustrated the character of the institution with its uniqueness.

The formulation of this research concept was interesting in that school culture is actually an accumulation of formal activities which routinely become ritual activities of students at school. So that the purpose and focus of this study discussed the form of school culture which formally forms the values of student character education.

RESEARCH METHODS

In this study using a type of qualitative descriptive research. This research was a systematic and subjective approach to explaining life experiences and making them meaningful. Sources of data were obtained from key informants who knew a lot about the focus of this research. Among them, the principal, Deputy Student Affairs, and teachers. So that the data collected was obtained from observation techniques and in-depth interviews. Not only that, the data obtained was then analyzed by a condensation process, presenting the data, then drawing conclusions. To check data validation, the researcher used source triangulation techniques periodically.

RESULTS AND DISCUSSION

Ryan dan Bohlin (in Anggraini, 2017) defined that character contains three main elements, namely: knowing the good, loving the good, and doing good. This showed that the process of character abilities of students in schools so that they known, loved and did good things so that they could practice goodness in their daily lives reflexively and wholeheartedly so that later they will get used to being able to live side by side with peace. Mulyasa (dalam Johannes et al., 2020) said that the purpose of character education is to improve the quality of educational processes and outcomes that lead to the formation of the character and noble character of students as a whole, integrated and balanced, in accordance with graduate competency standards in each educational unit. Meanwhile Amelia & Ramadan (2021) explained that through character education students can develop an independent attitude to improve and use their knowledge, learn and understand the values of character and noble character so that they can be manifested in everyday behavior.

The values that could give character are none other than the values of Pancasila, namely the values of: religion, humanity, nationality, democracy, and social justice (Hapudin, 2019). Likewise according Sriwijaya (2021) with ESQ theory, summarizes in seven basic characters, namely: honest, responsible,

disciplined, visionary, fair, caring and cooperation. In order to achieve the formation of character in students, schools must be able to accumulate every program or school activity with a systematic, formal, and ritualistic school culture. According to Yulianto (2020), School culture was a set of values that underlies behavior, traditions, daily habits, and symbols practiced by school principals, educators, education staff, students, and the community around the school. The school culture must had the characteristics of the character, character and image of the school in the eyes of the wider community.

Based on the theory above, Kalianget 1 Public High School had a school culture that was practiced by all school members, so that the school culture can reflect the characteristics of the character possessed by the institution. As the principal of SMA Negeri 1 Kalianget said, the culture of this school was created based on the results of discussions between the teacher and the educational institution SMA Negeri 1 Sumenep before officially establishing SMA Negeri 1 Kalianget. The school culture at Kalianget 1 Public High School from time to time had always experienced continuous automatic improvement. Because Kalianget 1 Public High School views the school as a learning organization. So every time they encounter an obstacle in carrying out activities, the school studies it to make a better solution. So far, in the activities at SMA Negeri 1 Kalianget, there was nothing to be seen that needs to be thrown away, but what has happened is renewed, completed, and perfected.

Various things that indicate the success of character building of students through school culture at Kalianget 1 Public High School include the following which are summarized in the following chart:

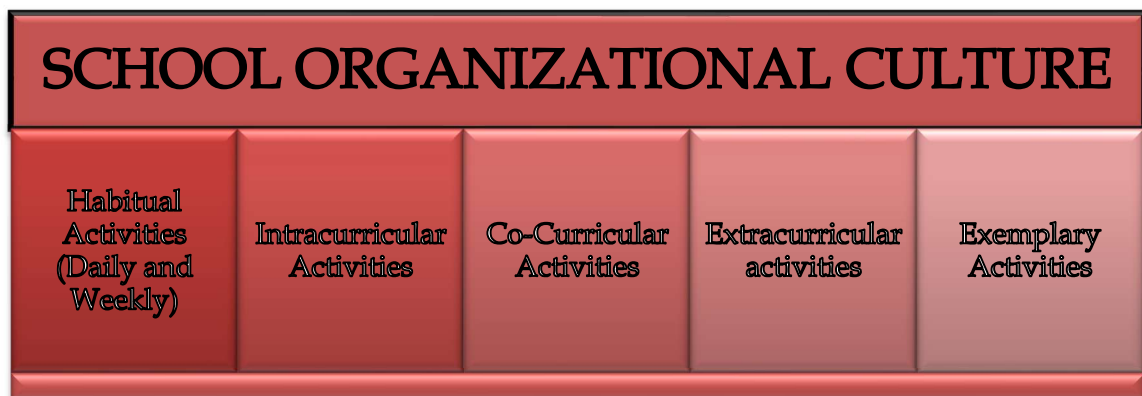


Figure 1. The concept of school culture as a formal ceremonial forms student character

