

## INDICATORS OF CULTURAL AND CHARACTER DEVELOPMENT OF JUNIOR HIGH SCHOOL STUDENTS

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### Abstract

The purpose of this study is to examine and describe the influence of school culture and school environment on the character formation of students at SMP Riyadlul Jannah Bogor. The research method used in this study is a descriptive method with a quantitative approach. The sample in this study amounted to 66 respondents. Data collection techniques using questionnaires and data analysis using Linear Regression and Multiple Regression. Based on the results of research that has been conducted, it is known that (1) There is a significant influence between school culture (X1) on the formation of student character (Y) with a coefficient of determination of 49.2%, (2) There is a significant influence between the school environment (X2) on the formation of student character (Y) with a coefficient of determination of 65.1%, (3) There is a significant influence between school culture (X1) and School Environment (X2) on student character building (Y) with a coefficient of determination of 65.1%. Therefore, it is hoped that it can foster the development of school culture and the school environment so that student character is formed.

**Keywords:** School Culture, Student Character, School Environment

### INTRODUCTION

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (UU Sisdiknas) formulates the functions and objectives of national education that must be used in developing educational efforts in Indonesia. Article 3 of the National Education System Law states "National Education functions to develop and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens"

The purpose of National Education is a formulation of the quality of Indonesian people that must be developed by each education unit. Therefore, the formulation of national education goals becomes the basis for the environment and character of the nation.

Educational Institutions are a forum that is planned to be believed to be able to prepare students who have character with the efforts of all components to develop the potential of students.

The characters that students are expected to have are twelve characters, namely religious, honest, tolerant, discipline, cooperation, creative, independent, democratic, curiosity, national spirit, love for the country, appreciate achievements, friendly / communicative, love peace, love to read, care for the environment, social care and responsibility.

But in reality there are still many educational institutions that have not succeeded in shaping the character of students. It is proven that there are still students who are lazy to worship, lie, undisciplined, lack interest in reading, impolite, still smoke in the school environment even in classrooms, lack of care about the environment and so on.

According to Ki Hajar Dewantara, cultured humans is intended for the safety and happiness of humans in their struggle lives. In society, culture is on the one hand influenced by members of society, but on the other hand members of society are influenced by culture. For example: Europeans with cold climates, forced to make thick clothes. In areas where there is a lot of wood requires people to make houses from wood and so on.

School culture is a set of values that underlie behavior, traditions, daily habits, and symbols practiced by the principal, educators / teachers, education / administrative officers, students, the community around the school.

School culture can be classified into two, namely 1) observable culture, in the form of conceptual, namely organizational structural, curriculum behavior (behavior); namely teaching and learning activities, ceremonies, procedures, rules and regulations; and observable culture in the form of materials, namely facilities and equipment; 2) an unobservable culture in the form of philosophy, namely vision, mission and values; namely quality, effectiveness, fairness, empowerment and discipline.

School culture at SMP Riyadlul Jannah Bogor includes several cultures, namely honest culture, cooperation culture, discipline culture, clean culture. This culture has been implemented at SMP Riyadlul Jannah Bogor, but nothing has been done by the school to focus more on developing the culture.

The school environment is a place for students to learn with their friends in a directed manner to receive knowledge transfer from teachers which includes the conditions around the school, school atmosphere, student relations with friends, student relations with teachers and school staff, teacher quality and teaching methods, building conditions, school community, orderly order, school facilities and school infrastructure.

In the school environment, students are subjects and objects that require guidance from others to direct their potential and guidance towards maturity with character. With continuous character building, it is expected to form students with character. Students who have good character can become positive norms and values that affect the education of these students.

Based on the data above, there are several cases committed by students of SMP Riyadlul Jannah Bogor and among these cases, the most frequent cases are cases of students who do not enter school without a certificate or alpha, then the case that often also occurs in this school is the problem of completeness of student school uniform attributes. In the case of students being late for school, fighting at school, problems with absenteeism and falsification of certificates and students leaving class during class hours are also cases that have occurred in the past year in the 2020/2021 academic year.

The above facts show that the students at SMP Riyadlul Jannah Bogor have not reflected character values such as honesty, discipline, tolerance and responsibility. This is certainly not in accordance with what is expected in Character Education in schools.

Based on observations and interviews on September 30, 2021 conducted with Guidance Counseling teachers, they stated that the implementation of Character Education at SMP Riyadlul Jannah Bogor has been carried out as much as possible by carrying out school programs to shape character in students' attitudes. When the observations were made, researchers saw that there were still many students who did not understand what Character Education was, especially about what values were found in students' social attitudes.

