The Development of Character Building Education Model Based on School Culture

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Abstract: This study aimed at three objectives. The first was to obtain empirical data about the implementation of character building education model in Sinjai. The second was to create a valid and practical model of character building education based on school culture. The third was to create an effective model of character building education based on school culture. This study was designed through the model of ADDIE (Analysis, Design, Development, Implementation and Evaluation). In this study instruments and model devices was well developed to obtain valid, practical and effective learning model. This study created model books, handbook for teachers and learners. There were some results in this study. At the preliminary study of analysis revealed that the character building education model has not been implemented in a comprehensive manner; the environmental situation and the school culture to support the implementation of character building education model has not been fulfilled overall and the student's characters in general were low. The next was the model of character building education based on school fulfilled the criteria of validity and practicality. It was indicated as valid because the teacher's responses on the implementation of the learning model were categorized as very good. The last was this study showed that the model of character building education based on school culture was effective because the student's positive responses and the model developed student's character.

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INTRODUCTION

There is only school institution outside family that has been power to make a change, both for individuals or groups[1]. Learning outcomes from school also makes people have value system and scheme based on the level of education[1]. Based on article 1 of national education system law in 2003, among the objectives of national education is to develop the potential of students to have the intelligence, personality and good character. Therefore, school education has a very important role at building attitudes, behavior and character of students.

The results of the study William Bennet [2] revealed that what is recorded in the memory of students in school, it has a huge influence for their personalities as adults later. Thus, school is one of effective place to internalize the character of the students. Character is disposition, temperament, behavior or personality that was formed from the internalization of the various policies (virtues)

and was believed and used as a basis for perspective, think, behave and act[3]. In the character building education at schools, all of the components (stakeholders) should be involved including the educational components itself, namely the content of the curriculum, learning and assessment, quality of relationships, handling or management subjects, school management, the implementation of activities or co-curricular activities, empowerment of infrastructure, financing and the work ethic of all citizens and the school environment. Acculturation of character building education is an early way to prepare students in anticipating the changes of life that leads to moral decadence. The process is emphasized as a culture, so that, students are able to make character building education as a way of thinking, acting and behaving in school and society[4].

The study of Martin Berkowitz from the University of Missouri-St. Louis, showed an improvement of the student's motivation in academic achievement at schools with character building education. The classes are comprehensively engaged in character building education education showed a drastic decrease in negative behavior of the students that can hinder their academic success. However, according to the character of the young generation is already at an alarming point, the moral of this nation is separated from the norm, ethics, religion and culture of the noble nation.

Bad practice of education in school indicated that there was no conducive school culture that caused fraudulent or dishonest behavior both teachers and students. Likewise, the condition of school culture does not also support the creation of the character of honesty. According to Ahmad Baedowi[1]"... teachers have lost the spirit and values of honesty in educational practice" this statement is the impact of the symptoms of equitable fraud in the national examination performed by actors in the school education. Was even called the schools in Indonesia had failed to build the character of the nation.

According to Lickona[5] a nation that leads to destruction has ten signs. The first sign was an increasing of violence among adolescents is. The second sign was dishonesty acculturation. The third was bigotry against groups (peer group). The fourth was the lack of respect to parents and teachers. The fifth sign was unidentified good and bad moral. The sixth sign was the use of bad languages. The seventh was increasing self-destructive behavior such as drug use, alcohol and promiscuity. The eighth sign was the lack of responsibility as individuals and as citizens. The ninth sign was declined work ethic and the last was the existence of mutual suspicion and the lack of awareness each other.

Thus, the implementation of education reform that focused on developing the learner is essential character as mandated by law for the creation of quality human resources quality and integrity. It is especially through the introduction of the holistic education concept (comprehensive). Therefore, a successful education

system is the system that can form human beings with local culture based character in achieving a respectable nation-state.

The success of character building education at schools can be realized by identifying the character, because character building education without identification will only be a long journey without an end, like an adventure without a map[6]. In line with the opinion of Mulyasa, character building must be integrated holistically at school. Implementation of character building in a holistic manner can be integrated with culture of each school.

In the context of education, education cannot and should not be separated from culture. The education process is a civilizing process and the process of acculturation is the process of education. Similarly in the process of building a child's character, one strategy can be done through a process of acculturation on school premises or through school culture. Culture is one of the strengths of history. Basically, humans create their cultural and social environment as an adaptation to the physical and biological environment. Habits, practices and traditions passed down from generation to generation. Individuals tend to accept and believe their culture. Humans are influenced by the customs and knowledge of the community in which they grew up and lived. A person tends to ignore or reject that is contrary to his beliefs.