The school culture above (habituation activities, intracurricular activities, co-curricular activities, and extracurricular activities), has actually become a routine activity for students at school. The Deputy Head of Student Affairs explained that this has become a hallmark of the Kalianget 1 Public High School organizational culture which is clearly displayed on the operational tools (supplements and complements) of the curriculum as outlined in the annual work plan or educational calendar of Kalianget 1 High School. More specifically, the following describes the explanation.

Habituation Activities

Habituation activities were a feature of Kalianget 1 Public High School which was one of the efforts to instill positive character in students according to social and religious values. This habituation activity was also a process of forming morals and instilling or practicing Islamic teachings. The habituation activities at Kalianget 1 Public High School are applied to 2 activities, namely routine habituation which is carried out every day and routine habituation activities which are carried out every week. Routine activities were activities that are always carried out by students continuously and consistently at all times which aim to accustom students to doing something well.

Daily routine habituation activities were habituation activities carried out every day by students. The routine habituation activities carried out at Kalianget 1 Public High School include praying in congregation (dzuhur prayer) in congregation after the call to prayer resounds precisely at 12.00 WIB. While the weekly routine habituation activities carried out at Kalianget 1 Public High School include alms & healthy Friday. Healthy Friday was a social service activity that is carried out simultaneously by all school members.

Intracurricular Activities

SMA Negeri 1 Kalianget has implemented strengthening character education with extracurricular activities as scheduled at school from Monday to Friday. Intracurricular activities were learning activities between students and teachers. This intracurricular activity started at 06.45 until home from school at 15.45 WIB. Kalianget 1 Public High School has implemented a full day school system and gets a busy schedule every day. In the intracurricular activities there was a school program that promotes and strengthens character education which has been carried out according to the schedule of each class. In the intracurricular activities there were several subjects, namely: English, Mathematics, Physics, Biology, Chemistry, Indonesian, Sociology, Anthropology, Economics, History, Arabic, Madurese, Civics, Cultural Arts, and Counseling. One of the Class XII teachers explained that this intra-curricular activity became the main lesson as a form of broadening students' insights and knowledge. Even this intracurricular activity becomes an interactive activity between teachers and students and students and students. So that the habituation aspects of students as social beings were formed instinctively and naturally.

Co-Curricular Activities

These co-curricular activities were relevant and support intra-curricular activities. So in Kalianget 1 Public High School this is implemented in the classroom and outside the classroom. Co-curricular activities carried out such as working on group assignments given by the teacher, as well as individual assignments that must be done by the students themselves. In addition to assignments, they also made works that were in accordance with learning in intracurricular activities. The practice of PJOK learning in the school field and

project work on the driving school program that already exists at Kalianget 1 Public High School.

Extracurricular activities

Extracurriculars were activities held outside of class hours listed in the program composition according to the circumstances and needs of the school in the form of personality activities related to the curricular program (Hasanah, 2021). At Kalianget 1 Public High School, the authorities have determined extracurricular activities such as the principal and teachers to develop the interests and talents of their students. This extracurricular activity became a container that can accommodate the interests and talents of a student. So at Kalianget 1 Public High School it already has several extracurriculars including: martial arts, dance, photography, youth scientific work, scouts, Pik-R, PMR, volleyball, futsal, basketball and Hadrah Banjari. This extracurricular is held every Saturday. Students taken part in these activities in accordance with the extracurricular fields they were interested in as activities for developing their potential and talents.

Exemplary Activities

The school culture formed by the school is based on the vision and mission of SMA Negeri 1 Kalianget through self-development activities that were exemplary in nature and were attended by all school members. Some of the extracurricular activities included:

Familiarize personal sensitivity to a clean and healthy life at school

The definition of a clean school was a school whose residents continuously cultivate a clean and healthy lifestyle, and have a school environment that is clean, beautiful, cool, fresh, neat, orderly and safe. Getting used to being sensitive to clean living has become the culture of SMA Negeri 1 Kalianget. The habit of living clean and healthy that need to be taught at SMA Negeri 1 Kalianget with several things, such as (1) Always looking clean, namely by getting students to look clean in clothes and school equipment, of course, with the support of the teacher and school employees getting used to setting an example. (2) Trying to keep the surroundings clean by instilling in school members to always be sensitive to living clean from trash, students are accustomed to throwing trash in its place, of course the institution and the principal have provided trash bins in every class and in the school environment. (3) Familiarize students not to scribble on walls or school benches. Supported by supervision and control from the teacher. (4) Familiarize students not to snack carelessly. It could be seen that the school institution has provided a complete and healthy canteen.

