THE ROLE OF SCHOOL CULTURE IN IMPROVING STUDENTS CHARACTER

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ABSTRAK
The purpose of the research is the results of an in-depth analysis of the role of school culture in the school and community environment in the formation of student character. The research focuses on the process of forming students' character and sub focus on the role of school culture. The place of the research was held at SMK Pelayaran Samudera Indonesia (Samin) - Medan by using descriptive qualitative research to provide solutions on how to develop character education in schools. School culture contains character values that are expected to be embedded in the daily life of Samin Vocational High School students. These character values are applied in the school environment both inside and outside the classroom.
Kata Kunci: character education, school culture, vocational education

INTRODUCTION

Schools produce not only students with knowledge but according to Pancasila, students also needs to have characters. They must have understanding the importance of moral values in carrying out the work profession that is being carried out. Schools are not factories that produce graduates without having the qualities of both soft skills and hard skills. Regarding the depiction over, the specialist directed a terrific visit in a few professional secondary schools in the North Medan - North Sumatra district. Alluding to the SMK Curriculum (2006) it is expressed that Vocational High School (SMK) is one of the center level conventional training establishments with the point of set up a labor force that has the information, abilities and perspectives as per the professional specialization and necessities of the business world and the mechanical world. Professional secondary school understudies likewise have incredible requests. the organization anticipates that they should keep on working on their abilities and skills as per the majors they take. This shows "market-driven interest" where understudies have great capability as far as delicate abilities and hard abilities.

Character education is an effort to create a smart and good nationality (smart and good citizenship) or have noble morals and an Indonesian personality. The success of character education implies that learning is not necessarily seen from the perspective of the cognitive realm, but how the balance of cognitive, affective, and psychomotor domains has the goal of realizing a whole human being. The implementation of school culture through religious culture, independence, nationalism, social care culture and environmental care culture is able to realize character education in elementary schools (Johannes, Ritiauw and Abidin, 2020).

So far, the school has become one of the educational institutions that is responsible for developing the knowledge, skills and character of students. Parents put their hopes and trust in the school as a center for academic education and character education. The process of forming student character values goes hand in hand with the learning process at school. However, since the pandemic has hit and schools are closed, the sustainability of character education has become the most worried thing for parents. Safitri (2015) explains several strategies in implementing character education through culture such as routine activities, spontaneous activities, modeling, teaching, and strengthening the school environment. In an effort to implement character education, it is inseparable from the example of principals, teachers, employees, and students who work together to create a positive school culture.

In view of the aftereffects of the amazing visit, the analyst tracked down some fascinating information at Samudera Indonesia Vocational High School, Medan (hereinafter alluded to as SMK Samin) among other transportation professional schools. SMK Samin is a professional school that spotlights on the field of sea training where the person working of understudies, particularly discipline, self-morals and administration is one of the instruction

that is coordinated with school culture, SMK Samin has been known to general society, particularly dispatching organizations in Medan in light of the fact that a significant number of its alumni are enrolled as their representatives.

Notwithstanding the vision of SMK Samin, "making dependable, expert, and worldwide standard mariners. In accomplishing this vision, understudies of SMK Samin are instructed in a military model with high discipline. This school is licensed B with 34 instructors where the most minimal training level is Diploma and the most noteworthy is Master degree. With the school culture, SMK Samin has been known to general society, particularly dispatching organizations in Medan in light of the fact that numerous alumni are selected to turn into their workers. Moreover, the vision of SMK Samin is "to make sailors who are dependable, proficient, and of global norm. In accomplishing this vision, understudies of SMK Samin are taught in a military model with high discipline. This school is authorize B with 34 instructors where the most reduced training level is Diploma and the most elevated is Master certificate.

Teachers and school culture have a significant share. Marzuki (2000) even stated that impressive teacher leadership has a positive influence on school success. In addition, schools have an important role in transmitting values and helping families in implementing these functions, even though schools are not fully responsible. The educational environment has a major influence on character education (Ramdhani, 2017). Zuhriy (2011) stated that rules and regulations in the form of student regulations support character education in schools. Habits and examples given by the teacher will give birth to students who have noble characters. For example, students are accustomed to being disciplined by arriving on time because they see that their teachers are always present on time. When taking exams, students will try to be honest because they realize that their teachers always prioritize honesty in their daily lives. Likewise, they will get used to being polite because they exemplify their teacher who is always polite to anyone.

