



## The Influence of School Culture on the Character Education of Class IV Primary School Students

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### ABSTRACT

This study aims to determine the effect of school culture on the character education of fourth grade students at SD Negeri 060903 Medan Helvetia. The independent variables in this study are school culture (X) and the dependent variable character education (Y). The method used in this research is a quantitative survey type approach, the sample in this study is 39 students from all grades IV. Data on school culture and character education were obtained from a questionnaire distributed to fourth grade students. Student character education shows that the average value of students is 79.1. Furthermore, the normality test results are at a significant level ( $\alpha = 0.05$ ) with normal criteria, namely  $L_{count} \geq L_{table}$ . From the results of school culture, the  $L_{count}$  value is greater than the  $L_{table}$  value where  $L_{count}$  is  $0.200 \geq 0.05 L_{table}$ , so school culture is normally distributed. From the analysis results with SPSS ver 22, a correlation coefficient of 0.857 is obtained, meaning  $r_{count} \geq r_{table}$ , so there is an influence of school culture on character education. In the t test conducted, namely  $t_{count} \geq t_{table}$  and the results obtained were  $10.09 \geq 1.687$ , which means that  $H_a$  is accepted and  $H_0$  is rejected, so there is an influence between school culture on the character education of class IV students at SD Negeri 060903 Medan Helvetia in the 2022/2023 Academic Year.

*Keywords: school culture, character education*

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### INTRODUCTION

Culture is a view of life that is mutually recognized in a community group which includes ways of thinking, behavior, attitudes, values, and the results are reflected in both physical and abstract forms. Culture cannot be separated from education, in fact culture is the basic basis of education. Education is not only based on one aspect of culture, namely the intellectual aspect, but culture as a whole, namely involving values, norms and behavior. Schools are expected to be able to create a conducive atmosphere for realizing a good school culture in daily actions at school. According to the Research and Development Agency (2019:6) there are 8 (eight) main cultures developed in schools, namely: 1. culture of honesty, 2. culture of mutual trust, 3. culture of cooperation, 4. culture of reading, 5. culture of discipline and efficient, 6. clean culture, 7. achievement culture, 8. reward and reprimand culture. Each school has its own habits and therefore school culture will lead to actions to improve the quality of the school, in order to create a good school culture. The teacher's good attitude in teaching will be an example for students. The teacher's good attitude will influence the learning process, if the teacher sets a bad example, the students will follow.

An effective learning process and a good learning atmosphere will influence student actions and behavior. Student behavior in the school environment will carry over into students' daily lives and character. Student character does not grow by itself and cannot just happen, but requires a process, example, habituation or cultivation within the student's environment, be it the family, school or community environment. Character education is an important part of school tasks in shaping the character of students. In accordance with the opinion of Najib, A., & Achadiyah, B. N. (2012) that character values will produce good achievements and learning is

said to be successful if teachers carry out their roles and adopt good attitudes in the classroom. Character education aims to improve the quality of educational processes and outcomes which lead to the formation of students' character and noble morals in a complete, integrated and balanced manner, in accordance with graduation competency standards in each educational unit. Through character education, students are expected to be able to independently improve and use their knowledge, study and internalize character values and noble morals so that they are realized in everyday behavior. In accordance with the opinion of Djemari Mardapi, (2012) character can determine whether a person achieves his desires by using the correct methods according to his environment and obeying group laws and rules.

Based on preliminary information from SD Negeri 060903 Medan Helvetia, it is known that there are 4 (four) school cultures which are implemented based on the school's vision and mission, namely religious culture, discipline culture and clean culture. The application of religious culture is carried out every morning before starting class, students are required to pray, every Friday a Bible study service is also held for students who adhere to the Christian religion. However, there are several school cultures that are not optimal, namely a clean culture, it appears that teachers and students do not care about the school environment by throwing rubbish carelessly so that the school environment is dirty. The lack of a culture of discipline can be seen from the presence of students who come late to school, do not wear complete school uniforms, don't wear school uniforms according to schedule, students who are sick, take permission, neglect without giving information to the homeroom teacher, and don't do school assignments. The culture of cooperation is also visible from students who do not want to cooperate with friends when cleaning class picket schedules, and do not want to cooperate with friends when discussing lessons.