From research at SMP Riyadlul Janah Bogor, there are still students who behave less character and morals. In the school, there are still many students who are lazy to worship because students are more concerned with recess to go to the cafeteria, are not disciplined, lie and care less about the environment.

## **LITERATURE REVIEW**

(LELET & SULISTİYANI, n.d.), it is stated that: "culture" is mind, reason, custom. Culture itself is the result of human activities and inner creation, such as beliefs, arts and customs. Sociologists define culture by all skills (customs, morals, arts, sciences and others).

(Manurung et al., 2018) said culture or culture in the sense of etymology is everything produced by the power of human mind. Therefore, it not only works with its intellectual power but also with its imagination, feelings and desires become more complete if culture is expressed as a creation and work of society.

(Sakti, 2018), namely guidance, praise and prizes, define and train, enforce discipline, and reward every month. Schools can use this strategy if they want to develop character values. The role of teachers is very important in carrying out this strategy.

Education not only educates students to become intelligent human beings, but also builds their personalities to have noble morals. In general, character education is actually needed from early childhood. If a person's character has been formed from an early age, when he grows up it will not be easy to change even though temptation or seduction comes so tempting. With the existence of character education from an early age, it is hoped that fundamental problems in the world of education which lately have often become common concerns can be overcome. (Lestari & Yusnita, 2018)

Character development can be done by incorporating character concepts in every learning at school. Some of the developments include:

1. Teachers instill good values in children by instilling good self-concept in children every time they enter the lesson.
2. Teachers use ways that make children have a reason or desire to do good.
3. The teacher gives some good examples to the child about the character that is being built.
4. The teacher develops an attitude of loving good deeds.
5. The teacher performs good deeds

**Student character (Y)**

1. Religious
2. Honest
3. Tolerance
4. Bear

**School Culture (X1)**

1. 5S Culture
2. Cooperation Culture
3. Discipline Culture

**School Environment (X2)**

1. Physical Environment
2. Social Environment
3. Academic Environment

According to (SAPTONO, 2011) character education is an effort made deliberately to develop good character based on core virtues that are objectively good for both individuals and society. The explanation of character education released by the United States Department of Education in 2007 is as follows:

"Character education is an in-clusive term embracing all aspects of how schools, related social institutions and parents can support the positive character development of children and adults. The term character includes the emotional, intellectual and moral qualities of a person or group as well as the demonstration of these qualities in prosocial behavior."

Character education is an inclusive term that embraces all aspects of how schools, related social institutions, and parents can support the positive character development of children and adults. Character material includes the emotional, intellectual, and moral qualities of a person or group such as demonstrations of those qualities in prosocial behavior.

The author argues that character education covers not only the school environment. The scope of character education other than in schools is in the family, community, government and private institutions, as well as the scope abroad. Therefore, character education is the responsibility of a nation as well.

## **RESEARCH METHODS**

This study aims to determine the school culture towards character building of grade IX students at SMP Riyadlul Jannah Bogor. Methods carried out in research include tools used to measure abilities, collect data as well as how researchers in the field.

### **Research Population**

According to (Palupi, 2014) "Population is a generalized area consisting of subjects and objects that have certain qualities and characteristics that are applied by researchers to be studied and then drawn conclusions". The population in this study is students at SMP Riyadlul Jannah Bogor which amounts to 260 people.

### **Research Sample**

In this study there are two types of variables, namely independent variables (independent) and dependent variables (dependent). Free variables are variables that affect or become the cause of changes or the emergence of dependent variables (bound), while dependent variables are variables that are influenced or become a result, due to the existence of independent variables (Cahyono, 2012). The sample in this study was 66 students at SMP Riyadlul Jannah Bogor.

### **Research Variables**

- 1) The dependent variable

The dependent variable in this study is Character Building (Y)

- 2) Its independent variable

The independent variables in this study were School Culture (X1) and School Environment (X2).

## **RESULTS AND DISCUSSION**

### **Conceptual Definition**

Conceptual definition of variables is the definition and explanation of concepts, which must show their description, indicators and how to measure them. Conceptual definitions are needed in research because these definitions will reinforce what problems will be studied. In this study discusses about:

### **Operational Definition**

Variable This operational definition is to be able to provide a clearer picture of the types of variables in this study, it is necessary to have an operational definition of variables that mean these variables can be further interpreted and can be measured. The operational definition in question is as follows:

1. Character Building (Y)

Character is a system of instilling character values to students including components of knowledge, awareness or will, and actions to carry out something that can change a person's individual for the better.