RESEARCH METHOD

Alluding to the focal point of the exploration, the technique utilized in this investigation is a subjective strategy. This is on the grounds that the perception and information assortment are completed in a characteristic setting with the aim that the information is introduced dependent on what is without control of the item under examination.

Furthermore, the subjective strategy stresses the emic component, to be specific the information gathered, handled and introduced is information dependent on words, language, perspectives, feelings and perspectives on research subjects. Accordingly, beyond what many would consider possible, the scientist doesn't decipher or assess the information acquired.

The information in this examination were isolated into two classes, in particular; essential information and optional information. Essential information is the fundamental information expected to get the importance of emic from the object of exploration, as meetings and perceptions of social circumstances as exercises and communications among instructors and understudies at school. Auxiliary information in this examination is information gotten from archives identified with the job of instructor initiative and school culture in understudy character training as composed information, photographs, measurable information, and general media chronicles.

The exploration method starts with the means the scientist takes prior to leading the examination, which is to decide the specific circumstance and foundation of the examination to respond to the topic of why the issue turns into an intriguing case to consider. Scientists mentioned starter objective facts and meetings to discover research issues that were deserving of exploration. In light of the consequences of starter perceptions and meetings summed up in the fabulous visit, the scientist decided the concentration and sub-center as measurements/parts to be considered. The following stage is to set up research targets, decide the extension and setting of the investigation, survey the hypothetical references utilized as a calculated system, foster examination questions and decide witnesses.

To guarantee that the information got is substantial and solid, it is important to check the legitimacy of the information in this examination, regardless of whether got through perception, meetings or narrative investigations. Validity is the assurance of sound subjective exploration results or can be trusted according to the point of view of examination members. To test the validity or unwavering quality of the information acquired in this examination, analysts utilized triangulation procedures.

RESULT AND DISCUSSION
Result

Field research at Samin Vocational School got several findings which, if analyzed both descriptively and through the reduction process, showed a planting cycle, implementation of character-based culture to achieve the vision and mission of Samin Vocational School. The following are some of the findings obtained by researchers in the field.

1) There is a book on the Life Rules of the Indonesian Ocean Vocational High School cadets – Medan. Decision Letter (SK) Book of Life Rules for SMK Samudera Indonesia Medan cadets signed by the Principal of Samudera Indonesia Medan Vocational High School (SMK) with number 6.1-196/B/SAMIN-SK/VII/2015.
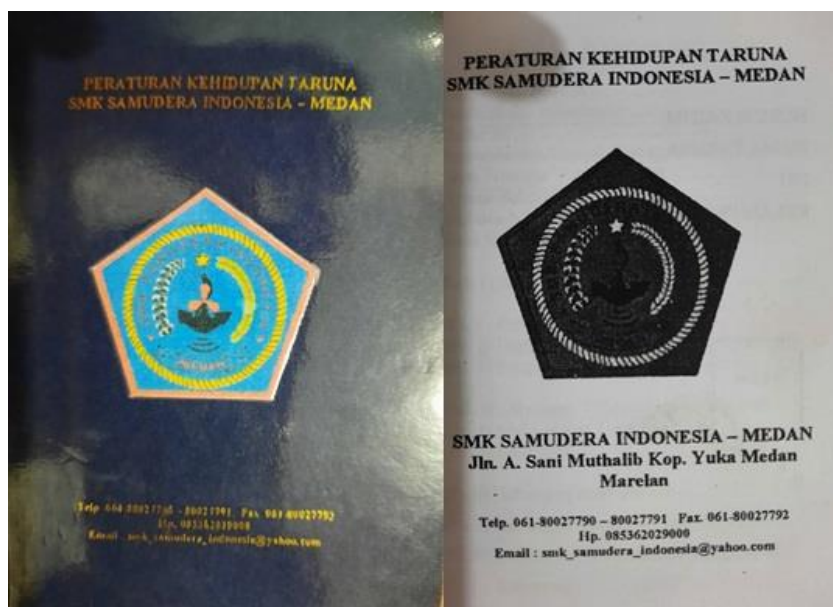
Figure 1. Life Rules for Ocean Indonesia Vocational High School cadets - Medan

The purpose of the establishment of Perhitar is to provide guidance and direction for students to have a disciplined, dedicated and responsible attitude so as to produce commercial shipping officers who have competence, personality, professional and managerial. The book explains in great detail the daily rules of the Samin Vocational High School students. The following are things that are regulated in the Perhitar book: relationships between cadets, cadets' relationships with the community, cadets' relationships with teachers and employees, cadets' rights and obligations, moral and mental development, etiquette and violations, sanctions, prohibitions and punishments.