Based on the Main Design of Character Building that was designed by the development strategy of character building education can be done through the transformation of school culture and habituation through self-development activities (extracurricular). This is in line with the opinion of Berkowitz, cited by Elkind and Sweet[7] which stated that the implementation of character building through the transformation of the culture and school life was more effective than changing the curriculum by adding material of character building in curriculum.

The development of school culture is carried out in terms of self-development, Kemendiknas suggested four things, namely through regular activities, spontaneous activity, modeling and also through conditioning. Acculturation of character building is an early way to prepare students in anticipating the changes of life that lead to moral decadence. The process is emphasized as a culture, so that, students are able to make character education as a way of thinking, acting and behaving in school and society[4].

Education must pay attention to the culture as a result of creativity, taste and human initiative because cultural involves the results of precious work of the man. It is necessary to give solution through values in accordance with the conditions of culture, tradition, religion and certain behaviors. Thus, character building education based on school culture is one of the urgent needs of the school. It is also necessary to provide a concept in form of learning model for the development of school culture to

be more effective. Berkowitz[8] revealed that "it makes sense that to attempt to implement a comprehensive school culture and pedagogical reform without adequate training is not likely to be overly successful".

Effective character building is not to add the program to the school but rather a transformation of culture and school life as stated by Marvin W. Berkowitz that "effective character education is not adding a program or set of programs to school, rather it is a transformation of the culture and life of the school." Furthermore, Marvin W. Berkowitz stated "popular wisdom holds that the best way to implement character education is through a holistic approach that integrates character development into every aspect of school life". Character development in every aspect of school life includes through the school culture. School culture can be learned from behavior and symbols of school characteristics.

In the study of, it was concluded that the character education based on local culture in schools has a positive impact on students, school and community. Character building education in schools will be effective in four conditions. The first is if the basic value of the character comes from the school culture, families and communities. The second is if the curricular and extracurricular programs are integrated to support character education. The third is if the principal and teachers act as role models, surrogate parents at school, protector, controller and control the behavior of the manners of the students. The fourth is if the implementation of character building education is in the environmental situation of the school culture.

MATERIALS AND METHODS

This study was designed through ADDIE model (Analysis, Design, Development, Implementation and Evaluation).

Analysis: In the analysis stage, the researcher conducted the process of needs assessment (requirements analysis) and identified problems (needs) through interviews, surveys and questionnaires at several elementary schools in Sinjai. The researcher conducted interviews with the principal/teacher and observation to obtain an overview of implementation of character education; an overview of the school culture and facilities to support the implementation; the distribution of the questionnaire to reveal the character of the students. The data was analyzed using qualitative and quantitative data analysis. After obtaining the implementation overview of character building education, school culture description, supporting infrastructure and facilities and the character overview of the students, thes1n the researcher determined one school to conduct research and development models.

In the process of analysis, the researcher conducted a consideration with reference to some fundamental questions. The first question was whether or not the model of character building education based on school culture can overcome the problems faced by the school. The second question was whether or not this model was supported with facilities and infrastructure. The third was whether the schools can apply the developed model Endang[9].

Design: At the design stage, the researcher made the draft (blue print), a development model of character building education based on school culture to improve the character of the students. At this stage, several things including: formulating objectives to be achieved, determining the implementation strategy, selecting the method, selecting the media/facilities/infrastructure, determining the program and the implementation phase, determining the evaluation tool, designing model book and designing model devices and designing research instruments. The model devices were the teacher's guide book and the student's handbook. Technique of data collection in designing stage was library research. The analysis of the data was the analysis of qualitative data. The final stage of this process is creating a prototype model in the form of hypotetic model.

Development: Some steps in developing model of character building education based on school culture namely:

Validation assessment by expert (validity test): The design of the first model (prototype product) was contained in the model books, handbook for teacher, handbook for students, practicality instruments and instruments of effectiveness that has been designed and then submitted to experts (validator) for assessment or validation of the content (validation content). Validator assessment was conducted to test the validity of the model that has been designed previously.

Validators are they who have the competence and master model arrangement in assessing the validity of the designed model. The validators conducted an assessment and provided advice/feedback for refinement of models and research instruments. Feedback and suggestions from the validator were then used as materials in revising the model.

Model revision stage: In this stage, the revision of the model was conducted based on ratings, feedback and suggestions from the validator at the previous stage. After the revision process was done, the next stage was socialized (simulated) to school and tested empirically.

