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**Forming Students' Character through School Culture in
Senior High School Taruna Nusantara Magelang**

Eni Kurniawati¹ and Sunarso²

¹Postgraduate Program, Yogyakarta State University, Indonesia

²Yogyakarta State University, Indonesia

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FORMING STUDENTS' CHARACTER THROUGH SCHOOL CULTURE IN SENIOR HIGH SCHOOL TARUNA NUSANTARA MAGELANG

Eni Kurniawati¹ and Sunarso²

¹Postgraduate Program, Yogyakarta State University, Indonesia

²Yogyakarta State University, Indonesia

¹Contributor Email: enikurniawatii34@gmail.com

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Abstract

Policy on character education has long been applied in Indonesia, with the hope to develop a civilization to be more dignified and become savvy citizens and not experiencing a moral crisis. However, by looking at the reality of the matter at this time, a moral crisis never stops destroying the nation's generation. If not treated immediately it will trigger the development of characters that do not reflect the identity and character of the nation that will result in a weak future generation. Therefore, this study aims to determine the character of the students that is implanted or formed through the school culture in Taruna Nusantara. The research is a qualitative case study research, the data collection techniques used were interviews, observation and documentation. The results showed that the effective character education is the transformation of culture and life in a boarding school that is in Taruna Nusantara High School in Magelang. Character formation of students can be achieved through school's culture as being in the grand of designing character education, because of character as a "moral excellence" or morals in the wake of various policies (virtues) who in turn only has meaning when based on the values that apply in the culture.

Keywords: *Character; Culture; Forming; School.*



A. Introduction

Character education has a higher meaning of moral education, because character education is not only concerned with right or wrong but inculcate the habit of regarding things in life that have the sensitivity, awareness, comprehension is high, commitment and concern to apply the value -value good in everyday life. Policy regarding character education has long been applied in Indonesia, with the hope to develop a civilization to be more dignified and become savvy citizens and not experiencing a moral crisis. However, by looking at the reality of the matter at this time, a moral crisis never stops destroying the nation's generation.

Character education is important because of its declining ethical and moral learners, increasingly widespread irregularities and misbehavior of students, such as deeds cheating during exams, brawl, against teachers, truant during school hours, and bullying in schools. There are still a lot of its irregularities committed by teen age children, there are cases of students who violate school rules, no discipline, using drugs and drugs, brawling, as well as the persistence of the system gangs often show violence as cases klitih happened in Yogyakarta. Sochib (2010: 3) suggests that self-discipline in children aged students has declined due to factors such as, relationships, family (against parents), hooky and drinking. Indonesian Child Protection Commission (KPAI) recorded a population of 87 million Indonesian children aged up to 18 years, there are as many as 5.9 million are addicts.

Therefore, irregularities and cases must be addressed because if it is not treated immediately it will trigger the development of characters that do not reflect the identity and character of the nation, thus causing various problems as follows: 1) disorientation and inability to appreciate the value of -the value of Pancasila (the five basic principles of Indonesia) as the national philosophy and ideology; 2) lack of integrated policy tools in realizing the important values of Pancasila; 3) a shift in the ethical life of the nation; 4) lack of awareness of national cultural values; 5) the threat of national disintegration; and 6) the weakening of national independence.

As the nation who took eastern culture that has the characteristics in the order of a holistic manner, the Indonesian people feel the need to defend themselves from the process of degradation of national character began to fade. Planting systematically national character can be done with either one of them is through the school. Character education should be continuous and never-ending, as an integral part to prepare a future generation adapted to the human figure of the future, rooted in philosophy and religious cultural values of the nation of Indonesia. Character education should foster the practice of all the nation's character as a whole and intact which should contain culture and cultural adhesive that must be embodied in cultural awareness and intelligence of every citizen.

