



STRENGTHENING SCHOOL CULTURE IN THE FORMATION OF STUDENT DISCIPLINE CHARACTER AT MIS MUHAMMADIYAH PARAMBAMBE

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Abstract

In some cases schools that have good quality and are effective are called excellent schools. To get to a quality and superior school, several actions are taken. Starting from the basic things that are reflected in the school's vision and mission, school structure, rules, learning tools and school facilities. From basic things like this, school development can be developed so that it becomes a quality and superior school. The values of character education have faded, making it a necessity if character education is given in schools or madrasas, for the sake of realizing educational goals and character, especially disciplined individuals. Because by definition character is a collection of values that lead to a system, which underlies applicable perspectives, attitudes and behavior. This practice can be realized faster by implementing this step properly and correctly if you always innovate and look for new updates in an effort to create quality and superior schools. This service school is carried out at the MIS Muhammadiyah Parambambe school with the aim of answering: 1) Strengthening school culture, 2) Formation of student character, 3) What are the supporting and inhibiting factors for student discipline, 4) What is the principal's strategy in shaping student character and discipline and providing essential benefits for schools and especially for students of MIS Muhammadiyah Parambambe.

Keywords : School Culture, Student Character, Discipline.

Introduction

Learning is defined as a core activity that is made obligatory to provide knowledge, guidance, and education for students. Thus, teachers must be able to take this essential role in order to achieve educational goals in schools. In the current era of modernization, the value of education has decreased considerably. This is evidenced by actions or deviant behavior, especially students. These actions include disobedience to school rules, smoking, talking dirty, skipping school, and loss of manners, which results in the fading of the character values that pattern discipline. (Hartini 2018). Discipline character values must be possessed by humans so that other supporting character values emerge. This is based on things that often happen to students. For example, skipping school, arriving late, not wearing school uniforms, scribbling on walls, and not submitting assignments. These various things raise the presumption that the education taught in schools is only knowledge, not yet persuasive to the formation of disciplinary character for students. (Hartini 2018). Culture according to KBBI (Big Indonesian Dictionary), is culture, so school culture is a form of agreement or joint agreement that is used in living life together and implemented to be a solution to a problem or difficulty faced by schools to give birth to a generation of smart and good character. Therefore, there is an urgency that is believed that school culture has a role in producing maximum output in terms of performance for each individual, work group, or work unit itself. In fact, it is necessary to have an emotional connection that forms a positive synergy, so that the quality of a school needs a cultural touch for the good quality of education. (Sobri, Widodo, and Sutisna 2019). Discusses culture in shaping student character. In Indonesia, character has become flesh and blood in education, which means that character is a trait that influences all thoughts, attitudes, and characteristics possessed by humans. School culture is very important in shaping student

character, with a school culture all students can express, create, and innovate together in studying or dealing with school problems in order to make students intellectual, independent and responsible (Qosim & Fatimah, 2020).

School culture, which of course has a foundation for inculcation through discipline, values, norms, personality, ideology, vision & mission of the school, ways of socialization, is the main capital that must be maintained and developed. This is very rational considering that the process of teaching and learning activities in children's schools requires a structured lifestyle, protection, freedom of expression in accordance with their duties and functions. (Science, University, and Semarang, n.d.). This culture accommodates students and allows them to do things from a considerable distance. There are two very value characteristics important. First, values influence the decisions we make and affect the concrete actions we take. Second, being able to maintain values that require commitment and taking risks, with this, leaders who carry out their leadership cannot be separated from these values. (Ansori 2019). Character globally can be interpreted as a method for thinking and behaving for each individual in order to live and socialize actively among the community, be it in the family, school, community and country. Thus, individuals with good character are individuals who can formulate decide and are ready to take responsibility for any of the consequences they decide. Character building certainly aims to improve the quality of the implementation and results of education by students in an integrated, balanced and comprehensive manner. (Fatma 2018). The need for implementing or strengthening culture with the aim of forming the character of student discipline, both in the form of activities and regulations. The culture itself has an actualization in the form of an approach in an effort to improve the condition of the school organization with more emphasis on embracing symbolic aspects, traditions that are held regularly so as to form belief, self-confidence, school pride and bring about changes in student behavior. (Imtihan 2018). Culture or culture in the form of Job-descriptions and daily habits that lead to attention are actually more meaningful in encouraging activity and productivity in continuity at school. With this strong and meaningful value, students will feel more persuasive because they are given attention and are sustainable. (Ariefa Efianingrum 2013). The values of character education have faded, making it a necessity if character education is given in schools or madrasas, for the sake of realizing educational goals and character, especially disciplined individuals. Because by definition character is a collection of values that lead to a system, which underlies applicable perspectives, attitudes and behavior. It can be understood that character is synonymous with character, ethics, and morals so that character is the values of human behavior, both in the context of a vertical relationship with God, and horizontally with fellow human beings (Samrin 2016). MIS Muhammadiyah Parambambe in this case as an object that must take an important role in strengthening the culture that shapes the character of student discipline, of course, prevention efforts and solutions solutions are needed to overcome it. It is inseparable from the goals or vision & mission of the school with the hope of making discipline a contextual character that can be realized through positive activities, so that it becomes a reference for schools that still need more attention.

