Model of School

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Model of School Management Based on Character Building in School Culture

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Abstract

This research aims at offering a model of school management based on character building in school culture for elementary schools in Jakarta in Indonesia. This research conducting survey method distributing the questionnaires to 293 elementary school students grade five in Jakarta in Indonesia. Analysis technique in this research used Structural Equation Modeling (SEM). The research found that the model of school management based on character building in school culture offered was good fit for the data. The result of study stated that religious school culture, honest school culture, discipline school culture, and clean and healthy school culture have positive connection with character building on the basis of school culture. Based on research findings, it can be concluded that a model of school management based on character building in school culture proposed can be used for elementary schools in South Jakarta in Jakarta in Indonesia.

Keywords: School management; character building; school culture

1. Introduction

Character building can be implemented in the classroom, school culture and extracurricular activities (Oktarina, Widiyanto and Soekardi, 2015; Marini, MS, Maksum, Satibi, Yarmi, & Wahyudi, 2019). A thematic approach was applied for character building conducted at schools through storytelling, discussion, group work and other aspects of school activities (Revell, 2002). Character building was not treated as more important than others in the teacher education curriculum (Jones, Ryan and Bohlin, 2012). Preparation, the core, and the closing of teaching learning process supported character building in teaching learning process (Marini, Maksum, Edwista, Yarmi, & Muda, 2019; Marini, Maksum, Edwista, Satibi, & Kaban, 2019). Character building can be conducted in school culture (Furkan, 2014).

Application of character building was done in religious school culture (Fahmy, Bachtiar, Rahim and Malik, 2015). Hidden curricula through social and cultural activities can stimulate character building process (Cubukcu, 2016). Character building can be integrated into religious school culture (Marini, Safitri, & Muda, 2018; Izfanna & Hisyam, 2012). However, most studies don’t provide a more detail explanation about indicator measurement of character building on the basis of school culture.

2. Literature review

Character building can be integrated in the lessons taught in the classroom (Oktarina, Widiyanto and Soekardi, 2015; Marini, MS, Maksum, Satibi, Yarmi, & Wahyudi, 2019). Character building in school culture can be carried out through activities such as lining up before entering the classroom, greeting and kissing the hand of the teacher and older people, behaving and dressing modestly. Character building integrated into Scouting involves mutual cooperation, mutual respect, discipline, helpfulness, honesty, responsibility, confidence, tolerance, perseverance, peacefulness, unity and religiousness.

The student positive attitude can be developed through the model for student character on the basis of character building in teaching learning process (Marini, Maksum, Satibi, Edwista, Yarmi, & Muda, 2019; Marini, Maksum, Edwista, Satibi, & Kaban, 2019). Character building in school culture can be realized through the teaching of cleanliness, beauty and tidiness, religious service obedience, conformity to the rules, mutual respect, politeness, family-like relationships, honesty and...
responsibility, togetherness, tidy document filing and educational infrastructure and stakeholders' participation and involvement (Furkan, 2014). Social and cultural activities improved process of character building, specifically for the quality of interpersonal communication between students, including respect, equality, helpfulness, trust and honesty (Cubukcu, 2012).

Character building in religious school culture conducted through providing worship facilities, religious ceremonies and religious symbols encouraged the religious character of the students supported by obedience in carrying out the teachings of one's religions, the practice of religious tolerance towards others and living in harmony with other religions (Marini, Safitri, & Muda, 2018; Izfanna & Hisyam, 2012). However, this research doesn’t give detail indicator measurement of religious school culture, honest school culture, discipline school culture, and clean and healthy school culture.

Religious school culture, honest school culture, discipline school culture, and clean and healthy school culture influence character building on the basis of school culture (Marini, Safitri, & Muda, 2018; Izfanna & Hisyam, 2012). The summary of relationships hypothesized is shown in a model seen in figure 1.

![Figure 1. Theoretical Framework of the Study](image)

3. Method

This survey study to 293 elementary school students grade five in Jakarta in Indonesia. Data collected in this research were related to character building on the basis of school culture. Analysis of content was carried out to literature of character building on the basis of school culture involving religious school culture, honest school culture, discipline school culture, and clean and healthy school culture (Marini, Safitri, & Muda, 2018; Izfanna & Hisyam, 2012). These dimensions were derived into the questionnaire provided to 293 elementary school students grade five in Jakarta in Indonesia.

The three aspects of religious school culture include providing worship facilities, conducting religious ceremonies, and using religious symbols at school. The three dimensions encourage honest school culture are providing honesty canteen, providing honesty library, and providing 'lost and found' facilities. The indicators of discipline school culture involve providing school rules, giving awards to disciplined school members, and upholding the rules by giving fair sanctions to violators of the school rules. Dimensions of clean and healthy school culture include providing bins in front of
the class, facilitating community service activities to clean up schools, and providing a school health unit facility.

In this study, data analysis used Structural Equation Modeling (SEM) with IBM SPSS Statistics 24 and SPSS AMOS 24 with 2017 Edition. SEM was utilized to predict the correlation between religious school culture, honest school culture, discipline school culture, and clean and healthy school culture with character building on the basis of school culture. Data were collected from 293 elementary school students grade five in South Jakarta in Jakarta in Indonesia inputted in excel using responses with "strongly agree" scored 5, "agree" scored 4, "neutral" scored 3, "disagree" scored 2, "strongly disagree" scored 1 for positive questions, and "strongly agree" scored 1, "agree" scored 2, "neutral" scored 3, "disagree" scored 4, "strongly disagree" scored 5 for negative questions.