Implemented character education in schools to make the learner as a person who has a good character that reflects as good citizens. Character education is applied in schools with the aim of making students as individuals who have good characters who reflect as good citizens as stated in Law Number 20 of 2003 concerning the National Education System which essentially refers to a number of desired citizens' characters . In line with what was stated by Winataputra and Budimansyah (2012: 90) that the idealism of the formation of dignified national character and civilization in order to realize the national mission of citizenship education is to educate the life of the nation and make humans as democratic and responsible citizens through the corridor "value-based education ". Specifically in the explanation of Article 37 paragraph (1) "citizenship education is intended to shape students into human beings who have a sense of nationality and love of the homeland.

Therefore, through character education in schools can transfer and shape positive values in students so that the main component in civic education (Branson, 1998: 5) namely civic knowledge, civic skills, and civic disposition can be applied in daily life day and reflect as a good citizen. This is in line with the opinions Muchlas & Hariyanto (2011: 45) who argued character education as a process of granting the demands of the student or students to become fully human character in the heart, thought, soul, feeling and intention.



Many experts agree that the character needed for the growth and development of learners. At school, all the components should be linked in character education, as the education system of her, the contents of the curriculum, lesson plans, learning, assessment mechanisms, quality of relationships, managing learning, school management, the implementation of the development of learners, empowering infrastructure, financing and ethos work throughout the school community.

Schools have an important role in the development and social and emotional growth of learners. In addition, the school as formal educational institutions to increase knowledge, intelligence, and character formation of students play an important role so that students are well behaved and were able to control and guide the student in order to be a good man in every respect. This is in line with what was raised by the Hoge (2002: 104), which character education as a blatant attempt to influence the development or conscious individual traits desired.

Implementation of character education is also very important to be evaluated on an ongoing basis in order to always be known process and outcome. Student character development is a collective commitment in the face of global demand. Student character development is expected to produce a young generation of character and noble character. As a manifestation of the commitment to build the nation's character, created the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System. Article 3 of the Act describes the functions and the National Education Goals.

In addition, education to developing the student's ability to function well and aims to establish the character or the character of students. Student's character and noble character is expected to build the civilization of the nation's dignity. Character education efforts to achieve national' education goals with development patterns, whether committed within the family, school and community environments.

The present government is being actively talking about the formation of character. Without a good school culture would be difficult to conduct character education for students. If the school culture is already established, anyone who has come to join in the school was almost automatically follow

the tradition that has been there. Education is important in the development mentality, morals, and character of students, it is necessary to increase the quality of education innovation through the development of a culture or a culture of a good school. School culture is the atmosphere of the school in which the students interact with peers, teachers with teachers, counselors with students, an education personnel, and among educators by educators and learners, and among members of the community with the school community are bound by various rules, norms, morals and ethics together in force in a school (Umi, 2011: 25).

After all it started with an exemplary character is not some kind of material and concentration should be on the educator. The characters cannot be taught solely through oral and written, but by example. Not all teachers have a good example there are many teachers who have just come give material. Clearly shows that one of the characters fragility caused by less than optimal development of character in addition to educational institutions in the environmental conditions are not favorable. Appropriate effort is through education, because education has an important and central role in the development of human potential. Through the transformation of education expected to cultivate a positive character, as well as the changing nature of which is not good to be good.

One factor that influences the quality and success of education in schools is school culture. Applied to a good school culture, it will support the success and expected goals of a school. Thus, school culture has an impact on character formation in schools. As stated by Mustakim (2011: 95-96) that the school culture approach is the management of character education. That is, the character of students can be formed through a conducive and effective school culture, namely the overall physical environment, school atmosphere, nature, taste and climate that are productively capable of providing a good experience for the growth and development of students as expected. This will be effective if it is sown in the school culture.

Conducive school culture is very influential and has a strategic role in supporting the success of character education, because character is not something that is shaped like moral knowledge and knowledge, but is formed



and built through the example of all school residents and involves the emotional dimension and social. In line with what was stated by Lickona (2013: 72), knowledge about morals is not enough to be human with character. Therefore, moral must be accompanied by a moral character, namely: first, moral knowledge which includes moral awareness, knowing moral values, perspective taking and moral reasoning; second, a feeling of moral (moral feeling) which includes conscience, self-esteem, empathy, likes kindness, self-control and humility; third, moral action which includes competence, will and habits. These three components are very necessary so that humans are able to understand, feel, and do the values of goodness, needs for cooperation in carrying out these responsibilities ranging from families, communities, educational institutions, the mass media and the government. As stated by Sudrajat (2011: 11), without the involvement of all parties, the implementation of character education will end up being a mere discourse and idea.