2. School Culture (X1)
  1. Culture Greetings, Greetings, Smiles, Politeness and Courtesy
  2. Culture of Cooperation, Learning, Duty and Consecrated Work
  3. Culture of Discipline, Time, Dress
3. School Environment (X2)
  1. Physical Environment
  2. Social Environment
  3. Academic Environment

### **Variable Measurement**

In research these variables can be seen are:

1. Student Character (Y)
  1. Religious
  2. Honest
  3. Tolerance
  4. School Culture
2. Variable Responsibilities (X1)
  1. Culture Greetings, Greetings, Smiles, Politeness, Courtesy
  2. Culture of Cooperation, Learning, Duty, Service Work
  3. School Environment Culture of
3. Discipline, Time, and Dress (X2)
  1. Physical Environment
  2. Social Environment
  3. Academic Environment

### **Data Collection Techniques**

To obtain data, various kinds of data collection techniques are used, namely basic techniques and supporting techniques.

### **Main Techniques**

#### **a. Questionnaire**

Questionnaire is an information collection tool by submitting a number of written questions to be answered in writing by respondents. Questionnaires, like interviews, are intended to obtain information about respondents or information about others. This technique is used to obtain data on the contribution of school climate and self-concept to attitudes of responsibility. The measurement scale for this data is an interval so that the questionnaire used is in the form of a Semantic Differential. The questionnaire technique is a data collection technique carried out by giving a set of questions or written statements to respondents to answer. The target of the questionnaire is students of SMP Riyadlul Jannah Bogor for the 2020/2021 academic year.

Respondents choose the answers that have been provided according to the circumstances of the subject. Each item has two alternative answers, each of which has a different weight score, namely:

- 1). Alternative Yes answers are scored 3
- 2). Sufficient answer alternatives are scored 2
- 3). Alternative answers Not scored 1

### **Supporting Techniques**

#### **a. Interview**

Interviews are used as a data collection technique if researchers want to conduct preliminary studies to find problems that must be researched and also if researchers want to know things from respondents in depth and the number of respondents is small or small. This means that direct interviews are conducted to respondents. The interview used in this study is a free guided interview, which is a type of interview combining questions that have been prepared in detail with questions that are asked suddenly during the interview process. However, the questions that will be asked by the interviewer must still be related to the data needed.

#### **b. Documentation**

Documentation is used to obtain secondary data in the form of descriptions, notes, reports, relating to the problem under study.

#### **c. Observation**

The observation technique is used to see the state of the research site by making direct observations of the research focus, namely the Influence of School Culture and School Environment on the Character Building of Riyadlul Jannah Bogor Junior High School Students for the 2020/2021 Academic Year.

### **Validity and Reliability Test**

Validity is a structure that shows the levels of validity and error of an instrument. Validity tests are used to find out whether the instrument made can measure what is desired. The validity test used is Logical Validity whose validity is validated by supervisors and teachers in the English Language Education Study Program, Faculty of Teacher Training and Education, Ibnu Khaldun University, Bogor. Once declared valid, new instruments are used to obtain the necessary data in the study.

### **Reliability Test**

Another requirement that is also important for a researcher is reliability. Reliability equals consistency or mockery. A research instrument is said to have a high reliability value, if the test made has consistent results in measuring what is to be measured. This means that the more reliable a test has requirements, the more confident we can state that a test has the same result when it is retested. The steps taken in conducting reliability tests are as follows:

1. conducted questionnaire trials to 10 people outside the respondents
2. Test results are grouped into odd and even items
3. the results of odd and even items are correlated with Product Moment. Based on the results of data analysis, the influence of school culture (X1) and School Environment (X2) on the formation of student character (Y) amounted to 0.674. The influence of school culture and

school environment on student character building is 0.674 on student character building at SMP Riyadlul Jannah Bogor. Based on the analysis, it can be seen that there is a positive and significant influence of school culture (X1) and School Environment (X2) on the formation of student character (Y). From the results of data analysis, F calculated 65.012 F table 3.14 which means H0 was rejected and accepted H1 which stated that there was an influence of school culture and school environment on the character formation of students at Riyadlul Jannah Junior High School by 65.1% while students were influenced by other factors. H0 rejected H1 accepted means that there is a positive and significant influence between school culture and school environment on the character building of students at SMP Riyadlul Jannah Bogor for the 2020/2021 academic year

## CONCLUSIONS

Based on data analysis, discussion of research results, especially data analysis that has been described regarding the influence of culture and school environment on the character formation of students at SMP Riyadlul Jannah Bogor for the 2020/2021 academic year. So the following conclusions are drawn:

1. There is an Influence of School Culture on the Character Building of Students at SMP Riyadlul Jannah Bogor for the 2020/2021 Academic Year.
2. There is an influence of the School Environment on the character building of students at SMP Riyadlul Jannah Bogor for the 2017/2018 academic year.
3. There is an influence of school culture and school environment on the character building of students at SMP Riyadlul Jannah Bogor for the 2020/2021 academic year.

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