SCHOOL CULTURE IN BUILDING CHARACTER AT SMA NEGERI 5 KUPANG

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ABSTRACT. This study uses a descriptive qualitative method, namely research that obtains descriptive information in written and oral form which is obtained directly from the people being observed. The research subjects were school principals, teachers, students, and security officers. The data collection techniques are observation, interviews, and documentation. Data analysis is divided into four parts, namely data collection, data reduction, data display, and conclusions drawing/verifying. The results of the study show that in schools there are religious characters, polite characters, disciplined characters, clean, tidy and beautiful carried out through a civilizing process, although there is still some unconsciousness among school members in obeying and carrying out the values that are already in effect at school. The role of the Principal of SMA Negeri 5 Kupang in building the character of the school community is to run all programs in the school such as supervision, managerial and entrepreneurship.

Keywords: School culture; Character

INTRODUCTION

According to Zamroni (2011), school culture is values, beliefs, slogans, customs and traditions that have developed over a long time and are held firmly by all school members. However, building a good school culture is not an easy thing because each school has its distinctive advantages. Everyone who enters school certainly has different attitudes, behaviours, and beliefs. This can lead to cultural conflicts that can affect the behaviour of the school's residents. Building a good school culture is closely related to the role of every school member, namely the principal, teachers, students and other school members in supporting the implementation of school culture (Maswi, Syahrul, & Datuk, 2022; Syahrul, 2021; Syahrul & Hajenang, 2021). Therefore, the principal has a very important role to be a role model for all school members. Teachers, students and other school members also have roles that must be carried out as well as possible (Suwandayani & Isbadrianingtyas, 2017; Klaran, 2023; Zel & Malaikokal, 2023).

School culture can be positive or negative in terms of artefacts, values, beliefs and assumptions. A negative school culture can hinder the quality of education in schools (Akoit & Ihsanuddin, 2023; Sari Inda Momay & Tukang, 2023). Deal & Peterson (Zahrawati and Faraz, 2017) said that bad school culture makes all school members do bad things in the school environment. A positive school culture is a mutual respect for differences, honesty, achievement, a comfortable and safe school room, mutual trust, support, and so on (Syahrul, 2019, 2020). Meanwhile, a negative school culture is the opposite of a positive school culture, namely school members do not trust each other, do not respect differences, are dishonest, do not excel, and violate school rules (Husni, 2014; Tefa, 2023; Zel & Malaikokal, 2023).

Ansori's (2019) research on creating a school culture with character through values-based leadership. It shows that leadership in schools has a very important role in creating a good school culture (Birhan, Shiferaw, Amsalu, Tamiru, & Tiruye, 2021; McGrath, Han, Brown, & Meindl, 2021; Watson, 2019). This is also reinforced by Johani's research (2016) at the Bantul National Middle School which shows that the principal has built communication and coordination, fostered student talent interests, created a conducive work climate and utilized developments in learning technology. Meanwhile, Safitri (2015) said that the implementation of character education is realized through instilling character values in school culture by providing facilities to support various activities in school programs that are accustomed to daily life at school. However, this is different from the research by Diayuningsih and Suyanto (2014) who said that the development of character values experienced problems at school, namely the lack of self-awareness in students, the influence of the external environment, and the lack of provision of facilities and funds.

Meanwhile, this study examines school culture, but there are differences in the problems at the loca-

tion of the research, namely this study focuses more on the diversity of characters caused by school culture in SMA Negeri 5 Kupang, East Nusa Tenggara. This school is one of the favourite schools in the NTT region. This is evident from the superior school accreditation and is one of the driving schools. In line with its current developments, SMA Negeri 5 is trusted by the community, especially the people of Kupang City, as a role model for other schools whose quality of education is still considered low. Even though SMA Negeri 5 Kupang is categorized as a superior school, there are still some shortcomings, namely school members who do not fully understand how important it is to apply school culture such as values, norms, facilities and infrastructure that should be understood and maintained.

They do not show good behavior and attitude towards fellow school members, are not disciplined in time, cross out desks and chairs, violate school rules, utter inappropriate words to friends, and many other negative cultures exist at school. This. As a school that is considered superior in NTT, this certainly needs to be a concern and given further understanding to some school members who don't understand about it. With the existence of various problems in this school, it is necessary to know how this school builds a school culture in shaping the character of each of its citizens. Therefore, this research was conducted to examine and find out more deeply the role of school culture in influencing the development of students at school.