Get used to Sensitive Living Neat

Appearance was an important thing in life, because this appearance could affect the soul that wears it. This influence will later appear on the character of that person. A luxurious appearance would encourage the wearer to be arrogant.

Likewise, a careless appearance would encourage someone to act arbitrarily. Children should be taught from an early age how to look good according to the guidance of Rasulullah SAW. Some of these things got used to (1) school members (teachers, employees, students) getting used to always look polite and neat. The school community always made it a habit to tidy up study tools or work tools after use. (2) There were no shoes and uniforms for teachers and students, this was supported by the control of the principal and teacher. (3) There were no students who store shoes outside the provided shoe rack. (4) Students were accustomed to respecting the culture of queuing, through teachers and school employees getting used to setting an example.

Familiarize Personal Sensitive to the Social Environment

At this time students were expected to have high social sensitivity by having a positive perception of the values, norms and ethics that apply in society. However, in reality, in the current era of globalization, moral values, decency, habits and orders or prohibitions in religion were often ignored. To prevent students from having bad values, familiarize their students in cultivating a caring spirit for the social environment of SMA Negeri 1 Kalianget by always training their students to be responsive in helping their relatives who are stricken by misfortune.

Take part in fundraising

Made it a habit to go around from class to class asking for donations sincerely to be given to friends who are affected by disasters or friends who were sick. Students were also allowed to participate in fundraising to be donated to residents affected by the disaster. If this was habituated from an early age it will continuously foster a spirit of concern for the social environment in students. Because basically humans were social beings where each individual depends on other individuals.

Character education that was packaged in school culture is interpreted as a system of instilling character values in school members which includes components of knowledge, awareness or will, and actions to carry out these values, both towards God Almighty, oneself, fellow environment and nationality so that they become human beings. Firdaus (2017) stated that in general character education emphasizes exemplary, creating an environment and habituation, through various scientific assignments and conducive activities. Thus what students seen, hear, felt, and did will be able to shape their character.

The efforts of the Kalianget 1 Public High School to instill character values in every school member through various activities both in the learning process, habituation activities, and exemplary so that character culture becomes the basis for behaving and behaving. In implementing the strengthening of character education and Pancasila student profiles through school culture-based concepts, it was the habituation of values in everyday life at school. Exemplary adults in the educational environment involve the school ecosystem. Wide space for all

potential students through co-curricular and extra-curricular activities. Empower school management and take into account school norms, rules and traditions.

A school must have a mission to create a school culture that is challenging and fun, fair and creative, integrated and dedicated to achieving the vision, producing graduates who are of high quality in developing their intellectual (Lutfi, 2017). In this study, researchers focused on school culture in forming intra-curricular, extra-curricular and co-curricular activities that were created by the school based on the vision and mission, which became the school's pre-eminent culture, which is a mandatory activity that is followed by all school members. The intracurricular program contained various basic abilities and minimum abilities that must be possessed by students in a school institution. Therefore, the success of education was determined by the achievement of students in the objectives of this curricular activity. The time for these intracurricular activities was certain and fixed, the school is carried out continuously every day according to the academic calendar.

Judging from the process of character building through school culture at Kalianget 1 Public High School it has been successful, judging from the fact that there is continuous habituation applied at Kalianget 1 Public High School has been able to balance process and results so that it has its own charm in the midst of an increasingly changing society. Day by day the desire for quality social-based schools was increasing. Not only paying attention to the cognitive aspects, but also paying attention to the affective aspects so as not to result in a gap between knowledge and experience.

CONCLUSION

Based on the description above, it could be concluded that the formal ceremonial form of school culture in shaping the character education values of students at SMAN 1 Kalinget is developed with habituation activities, intracurricular activities, co-curricular activities, extracurricular activities, and exemplary activities. Through habituation activities and exemplary school culture that has been applied ritualistically in schools, character values can be formed in students in cognitive, affective, and psychomotor aspects.

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