Research Methodology

The research approach chosen by the researcher is Descriptive Qualitative. In this case, the researcher formulates or guides research in the form of a thorough, broad, and in-depth photograph of a social situation. An approach that is also generally used in social phenomenology which begins with an explanatory process or event which is then finally drawn into a generalization in the form of a conclusion from the process or event. (Yuliani 2018).

Result & Discussion

The manifestation of Muhammadiyah's role in the context of educating the nation's, especially in the education sector, is to establish Madrasas or schools. Charity business which of course became a da'wah field, made a figure from Parambambe Village, South Sulawesi named H. Bara Ramani, along with several residents at that time, moved physically and spiritually to establish a Madrasa. Right on January 15, 1969 MIS Muhammadiyah Parambambe was established right next to the Taqwa Muhammadiyah Parambambe Mosque. Based on the research conducted, it can be observed that there are several main things to support efforts to strengthen school culture in the formation of the disciplinary character of MIS Muhammadiyah Parambambe students, namely: (1) Faith and piety, (2) friendship and compactness. The program or activity carried out at MIS Muhammadiyah Parambambe is in the form of a Saturday-Sunday Camping (PERSAAD) which includes a series of activities to increase faith, devotion, friendship, and discipline for students. Because researchers at that time were undergoing the Muhammadiyah Aisiyyah Real Work Lecture (KKN MAs) program. The implementation of this activity was carried out in various stages, namely: (1) Hearing, (2) implementation stage, (3) evaluation stage. The dominant supporting factor lies in the commitment and responsibility of the committee in organizing activities from start to finish, supported by adequate facilities from the school. Coupled with the support of the surrounding community for the success of this

activity. The intended service and persuasiveness were quite successful because persuasive communication was expected to be built with support from the committee to bridge communication between students. It can be concluded from the information above, that the supporting factors for the implementation of Strengthening School Culture in the Disciplinary Character Formation of MIS Muhammadiyah Parambambe Students are adequate facilities, sufficient and responsible human resources for the committee, as well as support and trust from the community so that night worship activities can run well and smoothly.

The dominant inhibiting factor lies in the blessing of the students' parents to attend the activity, starting with those who were not given permission because they helped their parents with work, especially the brick craftsmen who had to keep the stove fire consistent every night, then students who lacked confidence to participate and communicate actively with other friends. Other inhibiting factors are also found in the routine of this activity which is not routine enough because it is only carried out a maximum of once a month, so it takes a long time to be truly effective. From the interviews and results of the research conducted, there are several methods used in the PERSAAD activities. The methods are as follows: (1) Imitation Method (Imitation), this method was successfully used in a series of PERSAAD activities for 2 days and 1 night, it was seen that the habits of Rasulullah SAW were actualized, such as eating habits, drinking habits, praying in congregation, saying greetings when meeting. This was not only done by MIS Muhammadiyah Parambambe students, but the committee also taught it first as an example. The need for this method as an appropriate urgency is conveyed considering that MIS Muhammadiyah Parambambe students are also responsive in all matters, especially in PERSAAD activities, many things are applicable so that theory which is generally required to think and digest, in the imitation method they are required to do responsive things. (2) Assignment Method, PERSAAD activities are, of course, not just formalities, but there are follow-ups from schools that really want PERSAAD activities to be beneficial for participants. There were several tasks that had to be completed by the participants related to the knowledge and personality given by the Head of the Madrasa at the closing of the activity. With this method, teachers can also see the essence of the activities that can later be applied by participants in the surrounding environment and become their provision for disciplined character. The assignment was related to the follow-up of PERSAAD activities from the religious element of memorizing prayers and prayer readings, then intellectuality such as filling out questions of hope for the school and friends. Elementary things like this do seem conservative, but it's important to do so that participants don't immediately go home and don't do any activities at home.

Conclusion

Based on the description that has been written and the observations that the writer has made in the previous chapters, the following conclusions can be put forward: (1) MIS Muhammadiyah Parambambe, in strengthening school culture in the formation of student discipline, character implements activities in the form of PERSAAD (Saturday-Sunday Camping) which is running well and smoothly. Everything is according to plan but certainly in the field there are things that are supporting factors as well as inhibiting factors that are the color of the activity (2) PERSAAD activities have a strong correlation with improving the quality of Faith, Taqwa and especially the discipline of MIS Muhammadiyah Parambambe students. Activities wrapped in imitation methods and assignment methods that make activities not only present existence but also the essence of them.

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