METHOD

This study used a descriptive qualitative method, namely research that obtains descriptive information in written and oral form which was obtained directly from the people being observed. The reason for choosing this method is that the researcher wants to describe the conditions that will be observed in the field in a more specific, transparent and in-depth manner, describe situations or events, and identify school culture and the character of SMA Negeri 5 Kupang residents. The research subjects were selected using a purposive sampling technique including school principals, teachers, students, and security officers. The reason the researchers made them as research subjects was because they were considered to have extensive knowledge, experience and information related to culture and character at SMA Negeri 5 Kupang.

The data collection technique used in this study is as follows, namely observation by observing directly the culture and character of the residents of SMA Negeri 5 Kupang. Interview the school principal, deputy principal, teachers, students, head of the librarian and security staff in a structured manner using tools in the form of interview guides and voice recorders. Documentation in the form of documents summarized in school archives, written data, and photographs related to the culture of SMA Negeri 5 Kupang. The data analysis technique used in this study is an interactive analysis technique as proposed by Milles and Huberman (Diani & Hanum, 2018) which is divided into four parts, namely data collection, data reduction, data display and conclusions drawing/verifying.

RESULT AND DISCUSSION
RESULT
School Culture at SMA Negeri 5 Kupang

On a small scale or scope, school culture can be found in all schools and has its characteristics. As for the condition of the physical artefacts at SMA Negeri 5 Kupang, for example, the gate is always open from school entry to school hours. The gate is painted light blue and white. It is not well maintained because the wall paint is slowly peeling off. Then the schoolyard can be seen immediately when entering the school gate. Kupang 5 Public High School has a fairly large schoolyard, but students who drive motorbikes park in the schoolyard and cannot be seen. This is because the parking space provided by SMA Negeri 5 Kupang is not proportional to the number of vehicles brought by students and teachers. Even so, there are still trees that grow around the school grounds, making the air quite cool. Meanwhile, the security post at SMA Negeri 5 Kupang is specially provided by the school and is comfortable to live in. This was conveyed directly by the school caretaker that he was very comfortable with the facilities available at the school.

The principal's room merges with the administrative room, guest room, operator's room and vice principal's room. The principal's room is quite spacious, in the principal's room there are books, flags, sofas, tables, flower pots, printers and many other items neatly arranged. While the vice principal's room is located beside the living room, the room is clean and tidy. This room is available to meet the needs of school residents such as curriculum, and students and is a place to assess and sign reports. Meanwhile, the administration room is right next to the principal's room. The condition of the room is quite clean and in front of the room, there are several flower pots which make the front yard of this room very beautiful and quite clean. In the room, there are also chairs, tables, and suggestion boxes for anyone who wants to suggest the school. In addition, the teacher's room is located next to the BK room, the size of the teacher's room is quite large and inside there are plastic chairs, wooden chairs, wooden tables, flags and on the walls of the room there are photos of the president and vice president. In the front yard of the teacher's room, there are var-

ious types of flower plants, but between the plants, there is some plastic waste and paper waste which makes these plants less attractive to look at.

The library room at SMA Negeri 5 Kupang is next to the UKS room. The library room is quite clean and comfortable for studying. In front of the room there is a flower pot that supports the beauty of the front yard of this room. While the UKS room is quite large and in the front yard there are several plants, but it is not well maintained because there is some paper waste scattered between the flower pots. There is also a counseling guidance (BK) room next to the teacher's room, but this room is temporarily used as a teacher's Teaching and Learning Activity (KBM) room because several student study rooms were demolished for repairs. The front yard of the BK room has lush flower plants but between the plants there is some paper waste, even though there are trash cans in front of the BK room. There are quite a number of classrooms, but there are several rooms that are currently under construction. There are two toilets, namely a special toilet for students and a special toilet for teachers. The teacher's toilet is beside the BK room and the student's toilet is beside the language laboratory. The special toilet for students is not cool and clean, this is because besides the toilet there are lots of piles of paper waste and plastic waste, so it is not comfortable to use. The school canteen is currently under repair, so traders who sell their wares in the school canteen are forced to sell their wares outside the room, namely in front of the language laboratory room and beside the IPS III classroom. Many students visit the cafeteria to buy food. The condition around the canteen looks less clean because there are school residents who throw garbage anywhere even though there are trash bins near the canteen.