A good school culture will greatly support the success of character education that will be transformed in school. School culture from each school is also different. This is in line with what was stated by Masaong & Tilomi (2011: 179) which says that school culture can be interpreted as a system of meanings shared by all school residents that distinguishes it from other schools. If the school culture in a school goes well and as expected, it will affect the character of students. The implementation of school culture involves all schools. This agrees with what was stated by Short & Greer (Zuchdi, 2011: 133), which states that the school culture as beliefs, policies, norms and habits that exist in the school and is formed, strengthened and maintained through leaders and teachers in the school.

In the world of education, schools as formal educational institutions that play an important role to advance the nation, shape the character and personality of students to be better. Formal education institutions are more effective in shaping the character of students, namely the boarding school system. As stated by Fathurahman (2012: 1813-1816) that there are several aspects for the realization of character education in schools, namely: a) modeling; b) a free and pleasant education system; c)

boarding school system; d) cooperative learning models; e) smart, humanist and religious teachers; f) communication.

There are several supporting factors which state that boarding schools are the right choice for children's education, namely: first, the establishment of dormitories is established in a strong value system and strict but fair discipline; second, the formation of a dormitory that builds the character and independence of students. This is also supported by Audigier (2000: 83) who argues that in the practice of citizenship there are several citizenship sites contained in the program of democratic citizenship education (Project on Education for Democratic Citizenship), which is a citizenship site consisting of a center, institution, community, environment cities, towns and regions that are expected to make efforts to implement the principle of democratic citizenship.

One of them is through boarding schools that are used as stable educational institutions to make changes to three types of competencies (affective, cognitive, and related actions in the choice of values). The school aims to educate individuals who have the criteria of democratic citizenship to become good citizens so that their implementation does not conflict with human rights. One of them is forming the character of students not only in the classroom learning process but also in dormitory life. Ellis (2013: 5) also stated that, in the dormitory spend more time with teachers, trainers, school staff and boarding staff and have greater opportunities to develop and monitor the lives of students. It is clear that the boarding school is one of the right schools for student character formation.

Taruna Nusantara High School Magelang which is a national-based superior school with strict regulations with strict sanctions. Students are trained and nurtured to become character persons who reflect good citizens. Especially now that many phenomena occur that are waning the positive values that exist in the individual, especially in the younger generation who are still in school. This can be seen from the various cases that have been discussed recently, namely bullying, immoral acts, lack of ethics and lack of courtesy to others, teachers and the community as well as many students who are caught in criminal cases.



For this reason, one of the ways that the nation's young generation will have good character, the Taruna Nusantara High School is a suitable target for fostering a better, more qualified and qualified person. Aside from being a boarding school, this school also has a special curriculum that will adjust to students' abilities in the learning process. Then, educators who also serve as caregivers also control, educate and monitor student activities for almost 24 hours. The tutor also resides in the school dormitory.

Taruna Nusantara High School is a school that has students from various provinces in Indonesia (national-based schools). That way, almost all ethnic groups, cultures, languages, religions and races are in the school. This is a challenge for all school residents to unite this diverse diversity to remain one like the slogan "Unity in Diversity". One way is through school culture that is applied to all school residents without exception so that no discrimination occurs. This is also embodied in the vision of Taruna Nusantara High School, namely: "schools that form a cadre of quality and character national leaders who are nationalistic, competitive, cultural with characteristics of nationality, and have national and international competitiveness". With the implementation of the school culture and the implementation of the school's vision, it will shape the students' character.