Socialization stage (simulation): At this stage, the model was created from the first revision then socialized (simulated) to all citizens of schools (principals, teachers and staff). Socialization (simulation) was conducted for implementation, school readiness (the school community and support facilities) and seek advice and input from the school community.

Implementation and evaluation: At this stage, the implementation was conducted to see the practicality of the model and the effectiveness of the model by using the test of Pre-Experimental Designs One-Shot Case Study Sugiono[10]. For the final stage of the evaluation, questionnaires were distributed to see improvement of student's character.

RESULTS AND DISCUSSION

Analysis results of preliminary study: Environmental situation and the school culture that supported the implementation of character building education at primary schools in Sinjai have not been fulfilled overall ($0.5 \leq 1.5$). There were six schools remained below average and need of attention. They were SDN 103 Bonto Pare, SDN No. 06 Paruntu, SDN No. 102 Lappa, SDN No 24 Biringere, SDN Cemmeng No. 152 and No. 07 Panreng SDN. The type of character that was still low in the provision of facilities and school culture, namely religious, honesty, hard work, democracy, curiosity, environmental care, social care and responsibility. From those schools with the implementation of character education that was less than maximum, cultural facilities and inadequate support schools and low student's characteristic, SD Negeri 07 Panreng was determined as research objects. The fundamental reason to select this school apart from the three indicators mentioned above was that principals and teachers have a high willingness to carry out the education model of character-based on culture of the school and this school has characteristic to represent schools in Sinjai because the school was located on the outskirts of sub district.

Validity of the model: The validation process was conducted by submitting a model and their peripherals and also other instruments to the validator. The instrument includes instruments by validator expert as the validator assessment format and field instruments as a collection tool of field data. Validator instrument consists of two formats, namely; format to assess all field instruments and formats to assess models and devices.

From the process of validity test by the validator as described at the stage of development, the result showed that the character building education model based on school culture was valid to all of the aspects or components of the model. Although the results of the

model, devices and supporting instruments were valid but the input from the validator still be used as input and was considered to be the basis for revising the model. Improvements on the model, devices and instruments of research were related to aspects of the format validation, completeness device and instructions aspects in using instruments. Revisions to the model (model book) consisted of the list of contents, preface and the model specification and synchronized with the teacher's and student's handbook.

Some revisions were made on the model device involving the handbooks for teachers and learners. There were also revisions to the teacher's handbook namely relating to the completeness of literatures, the contents based on the model (model book) as a tool to support the implementation of the model, implementation specifications and implementation strategies. While revisions to the learner's handbook was more to the format of the completeness of the book such as the completeness of the content, the addition of images, the stories about the characters, the use of illustrations that attract learners to magnify the image and font (text) and synchronization with the model (model book) and teacher's handbook. In addition, the learner's handbook after revising was conditioned also by language and local culture in the school or the area.

For research instrument revision, some focus on improvement of such devices was the practicality of the model validation sheet, which includes: user guide for instrument, title of the assessment sheet, purpose specification, implementation strategies and program implementation that was specified and synchronized with the model and the learner's handbook. At this stage, there was also observation sheet of implemented model. Revision from input and suggestions by validator was called as the second model of revision. While, the first model was model from the stage of design. After the second model was set, then the model was socialized and simulated to the school community consisted of school committee, principals, teachers and employees / staff. Socialization and simulation were empirical validation activities or legibility test to the models and devices.

The results of socialization and simulation in schools implemented the model in the form of feedback and suggestions from participants. Feedback and suggestions from the participants included the addition of some programs such as the implementation of the implementation of the Duha and dhuhur prayer to develop religious character, the provision of facilities and supporting device of the model implementation. The results of socialization and simulation inputs were referred as the third model that was ready to be implemented. The criteria used to decide that the character building education model based on school culture had a degree of validity. The results described that

the total average score of $(\bar{x})$ to all minimal aspects was categorized as fairly valid and the score of $(\bar{A}_i)$ to every minimal aspect was categorized as valid.

From the validity test, it was concluded that the character building education based on school culture, device model in the form of teacher's and learner's handbook and research instruments were entirely valid.

Practicality of the model: The model was said as practical empirically can be measured by using four field instruments. The first was the level of adherence to the model. The second was the ability of teachers to implement the model. The third was the level of implemented model. The fourth was the level of students to absorb the material taught through developed model. The practicality terms of character building education model based on school culture can be seen from the theoretical and empirical data. The data was obtained theoretically if the validator validation result was categorized as valid. Furthermore, it was empirically categorized as valid if it has been tested (implemented) in the field and fulfill the criteria of practicality. To measure the practicality of the model empirically, two forms of research instruments were used that fulfill the criteria of validity by the validator. The first instrument was the results of the data analysis of the teacher's responses in applying the model. The second was the results of data analysis to the implemented model.