For this reason, school culture is very important for character education in schools because there are still many students in class IV at SD Negeri 060903 Medan Helvetia who still have bad character. This can be seen from a lack of respect for teachers and parents, fighting with physical violence, leaving the classroom during lessons, returning home from school without the teacher's knowledge and violating school rules. Research on the influence of school culture on character education is very important for researchers because through school culture, various school problems can be identified. Each school has its own habits based on interaction patterns carried out by school components. Therefore, understanding the characteristics of school culture will lead to concrete actions to improve the quality of the school. If a good school culture is created, the students' character will also be good, Johannes, N. Y., Ritiauw, S. P., & Abidin, H. (2020).

School culture is the atmosphere of school life in which there is a process of interaction between teachers, students and others, where there is leadership, example, friendliness, tolerance, hard work, discipline, care and responsibility which is based on and guided by rules, norms, morals and ethics that apply in a school. School culture must contain an atmosphere where everyone feels safe and comfortable, the school community shares the beliefs and values of the school environment, the school environment has a clear philosophy and institutionalized relationships are built. According to Daryanto & Darmiatum (2018:18) that school culture shapes behavior and the relationships that occur within it. School culture not only influences school activities, but also the motivation and enthusiasm of school residents. Furthermore, Robbins (2019:729-740) stated that school culture needs to be created, maintained and socialized to all school members. Therefore, schools need to instill beliefs, values, norms and habits that are the expectations of stakeholders which will form superior individual character.

According to Balitbang (2019:6) states that aspects of the main culture (core culture) to be developed in schools, namely: Honesty culture, honest culture is a habit carried out at school so that students and all school members can establish themselves as someone whose words and actions can be trusted both within the family, school and community, A culture of mutual trust, a culture of mutual trust must be built in schools. So that all school residents feel safe in their school environment, Culture of Collaboration, all school members must realize that humans are social creatures. Humans cannot live alone but must live side by side and need help from other people. Likewise, in the school environment, all school members must work together so that the school's vision, mission and goals can be achieved, Reading culture, reading culture is a culture that is developed in schools so

that all school members, especially students, become fond of reading and like going to the library, A culture of discipline and efficiency, namely a culture of obedience and obedience to the values that are believed in, including carrying out certain work that is their responsibility, Clean culture, namely a culture that teaches how to maintain cleanliness both of the body and the environment, including: (a) personal cleanliness; cleanliness of the school yard; (c) cleanliness of the classroom (d) cleanliness of the work space (e) cleanliness of the bathroom/WC, A culture of achievement and competence, namely a culture that creates competitive conditions to spur student achievement including, (a) participation in various competitions; (b) achievement motivation, The culture of giving rewards and warnings includes, (a) giving warnings to those who make mistakes; (b) giving awards to those who excel, Humans live with moral values that are valued by society, so that they can behave and act with ideal values that are valued by society, so that they will be accepted and liked by society. Character is attitudes and actions with moral values that have been formed in a person's personality as habits.

According to Sodiq & Kuntoro (2019:12) character is a form of attitude that is constant and expressed in the form of actions, but is specifically defined as a special form of attitude where a person in his actions towards other people displays absolute values. This means that universal values such as respect, responsibility, trust, which are displayed in attitudes and actions are a form of a person's character. In line with this, Wyne (2019:3) states that character comes from Greek which means "to mark" and focuses on how to apply good values in real actions or daily behavior. Furthermore, Haryati (2019:3) stated that character is a person's character, character, morals, or personality which is formed from the internalization of various virtues (virtues) which are believed to be and used as a basis for the way of seeing, thinking, behaving, and acting.