Charater at SMA Negeri 5 Kupang

The character developed at school is a religious character. As stated by the teacher that they often invite religious leaders, namely inviting priests from the Catholic religion, *Ustas* from the Islamic religion, and priests from the Protestant religion. After that, they gathered together in the hall as a form of tolerance towards fellow school members to celebrate religious ceremonies both Catholic, Islamic and Protestant religious ceremonies. Every Friday, they carry out a Catholic service in the Chapel of the Seminary of St. Rafael Oepoi Kupang, who is Muslim worships in the Musholla provided by the school, while those who are Protestant worship in the Church Hall provided by the school.

Meanwhile, the application of the values of tolerance and harmony among school members at SMA Negeri 5 Kupang is very high, getting along regardless of different religious backgrounds and always creating good harmony among school members. This was conveyed by the teacher that at this school they are very tolerant, especially in terms of carrying out everyday life such as being friends with one another because they are not only friends of the same religion but are friends regardless of any religion. Then they worship together when the new school year starts, giving sermons or reflections from various religious leaders, there are from priests, pastors, and *Ustas*. Religious values are developed by accustoming school members to participate in celebrating religious holidays and showing mutual tolerance among school members in everyday life.

Polite characters that are developed in the school environment are greeting each other when teachers meet other teachers or school staff, and students meet teachers and greet each other. Based on observations, it can be seen that teachers meet teachers and greet each other, and so do students meet teachers and greet each other, but it is different from students meeting students, some greet, and some walk straight without greeting their friends. Therefore, the polite character in SMA Negeri 5 Kupang has not been fully implemented by all school members, more specifically students. There are still those who utter rude words to their friends, throw garbage out of place and so on. This was conveyed by a student that he once threw garbage in any place and also swore at a friend because he could not control his emotions.

The character of discipline has been regulated in schools through rules that have been made and mutually agreed upon. Discipline in SMA Negeri 5 Kupang is not solely carried out by one party but is carried out, internalized, and applied by all school members. That means not only students but all other school members. However, based on observations, the value of this discipline has not been widely adhered to by all school members, especially students. There are still many of them who are not disciplined because there are students who come late to school, and are late in submitting their homework. For students who come late to school, they must meet the picket teacher to ask for a permit to enter class. Those who are late for more than 15 minutes are not allowed to take part in the ongoing lesson and if there are reasons that can be accepted by both the picket teacher, vice principal and principal regarding the reason for the delay, students are allowed to enter the class to take lessons.

Apart from being late, some students at this high school were also not disciplined in time in submitting assignments given by the teacher. This was conveyed by the teacher that there were always students who did not submit assignments on time. This will have an impact on the difference in grades with students who submit assignments on time. There-

fore, the lack of student discipline can reduce the value of the discipline that has been applied at SMA Negeri 5 Kupang. Meanwhile, the environmental conditions at SMA Negeri 5 Kupang are quite clean because there is still some paper and plastic waste scattered around the schoolyard. In terms of tidiness, it is still lacking because several buildings are temporarily being built and the parking of vehicles is not neat. In addition, the conditions behind the school rooms are very dirty because there are lots of piles of leaves from fallen trees, and there are also lots of piles of plastic and paper waste which make the conditions behind the classrooms not beautiful.

DISCUSSION

School culture is a pattern of values that must be understood and considered important because it contains values, beliefs, norms and assumptions that show how the school has its characteristics. School culture needs to be internalized in everyday life by school members. This is as stated by Sarason (in Hanum, 2018) that schools have a culture that must be understood and must be involved to make changes to it is not just cosmetic. School physical artefact buildings that are well preserved will affect the character of school residents. At SMA Negeri 5 Kupang, school physical artefacts such as gates, school grounds, security post, principal's room, vice principal's room, administration room, library room, UKS room, BK room, classrooms, toilets and others provide security. for school residents, although there are some drawbacks.