B. Method

This research was conducted at SMA Taruna Nusantara Magelang having its address at Jalan Raya Purworejo-Magelang Km. 5, Pirikan, Mertoyudan, Magelang Regency, Central Java. This research is a case study using a qualitative approach. This research was conducted from October 2017 to April 2018. Starting from the pre-survey stage, proposal preparation, research permit, data collection, data analysis arrived at the preparation stage of the report. The source of the data in this study uses a purposive sampling technique, namely data collection techniques based on specific considerations and objectives according to Arikunto (2013: 183).

In addition, this purposive technique is carried out with the aim of understanding or learning central phenomena (Creswell, 2015: 407). In

this case, the research subjects as informants are people who have experience, knowledge, and information that can be accounted for about "Forming Student Character through School Culture in Taruna Nusantara High School Magelang". In this case, the data source is: Vice Principal for Academic Affair, Vice Principal for Student Affair, *Wali Graha*, *Pamong Piket Graha*, Civic Education teacher, and students.

Data collection techniques in this study are observation, interviews, and documentation. The observation technique is participant observation. The researcher observes and is directly involved in the activity. The research instrument used is observation guidelines. In this case, the observations used in the study were observations of National Leadership Meetings activities, commemorative activities of class XI students, class X student work activities, student daily apple activities, daily activities of students in classes and dormitories such as classroom learning and learning independent (night learning), as well as daily activities of students in school and dormitory environments. Interview techniques, researchers conducted interviews with one-on-one type of interview (face to face directly with the informant) to get information in depth and carried out based on interview guidelines provided by the researcher.

The interviews conducted in this study were to obtain information and data about the formation of students' character through the school culture at Taruna Nusantara High School Magelang. The interview instruments in this study used interview guidelines. In this case, the researchers conducted interviews with the deputy head of the education school, student and boarding school deputy headmaster, PPKn teacher, homeroom guardian, graha picket tutor, and class X and XI students, while class XII students were not interviewed because of their focus on preparing national exams and tutoring activities. Then in this study, documentation in the form of data that is considered appropriate or relevant to the theme under study is about the character building of students through the school culture at Taruna Nusantara High School Magelang.

In this case, the documents used in this study include: a) profile of Taruna Nusantara Magelang High School, b) documentation of teacher



data, c) documentation of student data, d) school regulations / rules, e) documentation of school and dormitory activities, f) documentation of school facilities and infrastructure, and g) special curriculum. In this study, the validity of the data was carried out using source and method triangulation techniques. Source triangulation is done by comparing data from interviews with observations, what is said compared to the research situation at all times, and comparing the results of interviews with documentation. Triangulation method is carried out to check the data collection method which consists of interviews, observation, and documentation. Data analysis techniques used data reduction, data presentation, and conclusions (Sugiyono, 2013: 353).

C. Theoretical Basic

1. Definition of Characters

Character comes from the Greek word meaning to mark or identify and focus on how to apply the values of kindness in the form of action or behavior, so people who are dishonest, cruel, greedy and behave in other bad to say as a person who ugly character. Etymologically, the word can be psychological character, morals or manners that distinguish one person. That is, the character is synonymous with personality or character traits or characteristics that are typical of someone who comes from a natural process with results that have been received from the surrounding environment (Fathurrohman, et al, 2013: 17).

The character is interpreted as a way of thinking and behaving that is typical of every individual to live and work together, both within the family, community, nation, and state. Individuals who are of good character is an individual who can make decisions and attitudes account for every result of the decision. Characters can be considered as the values of human behavior associated with the Almighty God, ourselves, our fellow human beings, the environment, and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, customs, and aesthetics (Zamroni, 2011: 157). Character is a way of thinking, acting, and acting that is characteristic of a



person who becomes a habit that is displayed in public life. Character education can be taught in the form of a holistic education by using the method of knowing the good (learning *cognitive*), feeling loving the good (taste and love of virtue that makes people always want to do good), and acting the good (make good in life habits) (Zuchdi, 2011: 49-50).

Characters are values of human behavior associated with the Almighty God, ourselves, our fellow human beings, the environment and national yabg embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs (Budimansyah, 2010). Then Dani (2007) suggested that the character was just as personable as a mark or characteristic or style or characteristic of a person who comes from formations received from the environment. The opinion is in line with what is proposed by Damayanti (2014), which also defines the character as a way of thinking and behaving that is characteristic of each individual to live and work, both within the family, community, nation, and state.