Furthermore, Mansur (2021:6–7) stated that the values in character education are: Religious, Religious is an attitude and behavior that is obedient in implementing the teachings of the religion one adheres to, tolerant towards the implementation of worship of other religions and living in harmony with followers of other religions, Be honest, Honesty is behavior that is based on efforts to make oneself a person who can always be trusted in words, actions and work, Tolerance, Tolerance is attitudes and actions that respect differences in religion, race, ethnicity, opinions, attitudes and actions of other people who are different from themselves, Discipline, Discipline is an action that shows orderly behavior and compliance with various rules and regulations, Work hard, Hard work is behavior that shows serious effort in overcoming various obstacles to learning and assignments, as well as completing assignments as well as possible, Creative, Creativity is thinking and doing something to produce new ways or results from something that you already have, Independent, Independence is an attitude and behavior that does not easily depend on others to complete tasks, Democratic, is a way of thinking, behaving and acting that values the rights and obligations of oneself and others equally, Curiosity is an attitude and action that always seeks to know more deeply and broadly about something that one learns, sees and hears, National spirit is a way of thinking, acting and insight that places the interests of the nation and state above the interests of oneself and one's group, Love for one's country is a way of thinking, behaving and acting that shows loyalty, concern and high appreciation for the language, physical, social, cultural, economic and political environment of the nation, Appreciate achievements, Appreciating achievement is an attitude and action that encourages oneself to produce something useful for society, and recognizes and respects the success of others, Communicative, Communicative is an action that shows a sense of enjoyment in talking, socializing and collaborating with other people, Love peace, Peaceful love is attitudes, words and actions that cause other people to feel happy and safe in their presence, Likes to read, A love of reading is the habit of making time to read various literature that brings goodness to oneself, Care for the environment, Caring for the environment is an attitude and action that always seeks to prevent damage to the surrounding natural environment, and develops efforts to repair natural damage that has already occurred, Social care, Social care is an attitude and action that always wants to provide assistance to other people and communities in need, Responsibility, Responsibility is a person's attitude and behavior to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the country and God Almighty.

## METHOD

The research location will be carried out at SD Negeri 060903 Medan Helvetia on Jalan Cinta Damai, Medan Helvetia District, Medan City, North Sumatra Province. Research time is the time used in carrying out research. This research was carried out from December to August in the 2022/2023 academic year. The population in this study were students at SD Negeri 060903 Medan Helvetia for the 2022/2023 academic year, totaling 258 students. The sample used in this research was all students in class IV at SD Negeri 060903 Medan Helvetia.

The approach used in this research is quantitative with a survey method, the survey method is used to obtain data from certain natural (not artificial) places but researchers carry out treatments in collecting data, for example by distributing questionnaires, structured interviews and so on. The types of instruments used in this research are questionnaires and observations. The data analysis techniques in this research are normality test, correlation test and hypothesis test

## RESULTS AND DISCUSSION

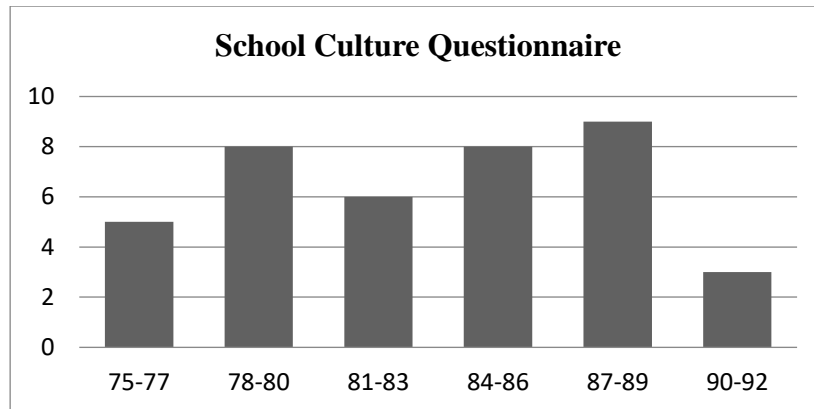
The form of data collection in this research used a questionnaire/questionnaire with a total of 28 school culture questionnaire instruments which were valid and a total of 26 character education questionnaire instruments which were declared valid. Before collecting data for research, the first step the researcher took was to test the questionnaire first at another school, namely at SD Negeri 060888 Medan. Of the 50 questionnaire items, there were 28 valid school culture questionnaire questions and 26 character education questionnaire questions were declared valid. After getting valid results, the questions will then be distributed to the actual respondents or to class IV students at SD Negeri 060903 Medan Helvetia for the 2022/2023 academic year, totaling 39 students.