The regulations at SMK Samin are implemented by all parts of the school so that the character of the cadets desired by SMK Samin is realized. The following are statements from some of the students interviewed by the researcher.

"*There is a change in character after logging into Samin. In previous schools, it was not as often as Samin did physical activities such as running, push ups or marching. At the*

same time, physical activity is always there so that it trains self-discipline and assertiveness, responsibility, courage and respect for elders. In Samin, physical exercises are taught to form a perfect attitude. In junior high school, the attitude is quiet and doesn't care. Now I want to hang out with friends and not be closed because education at Samin is taught how to be disciplined and dare to come forward."

"*In junior high school there was no discipline, now the cadets have to be disciplined. In the past there was no respect for teachers, especially physically such as saluting with hand gestures to salute. We are taught to respect people through the formation of our attitude of respect for elders. So gradually my heart accepts how it is to parents*."

"*Samin is more independent because he is far from his parents. It was independence that made me change. It used to be spoiled, now everything has to be alone. So I learned to be responsible for myself*."

The interview notes above show the emergence of certain characters experienced by Samin SMK cadets after joining this school.

2) The establishment of tools at SMK Samin that can support the implementation of the regulations listed in the Perhitar Book. Some of these devices include:

a. PMMK (Mental Moral Education)

"*Every time before learning or before learning hours start, we have PMMK (Mental Moral Education and Equality).)*"

b. Uniforms with attributes that reflect the character of Samin Vocational High School students

"*The attributes they use have meaning. Like the Korsa Soul, it means that there is one pain, the other will feel pain. The pride is there, there is no favoritism, all the same. Epolep indicates grades, grades 1, 2 and 3. On the collar, the name monogram indicates majors. If he is Propeller it means majoring in Engineering, if steering means majoring in Nautics.*"

c. The alumni association called CASI (Indonesian Ocean Alumni Community)

"*Nama ikatan alumninya CASI (Komunitas Alumni Samudra Indonesia). Memberikan masukan berita dari seior untuk junior dan masalah di etika seperti cara bicara, makan dan bekerja.*"

3) Obligations that must be carried out by teachers when they want to start the Teaching and Learning Process

"*If we are included in the class in the morning, the teacher is all obliged to prepare for the class, meaning later because we are in class before the lesson starts, there is a report first. So how many in the class did not come. After that just pray. The preparation takes 3-5 minutes. It's a bit long in English because it uses English numbers.*"

"*For example, in terms of delay, we usually give punishments for push ups, running, rest stops and crawling if the mistake is a bit heavy.*"

Discussion

The information in this investigation were partitioned into two classifications, specifically; essential information and auxiliary information. Essential information is the primary information expected to get the importance of emic from the object of examination, as meetings and perceptions of social circumstances as exercises and cooperation among educators and understudies at school. Optional information in this examination is information acquired from reports identified with the job of educator administration and school culture in understudy character instruction as composed information, photographs, factual information, and general media chronicles.

School culture is very inherent in the students of SMK Samin. The school culture contains character values which are expected to be attached to the daily activities of students of SMK Samin. These character values are applied in the school environment both inside and outside the classroom. In addition, these character values are carried out by people around students such as classmates, teachers, seniors and employees. Suyitno (2012) stated that National character and culture education is a necessity to be developed in schools. Schools as centers of change need to seriously seek education based on the character and culture of the nation. National character and culture developed in schools must be aligned with local, regional and national character and culture.

The results of this study deepen the understanding of how character education can be formed in schools. The teacher's role and culture are factors that help students understand character values. Character values become easily absorbed by students if these values are applied by the school and carried out by all school stakeholders every day. There are habituation efforts that eventually become a culture at SMK Samin. Marsono (2019) stated that educational institutions in this case schools and universities play an important role in transmitting cultural values to students and students. Educators are required to keep up with technological developments in order to face the millennial generation who easily access digital data.