There are three components of the character expressed by Lickona (2013: 72), namely:

- a. Knowledge of moral (moral knowing): moral awareness, knowing moral values, perspective, moral reasoning.
- b. Feelings of moral (moral feeling): conscience, self-esteem, empathy, love kindness, self-control, humility.
- c. Moral conduct (moral action): competence, willingness and habit.

These three components are indispensable in order that man was able to understand, feel and do the values of kindness. Character education has become one of the alternative ways to restore human and the moral consciousness and must always be escorted by all parties. The need for cooperation and shoulders together to carry out this responsibility, ranging from families, communities, educational institutions, mass media and the government. This is in line with what is proposed by Sudrajat (2011), without the involvement of all parties, the implementation of character education will end up being a mere discourse and ideas. Therefore, the values contained in the character education should be carried out well. Here are five main value



national character is the crystallization of 18-character value, namely: 1) religious; 2) nationalist; 3) integrity; 4) independently; 5) mutual cooperation.

From the definition above characters, it can be concluded that the character of the personality inherent in a person who reflects as a person who have a certain, well-behaved in accordance with the rules, regulations and moral force in life whether in the family, school and community. Functions such as character education, according Fathurrohman (2013: 97) is as follows.

1. Development: the development potential of learners to be of good behavior for learners who have had an attitude and behavior that reflect the character and national character.
2. Improvements: gait strengthening national education responsible for the development potential of learners more dignified.
3. Filter: to filter its own national character and national character those were not consistent with the values of character and national character.

One of the critical success factors organization of educational process is a culture were constructed. If the school managed to build a good school culture, then not only will result in academic achievement, but also generate school culture by planting good character values.

2. Definition of School Culture

Maslowski (2001: 8-9) that defines the culture of the school as follows: "the basic assumptions, norms and values, and cultural artifacts that are shared by school members, roommates Reviews their influence functioning at school. This definition Refers to a number of cultural elements, i.e. basic assumptions, norms and values, and cultural artifacts, and a number of cultural aspects, i.e. its shared nature and influence on behavior".

School culture in the form of basic assumptions, norms, values, cultural artifacts are believed to be a school can affect the functioning of the school. This definition refers to a number of cultural elements of the basic assumptions, norms and values, and cultural artifacts, as well as a number of aspects of the culture of all the habits and the effect on behavior. Zamroni (2011: 111) provide restrictions that school culture is the pattern of values, principles, traditions and habits that are formed in



the course of the long school, developed the school in the long term and into the handle and believed by all citizens schools that encourage emerging attitudes and behaviors of the school community.

According Suharsaputra (2010: 107) school culture is the personality of the organization that distinguishes between one school to another school, how all members of the school organization instrumental in executing tasks depend on the beliefs, values and norms that are part of the school culture. Schein (2004: 17) defines the school culture as follows: a pattern of shared basic assumption that the group learner as it solved its problems of external adaption and internal integration, that has worked well enough to be Considered invalid and therefore, to be taught to new members as the correct way to perceive, think and feeling relation to Reviews These problems. It has been suggested that school culture is a pattern assume basic invented, discovered or developed by certain groups as learning to overcome the problem of external adaptation and internal integration authorized and implemented properly and therefore, is taught to new members as the correct way to understand, think and feel associated with these problems.

Some definitions of school culture above, it can be concluded that the culture of the school is a policy, how to act and behavior patterns, values, traditions and habits that are formed in the course of the long school that applies continuously and maintained jointly by all parties' school.

School culture plays a role in improving the performance of school if the school culture that develops qualified healthy, strong, positive, solid and professional. Qualified school culture reflects the personality, characteristic, identity and the existence of a broad commitment to the school, as well as driving schools, teachers and students to develop and achieve success. School culture plays a role in achieving them proposed by Stover (2005: 1): Good climate and culture are keys to the success of urban schools, According to Researchers who've spent years studying the subtle interpersonal dynamics that take place among students and educators. Many are convinced that a closer look at climate and culture can help urban school boards Determine



why one is academically successful and more important why another is poor performing and consistently failing to improve.