Researchers distributed questionnaires to class IV students, namely school culture questionnaires. The aim is to find out the school culture of class IV students at SD Negeri 060903 Medan Helvetia. The following are the results of the students' school culture questionnaire.

**Table 1. Frequency Distribution of School Culture Questionnaire Results**

| No           | Mark  | Frequency | Percent     | Category  |
|--------------|-------|-----------|-------------|-----------|
| 1            | 75-77 | 5         | 12,8%       | Enough    |
| 2            | 78-80 | 8         | 20,5%       | Good      |
| 3            | 81-83 | 6         | 15,3%       | Good      |
| 4            | 84-86 | 8         | 20,5%       | Good      |
| 5            | 87-89 | 9         | 23.1%       | Good      |
| 6            | 90-92 | 3         | 7,7%        | Very Good |
| <b>Total</b> |       | <b>39</b> | <b>100%</b> |           |

Based on the data above, it is known that the questionnaire scores were 5 respondents who scored 75-77 by 12.8%, 8 respondents who scored 78-80 by 20.5%, 6 respondents who scored 81-83 by 15.3%, 8 respondents who scored 81-83 by 15.3%. 84-86 amounted to 20.5%, 9 respondents scored 87-89 amounted to 23.1%, 3 respondents scored 90-92 7.7%.



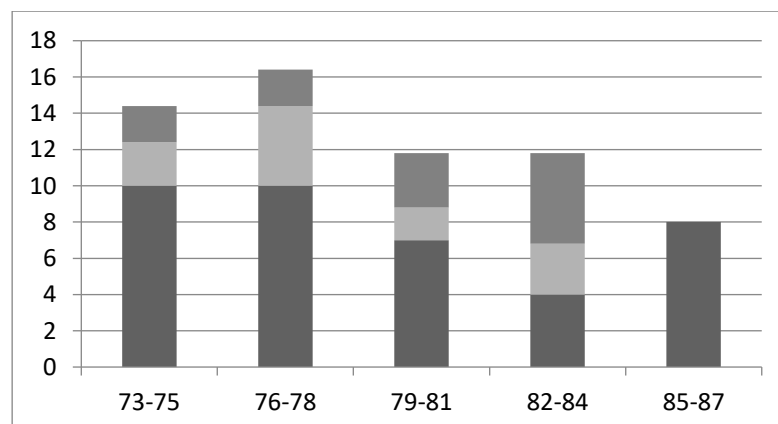
**Figure 1. School Culture Questionnaire**

Based on the picture above, it can be seen that the frequency of the school culture questionnaire obtained the highest score of 92 and the lowest score of 75, obtained an average mean of 83.4 and a standard deviation of 4.50. Researchers gave a questionnaire to class IV students, namely a character education questionnaire. The aim is to determine the character education of class IV students at SD Negeri 060903 Medan Helvetia, following is a table of the results of the student character education questionnaire.