The physical culture in this school is supported by cool and fresh plants and a large schoolyard, but the students don't take good care of it because some of them still throw garbage everywhere. Even so, the school continues to foster students who have bad character and there are still students who do not maintain the cleanliness of the school environment. This of course needs to be guided and fostered in character so that the quality of school education becomes better. Other supports in terms of physical artefacts are facilities and infrastructure for student activities in schools. Schools optimally provide good service to students in the form of classrooms, halls, UKS rooms, laboratory rooms, student activity rooms, toilets, religious activity rooms, school canteens, sports fields, administration rooms, parking lots, and the provision of parks. garden for their social interaction activities with peers. This is what makes school residents feel comfortable with the facilities available.

The development of school culture does not take place briefly, but proceeds from time to time to generation and continues to be believed and trusted by all school members, as stated by Peterson (Efianingrum, 2013) that school culture is like a complex network referring to rituals and traditions that have been developed over time by teachers, students, parents and administrators working together to deal with achievement crises. The characters developed at SMA Negeri 5 Kupang are religious characters, polite characters, disciplined characters, clean, tidy and beautiful. A religious character can be developed by inviting religious leaders to come to school. This can be done by praying together in the school hall during major religious ceremonies as a form of inter-religious tolerance.

Meanwhile, a polite character can be built by greeting teachers, teachers and students greeting each other, students greeting each other, and greeting each other among other school members. School members are not allowed to utter inappropriate words, and are not allowed to throw garbage anywhere. This can support the character of discipline. In addition, this character can be grown through rules that have been made and mutually agreed upon. Therefore, the character of discipline can be implemented, internalized and applied by all school members to support cleanliness, tidiness and beauty in schools. Rules are also needed and if there are school members who break the rules, they are given sanctions in the form of credit points from the school, credit points are classified into three, namely light, medium and heavy credit points. If a student makes a mistake and gets light credit points, for example, one time he does not come to school without explanation, then the student will get light credit points, if the student does not come to school twice without explanation then the student has received moderate credit points and if the student does not come to school three times without explanation, he will get credit points in the severe category, students who get credit points in the severe category will be expelled from school or call their parents to come to school. The character of nationalism can be built through ceremonial activities because nationalism is a value that is expressed in the form of ceremonies which are carried out every Monday and on national holidays.

The role of school culture in shaping the character of school members can be started by the principal. They can run all the programs that have been programmed for the school and protect and protect all school members. His main duties are managerial, supervision and entrepreneurship. In improving the quality of education, teachers also need to give independence to students according to what is their interest. What teachers do is work together with fellow teachers, carry out joint evaluations related to learning that each one lacks, carry out MGMP (Subject Teacher Deliberation) activities after which they are addressed together and then carry out reforms in a better direction, to build a positive cul-

ture. According to Sutikno & Manizar (Sibagariang, Sihotang and Murniati, 2021), the role of the teacher in education is to become a driving force in the learning community for fellow teachers at school and in their area; play a role in training fellow teachers in developing learner-centred learning; become agents of change in terms of improving the quality of student leadership in schools; able to create a space as a forum for discussion and collaboration with fellow teachers; develop yourself actively; and be a motivator. Teachers must always strive to improve the quality of education in schools and continue to be innovative and creative, Pancasila, work together for the advancement of education in Indonesia.

CONCLUSION

School culture in shaping the character of SMA Negeri 5 Kupang residents has been sufficiently implemented, for example, physical artefacts that can be seen starting from the physical condition of the gate, schoolyard, security guard post, the physical condition of rooms (principal's room, classrooms, teacher's room, vice principal's room, administration room, library room, UKS room, counselling room, laboratory room) and other supporting facilities and infrastructure, namely the Church Hall, prayer room, school canteen and toilets are generally quite well maintained because several classrooms are currently being renovated. Meanwhile, religious character, polite character, disciplined character, clean, tidy and beautiful are carried out through the acculturation process, although there is still some awareness of the school community in obeying and carrying out the values that are already in effect at school. The role of the Principal of SMA Negeri 5 Kupang in building the character of the school community is to run all programs in the school such as supervision, managerial and entrepreneurship. While the role of the teacher is to work together with fellow teachers, carry out evaluations, MGMP, motivate students, update in meeting the needs of the subjects they work on, and adapt according to the times. Then the role of students is to study diligently, follow the rules that apply at school, obey the orders of teachers, and parents, be independent and free to choose the interests or talents they want to achieve and continue to be innovative and creative in adapting to the times.

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