Favorable climate and a positive school culture can help the school to achieve success and grow continuously, while schools with poor performance tend to be able to develop the school. In addition, the presence of a school culture that will improve the quality of schools for the better through academic programs, school policies, regulations, staff development, teachers and students. this is in line with what is proposed by Hinde (2003: 7) that there are twelve important things in school culture that six of them include the knowledge and quality of teachers, as follows: 1) the collegiality; 2) experimentation; 3) high expectations; 4) trust and confidence; 5) tangible support and referring to a knowledge base.

In addition, administrators provide opportunities for professional development and support the teachers in other tangible ways. The remaining six demonstrate effective norms teacher interaction with each other and their administrators: 7) appreciation and recognition; 8) caring and humor; 9) involvement in decision making; 10) protection of what's important (in the case, educational needs of the students are paramount and are the guiding influence in the culture of the school); 11) traditions and 12) honest, open communication.

Based on the above, it is understood that the school culture plays a role in school quality improvement for the better and superior. An understanding of school culture can provide information regarding the function of the school and the problems faced. Therefore, need for collaboration between staff, teachers and students to develop into a better school and directed.

D. Research Finding

To shape the character of students, there are several strategies implemented (Source: Taruna Nusantara senior high school), namely: mental engineering and social engineering to the educational environment of students are. Environmental education includes the social environment that is life in a dorm and classroom, relation between education and



school leaders, teachers, parents and the surrounding community. Mental Engineering is the internalization of character values and culture of the nation, through an intellectual approach in Civics, Social, Religious and specialized curriculum.

This is in line with what was raised by Khan (2010: 11) that self esteem approach which is a strategic approach in implementing character education aims to develop an attitude and awareness that will lead to a process of humanization. While social engineering is applied in everyday life in a community with rules that must be obeyed by the entire school community. It aims to provide insight to the students mentally and intellectually to be embedded and formed within themselves that makes the student as a person of good character. Strategies undertaken Taruna Nusantara senior high school to shape the character of the student, in line with what is proposed by Lockwood (2009) that there was an emphasis on the aspect of moral character is the development, cultivation of values and virtues that will make students become good citizens.

Character education developed at Taruna Nusantara senior high school, namely in the form of eye activity and daily life that in its implementation using the whole of everyday life directly as part of the education system. In addition, the characters that are characteristic and the most prominent are nationalist characters. Also followed by other characters are: independent characters, mutual cooperation, religious, and integrity. To realize the implementation of the character, Taruna Nusantara High School, which is a National-based school, uses three insights consisting of: first nationality insights which include love of the homeland, nationalism, unity, and unity which will shape nationalism and provide support and motivation in students to love the country more and serve the country. Second, financial insights that aim to form a never-give-up attitude and are willing to sacrifice and attach importance to common interests rather than personal or group interests. Third, cultural insight which consists of upholding the basic values of national culture and proud of the results of Indonesian culture and upholds the motto of *Bhinneka Tunggal Ika*.



The implementation of school culture in Taruna Nusantara High School is carried out in formal school culture and dormitory culture. The culture is listed in the 2013 curriculum and special curriculum in Taruna Nusantara High School which is a series of teaching materials containing the noble values of the nation or moral values that are planted and formed in students. The values instilled in the students are reflected in the cognitive aspects, namely through subjects and learning processes, affective and psychomotor aspects are instilled through the process of civilization in the form of daily activities carried out systematically and programmed, which consists of: subjects of the field, eyes leadership lessons, entrepreneurship subjects, state defense education subjects, eyes of self-development activities, and material support for social values of humanities.