**Table 2. Percentage Distribution of Character Education Questionnaire Results**

| No           | Mark  | Frequence | Percent     | Category  |
|--------------|-------|-----------|-------------|-----------|
| 1            | 73-75 | 10        | 25,6%       | Enough    |
| 2            | 76-78 | 10        | 25,6%       | Enough    |
| 3            | 79-81 | 7         | 17,9%       | Good      |
| 4            | 82-84 | 4         | 10,2%       | Good      |
| 5            | 85-87 | 8         | 20,5%       | Very Good |
| <b>Total</b> |       | <b>39</b> | <b>100%</b> |           |

Based on the data above, it is known that the value of the education questionnaire is that 10 respondents scored 73-75 by 25.6%, 10 respondents scored 76-78 by 25.6%, 7 respondents scored 79-81 by 17.9%, 4 respondents scored 79-81 by 17.9% 82-84 amounted to 10.2%, 8 respondents scored 85-87 amounted to 20.5%.



**Figure 2. Character Education Questionnaire**

Based on the picture above, it can be seen that the frequency of character education questionnaires obtained the highest score of 87 and the lowest score of 73, obtained an average mean of 79.1 and a standard deviation of 4.35. The normality test is used to determine whether the data from the study is normally distributed or not. And to find out whether the data from fourth grade students at SD Negeri 060903 Medan Helvetia is normally distributed or not, calculations were carried out using SPSS 22.0.

By criteria:

If  $\text{sig} \geq 0.142$  then the distribution is normal

If  $\text{sig} \leq 0.142$  then the distribution is normal

Normality test calculations can also be seen through normality criteria, namely if  $L_{\text{count}} \geq L_{\text{table}}$  can be said to be normally distributed. Based on the Liliefors (Kolmogorov Smirnov) test, below you can see the results of normality calculations using SPSS 22.0.

**Table 3. One-Sample Kolmogorov-Smirnov Normality Test Results**

|                                  |                | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N                                |                | 39                      |
| Normal Parameters <sup>a,b</sup> | Mean           | .0000000                |
|                                  | Std. Deviation | 2.36351488              |
| Most Extreme Differences         | Absolute       | .098                    |
|                                  | Positive       | .079                    |
|                                  | Negative       | -.098                   |
| Test Statistic                   |                | .098                    |
| Asymp. Sig. (2-tailed)           |                | .200 <sup>c,d</sup>     |

The significance level value used by researchers is a significance level of 5% or 0.05. Based on the Liliefors test (Kolmogorov Smirnov), a significance value of 0.200 was obtained, so it was concluded that  $0.200 \geq 0.142$  meant that the class IV questionnaire results were normally distributed. The following is the calculation of the correlation coefficient test using SPSS version 22.0, which can be seen in table 4.9, as follows:

**Table 4. Correlation Coefficient Test Table**

|                    |                     | School Culture | Character Building |
|--------------------|---------------------|----------------|--------------------|
| School Culture     | Pearson Correlation | 1              | .857**             |
|                    | Sig. (2-tailed)     |                | .000               |
|                    | N                   | 39             | 39                 |
| Character Building | Pearson Correlation | .857**         | 1                  |
|                    | Sig. (2-tailed)     | .000           |                    |
|                    | N                   | 39             | 39                 |

From the correlation coefficient test table above, it shows that the correlation coefficient result is  $r_{\text{count}} = 0.857$  with a significance level of 5% with the number of respondents (N) = 30 students so that  $r_{\text{table}} = 0.316$ . From the results of these calculations, it shows that  $r_{\text{count}} \geq r_{\text{table}}$ , namely  $0.857 \geq 0.316$ , so there is an influence between school culture on the character education of class IV students at SD Negeri 060903 Medan Helvetia.

**Table 5. Correlation Coefficient Interval**

| No | Correlation Figure | Category Range |
|----|--------------------|----------------|
| 1  | 0,80 - 1,000       | Very Strong    |
| 2  | 0,60 - 0,799       | Strong         |
| 3  | 0,40 - 0,599       | Strong Enough  |
| 4  | 0,20 - 0,399       | Low            |
| 5  | 0,00 - 1,99        | Very Low       |

Based on table 4.10, the "r" correlation (r<sub>xy</sub>) value interval of 0.857 is located at a value of 0.857-1.000. So it can be concluded that there is an influence between school culture on students' character education which has a very strong relationship. The influence of school culture on students' character education is 85.7% which is obtained from  $R_x 100 (0.857 \times 100)$ , while 14.3% is influenced by other factors.