In view of summed up, checked and examined field information, precise data is acquired about educator authority in character building. Exhaustively, the information can be summed up in the accompanying figure 2.
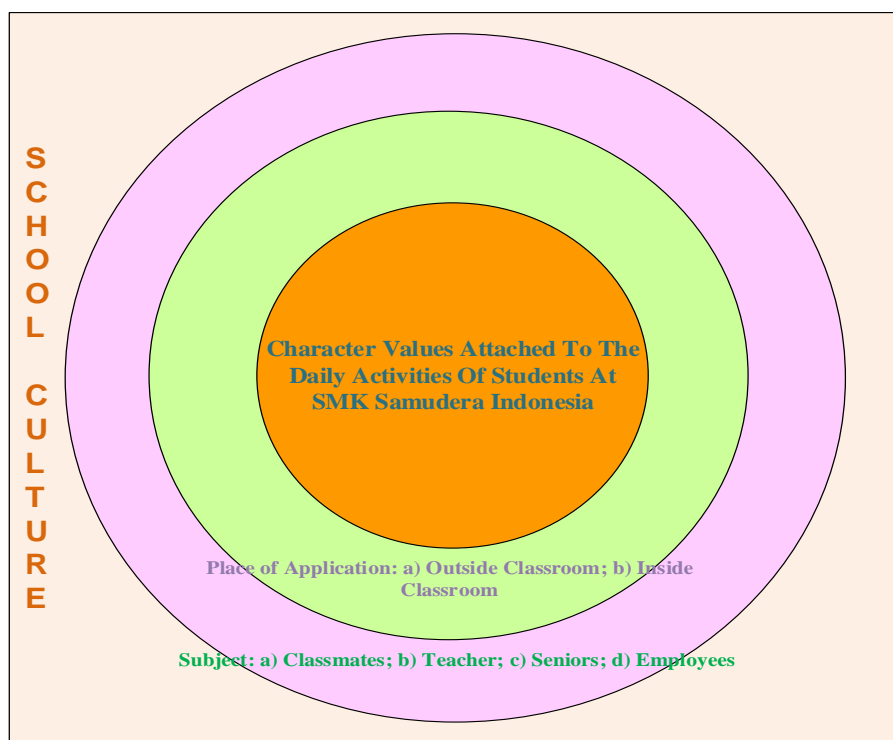
Figure 2. School Culture in Forming Students Character

In Figure 2 it is explained how school culture covers all lines of life at Samin Vocational School where the values that guide the school regulate the daily activities of students. Simba, Rather, & Kabuka (2016) stated that in the context of school, disciplined students are students who behave and act in accordance with predetermined school rules. From several definitions of discipline, it can be concluded that discipline is an orderly and obedient action and behavior in accordance with the rules. In addition, Andiarini and Nurabadi (2018) stated that in order to make the habituation activity a success, all components related to schools were involved to continue to support it. However, everything that supports it can also become an obstacle if it is not maximized, such as from aspects: school residents (teachers, staff and employees), students, facilities and infrastructure and parents.

Pelekatan Aturan Menjadi Budaya Sekolah

Based on the results, it can be analyzed that the application of school rules into daily activities makes it easier for the rules to become flexible and inherent in each student. Students are not rigid in implementing it. Self-appreciation for the rules that become a culture looks informals but accepted by students who become the school culture where all members of the school apply it. Shangaraeva & Yarkhamova (2016) explain that independence is defined in pedagogy as one of the personality characteristics. From some of these understandings, it can be concluded that independent value is one of the personality characteristics that is not easy to depend on others and is able to meet their own needs with their own efforts. Dewi, Degeng, Hadi (2019) explained that the implementation of character education through school culture is focused on religious character, discipline, and independence. Each character is obtained through routine activities, spontaneous activities, and examples.

Procurement of Students Organizations Supports
The Implementation of Character Education

Student organizations at Samin Vocational School support the attachment of character culture and alumni ties to make character culture unifying for students and their seniors. The sense of family is so strong that students imitate and follow the success of their seniors. School organizations also encourage students to be more independent. Sunarty & Dirawan (2015) explained that many factors affect children's independence which are divided into internal factors and external factors. This alumni association is an external factor for students to implement school culture.

CONCLUSION

School Culture is a manifestation of the role of school management to ensure that their students have the characteristics that are needed by them when they work on boats as sailors. Leadership and discipline characters are the two main characters in the culture of the school, followed by other characters such as responsibility, loyalty and ethics.

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