Of all the series of activities in the formal school system and dormitories at Taruna Nusantara High School are carried out continuously so that it becomes a good habit in students. Such activities constitute a school culture that supports achievement and quality of Taruna Nusantara senior high school. As a boarding school, the implementation of character education is carried out through a wide range of activities that have been arranged systematically, among them:

a. Schedule Routine Activity

This activity is scheduled regularly every day to practice the discipline, sense of responsibility and solidarity and solidarity. The material starts from wake up activities, sports in the morning, apple (morning, afternoon, evening), meal (breakfast, lunch, dinner), self-study and a night's rest.

b. Programmed Activity

Activities carried out periodically to a certain schedule every week to develop their talents and interests of students with material activities, namely: speeches, discussions, martial, lab work (science and computer), sports, art, science and technology development and organization.

c. Project Activity

An activity carried out at the times or a certain momentum, aimed to improve managerial ability students with student plays in the



management or implementation of the activities. Material its activities, namely: the anniversary of the national and religious, ceremonial and institutional traditions (Basic Education Leadership and Discipline (PDK), the tradition of the peak *Tidar*, pilgrimage graves of heroes, devotional scriptures and kiss the flag), field exercises (campsite, *pembaretan*, warrior, exercise social care for the environment), field trips, meet national leaders, student council activities (archipelago of cultural art performances, performing arts, intimate evening, night art show and English).

d. Independent Creative Activities

This activity is regulated and carried out independently by the students outside the schedule of other activities, such as the utilization of spare time, worship independently, preparation of individual equipment (washing, ironing and arranging rooms), a visit to the home tutors, cruises and vacation. (Source: Taruna Nusantara senior high school, April 2018).

From these activities, a lot of character values that can be formed in the student so that it becomes a habit and good manners that made reference to interact with school and community environments. The characters within the students will be formed gradually and continuously. Of all the series of activities there are some character and competence to be developed, namely: to develop the qualities of discipline, a sense of responsibility, honesty, independence, nationalist, togetherness and solidarity as well as leadership, coaching skills in the field of science and technology, humanity and culture, develop their talents and increase appreciation of the arts, national and regional cultures, to develop talents, skills, sport, hobby students, foster team spirit and corps spirit, cultivate leadership skills, organizational and managerial skills.

Residents can affect the school system is responsible for the activities and the learning process properly in accordance with the vision and mission of the school. Then, the factors supporting its accomplished with good school culture, conducive and appropriate, namely through the curriculum (special curriculum and curriculum 2013), effective use of time, the application pattern of a harmonious relationship between leaders, staff, teachers and students and the entire school community. So,



all of the components in Taruna Nusantara senior high school responsible and influence the formation of character in students that need to work together and complement each other so that the character and behavior of students is getting better and improving the quality of school to be superior and better anyway.

E. Discussion

The school is a formal institution is necessary and important role in shaping the character of the students, especially boarding schools who do the teaching and upbringing longer when compared to schools that are not boarding. With so positive values and the formation of good character within the students will become easier to cultivate. Boarding school has a program and boarding school activities effectively and efficiently so that more help in the process of shaping the character of the students.

Through a series of activities carried out in boarding schools can form good character students? Therefore, students can carry out his or her expectations, the practice and understanding of character values so that it becomes a good habit and make reference to behave and interact in daily life. Then, the need for supervision and cooperation of the entire school community that the establishment and cultivation of a good character in students and developing positively channeled in accordance with what is expected. It is expected that tutors, teachers, caregivers and the entire school to be more active in monitoring the students with the purpose of directing the student's behavior to the things that are positive and give a good impact on the survival and able to make the students as good citizens.

F. Conclusion

Education in Taruna Nusantara senior high school characters performed continuously ranging from regular activities scheduled, programmed, and creative self. In the implementation of character education, using all of daily life as part of the education system run not only in the school environment but also in the dormitory environment. In



addition, through a series of activities, also through a special curriculum implemented in schools.

The teaching given uses an interesting method to instill the values of character and noble values that are rooted in the culture of the nation so that it becomes a part within the students, practiced in behaving and behaving in everyday life. Therefore, formal educational institutions in shaping the character of students will be more effective and conducive to be integrated through the boarding school system. Because, boarding schools educate, teach, and nurture learners almost 24 hours. All aspects of the school community participate in the process, making it easier and more efficient in the process of planting and character building.

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