After the data is declared to be normally distributed, hypothesis testing can then be carried out using the t-test. The statistics used to test the research hypothesis are the t-test. The hypothesis carried out is:  
 Ho: There is no influence of school culture on the character education of class IV students at SD Negeri 060903 Medan Helvetia for the 2022/2023 academic year.  
 Ha: There is an influence of school culture on the character education of class IV students at SD Negeri 060903 Medan Helvetia for the 2022/2023 academic year.

The following is a table of the results of hypothesis testing with the help of the SPSS ver 22.0 program.

**Table 6. Hypothesis Testing**

| Model          | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. |
|----------------|-----------------------------|------------|---------------------------|--------|------|
|                | B                           | Std. Error | Beta                      |        |      |
| 1 (Constant)   | 9.972                       | 6.864      |                           | 1.453  | .155 |
| Culture School | .829                        | .082       | .857                      | 10.094 | .000 |

Based on the results of the manual t test, the value of tcount is 10.09 and ttable is 1.687 so that tcount  $\geq$  ttable then Ha is accepted, namely that there is a significant influence between school culture on the character education of class IV students at SD Negeri 060903 Medan Helvetia.

## CONCLUSIONS AND RECOMMENDATION

Based on the results of research on school culture of class IV students at SD Negeri 060903, the researcher first gave 28 school culture questionnaires. The questionnaires were made based on several steps in developing school culture including: culture of honesty, culture of mutual trust, culture of cooperation, culture of reading, culture of discipline and efficient, clean culture, achievement culture and a culture of rewarding and reprimanding. It can be seen from the research data from the results of distributing a questionnaire to 39 respondents regarding school culture distributed by researchers, the lowest score obtained was 75 and the highest score was 91. Obtained an average (mean) of 83.4 and an ideal standard deviation (SD) of 4.50. It is known that the value of the questionnaire is that 5 respondents scored 75-77 by 12.8%, 8 respondents scored 78-80 by 20.5%, 6 respondents scored 81-83 by 15.3%, 8 respondents scored 84-86 by 20.5%, 9 respondents scored 87-89 by 23.1%, 3 respondents scored 90-92 7.7%.

Based on the results of character education research for class IV students at SD Negeri 060903, the researcher first gave a 26-item character education questionnaire. The questionnaire was created based on several character education values including: character values, namely religious character values, honesty,

tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the country, respect for achievement, communicative, loves peace, likes reading, cares about the environment, social care and responsibility. It can be seen from the data from the results of distributing questionnaires to 39 respondents regarding character education distributed by researchers, that the lowest score was 73 and the highest score was 86. The average (mean) was obtained at 73 and the ideal standard deviation (SD) was 4.35. Above, it is known that the value of the character education questionnaire is that 10 respondents scored 73-75 by 25.6%, 10 respondents scored 76-78 by 25.6%, 7 respondents scored 79-81 by 17.9%, 4 respondents scored 82-84 amounted to 10.2%, 8 respondents scored 85-87 amounted to 20.5%.

The research carried out by researchers was the influence of school culture on the character education of class IV students at SD Negeri 060903 Medan Helvetia for the 2022/2023 academic year. This can be seen from the calculation of the hypothesis test (t-test) with SPSS version 22.0 with a significance level of  $\alpha = 0.05$ . Thus,  $H_a$  is accepted and  $H_o$  is rejected with a hypothesis test result of 10.09 and  $t_{table}$  of 0.1.687, so  $t_{count} \geq t_{table}$  of the value  $10.09 \geq 0.1.687$ , which means that there is an influence of school culture on students' character education.

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