Based on the results of the model implementation, it was found that the teacher's responses of the model implementation to all aspects or components categorized as "very good". While the results to the overall aspects of the enforceability of the model or components "entirely implemented" and categorized as "very good". Based on the test results of theoretical and empirical practicality as described above, it was concluded that the character building education model based on school culture otherwise fulfilled the criteria of practicality with excellent category.

The effectiveness of the model The effectiveness of the model in terms of the student's response at the evaluation stage showed that the majority of students responded positively. There was 92% of students who responded positively and 8% of students who responded negatively. Thus, the student's responses showed that the model fulfilled criteria of effectiveness and categorized as "very effective".

If the effectiveness of the questionnaire showed that the character of students was very high. From 71 (seventy one) of the respondents (students), none was rated to lower category. There were five (5) character types assessed. The first was the character score of honesty with the category of "very high". The second was the

character score of honesty with the category of "very high". The third was the character score of discipline with the category of "very high". The fourth was the character score concerned about the environment with the category of "very high". The fifth was the character score of social care with the category of "high". Thus, if the terms of the results of the student's character, the character building education model based on school culture was effective. Based on the results of two indicators of the effectiveness of the above, it was concluded that the character building education model based on school culture was effective model.

The specific findings: There were some specific findings of this study. The first was still many primary school teachers in Sinjai who do not know about the implementation of character building education comprehensively. The implementation of character building education in their opinion was only on the integration of the subjects. The second was primary school in Sinjai have no specific strategy and systematic implementation of character building education yet as a whole as an approach popularized by Thomas Lickona and Albert Bandura. The third was the evaluation of character building education in every elementary school has not been done regularly and thoroughly. The implementation of the evaluation was done through a learning process and even then do not use adequate instruments. The fourth was provision for facilities, the creation of the school environment and school culture that is not conducive to become a priority school. The fifth was in the implementation of character building education, the entire school community like committees, principals, teachers, employees/staff and students must have handbook of character building so that there is the same moral standards and implemented jointly. The sixth was the character handbook for teachers and students responded very positively by the school community.

Model specifications
The specification of the model book: Rationality of education model based on school culture includes the theoretical background and empirical was importance to do in the model development.

The theoretical underpinnings, on the theory about character building education, character values, components of good character by Thomas Lickona, social-cognitive learning theory Albert Bandura and theories about the culture of the school.

Components model includes syntax models that integrate the phase of the components of good character Thomas Lickona, social-cognitive theory Albert Bandura and an implementation of character education ministry of education and culture. The stages of the syntax of the model are:

Moral knowing, the activity was performed at the time of socialization with details: delivering background execution, deliver the objectives are clear and operational, deliver the benefits of the model are clear and operational and deliver the targets to be achieved with realistic and measurable.

Moral feeling, strengthening the aspects of emotion should be able to be felt by learners to become a man of character. Form of implementation of this phase, namely: to create a climate and environment conducive schools, provide facilities involve multiple stakeholders and reflect.

Moral action, form of activity at this stage, namely: conditioning, spontaneous activities, exemplary and routine activities. In addition to the syntax of the model, there are other components namely: Social Systems, Principles of Reaction, Support System and Companion Impact.

Character building education model based on school culture can only be used at the elementary level; Character building education model based on school culture in its implementation requires understanding, commitment and a high willingness of the entire school community.

The teacher's handbook has characteristics that contains beliefs, values and commitment throughout the school community into the school culture. The student's handbook has its own characteristics due to the design and content of the characters described local cultures. The contents of the handbook were accompanied by illustrations and folklore that described the developed characters.

CONCLUSION

The results of preliminary studies on the stage of the analysis revealed that the implementation of character building education has not been implemented comprehensible. The fulfillment of environmental situation and school culture that support character building education implementation was incomplete overall and the student's character was generally categorized as low.

Character building education model based on school culture in Primary Schools otherwise fulfilled the criteria of validity and practicality. The model was categorized as valid based on the validity test by experts. It was practical because based on the implementation of the model; the teacher's responses to the implementation of the model for all aspects or components were categorized as "very good". In addition, the results to the overall aspects of the enforceability of the model or components were "fully implemented" or categorized as "very good".

Character building education model based on school culture fulfilled the criteria of effectiveness. It was categorized as effective to get a positive response from students and can improve the character of the students. Character building education model based on school culture can be used to develop student's character at the elementary level.

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