4. Results and Discussion

The goodness of fit statistical analysis of this model indicated that Normed Fit Index (NFI) value achieved 0.837 showing that the model proposed in this research is good fit. Comparative Fit Index (CFI) value attained 0.880 showing that the model suggested is good fit. Incremental Fit Index (IFI) value reached 0.882 stating that the model is good fit. Relative Fit Index (RFI) value arrived at 0.784 indicating that the model is good fit. The goodness-of-fit Index (GFI) value was 0.911 and the adjusted GFI (AGFI) was 0.862 displaying that the model is good fit. On the basis of SEM measurement result, the model hypothesized is a fit model.

Based on measurement model test of observed variables seen in table 1 and table 2, it can be shown that religious school culture, honest school culture, discipline school culture, and clean and healthy school culture have positive association with character building on the basis of school culture of 0.931, 1.036, 0.786, and 0.864, respectively. These values were significant at the 0.05 levels of t statistics. It can be shown in Table 1 and Table 2 that religious school culture is positively correlated with providing worship facilities, conducting religious ceremonies, and using religious symbols of 0.213, 0.575, and 0.772, respectively. In table 1 and table 2, it can be seen that providing honesty canteen, providing honesty library, and providing ‘lost and found’ facilities have significant positive connection with honest school culture of 0.733, 0.466, and 0.627, respectively. Providing school rules, giving awards to disciplined school members, and upholding the rules by giving fair sanctions to violators of the school rules are positively correlated with discipline school culture of 0.355, 0.510, and 0.564, respectively.

Providing bins in front of the class, facilitating community service activities to clean up schools, and providing a school health unit facility stimulate clean and healthy school culture of 0.751, 0.761, and 0.472, respectively. These findings were consistent with the research indicating that there is a relationship between religious school culture, honest school culture, discipline school culture, and clean and healthy school culture and character building on the basis of school culture (Marini, Safitri, & Muda, 2018; Izfanna & Hisyam, 2012). The structural model is shown in figure 2.

**Table 1. Measurement model test (Regression weights: Group number 1 – Default model)**

<table>
<thead>
<tr>
<th>Estimate</th>
<th>S.E.</th>
<th>C.R.</th>
<th>P</th>
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<tr>
<td>RSC</td>
<td>CBSC</td>
<td>1.676</td>
<td>0.246</td>
<td>6.808</td>
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<tr>
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<td>CBSC</td>
<td>1.515</td>
<td>0.236</td>
<td>6.405</td>
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<td>CSC</td>
<td>CBSC</td>
<td>1.000</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>SC3</td>
<td>RSC</td>
<td>1.000</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>SC2</td>
<td>RSC</td>
<td>0.875</td>
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<td>SC1</td>
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<td>0.082</td>
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<tr>
<td>SC6</td>
<td>HSC</td>
<td>1.000</td>
<td>0.000</td>
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<tr>
<td>SC5</td>
<td>HSC</td>
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<td>0.123</td>
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<tr>
<td>SC4</td>
<td>HSC</td>
<td>1.134</td>
<td>0.110</td>
<td>9.983</td>
</tr>
<tr>
<td>SC9</td>
<td>DSC</td>
<td>1.000</td>
<td>0.000</td>
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SC8 ← DSC 1.051 0.185 5.685 ***
SC7 ← DSC 0.628 0.142 4.416 ***
SC12 ← CSC 1.000
SC11 ← CSC 1.623 0.223 7.292 ***
SC10 ← CSC 1.520 0.209 7.262 ***

Source: AMOS Results 2019

Table 2. Measurement model test (Standardized regression weights: Group number 1 – Default model)

<table>
<thead>
<tr>
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<tr>
<td>RSC ← CBSC</td>
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<td>HSC ← CBSC</td>
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<td>SC5 ← HSC</td>
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<td>SC8 ← DSC</td>
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<td>SC7 ← DSC</td>
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<td>SC12 ← CSC</td>
<td>0.472</td>
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<tr>
<td>SC11 ← CSC</td>
<td>0.761</td>
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<tr>
<td>SC10 ← CSC</td>
<td>0.751</td>
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Source: AMOS Results 2019

Notes:
CBSC = character building on the basis of school culture
RSC = religious school culture
HSC = honest school culture
DSC = discipline school culture
CSC = clean and healthy school culture
SC1 = providing worship facilities
SC2 = conducting religious ceremonies
SC3 = using religious symbols
SC4 = providing honesty canteen
SC5 = providing honesty library
SC6 = providing ‘lost and found’ facilities
SC7 = providing school rules
SC8 = giving awards to disciplined school members
SC9 = upholding the rules by giving fair sanctions to violators of the school rules
SC10 = providing bins in front of the class
SC11 = facilitating community service activities to clean up schools
SC12 = providing a school health unit facility
5. Conclusion
Model of character building on the basis of school culture suggested in this research is a fit model. Religious school culture, honest school culture, discipline school culture, and clean and healthy school culture are positively correlated with character building on the basis of school culture. It can be concluded that the model of character building on the basis of school culture offered can be implemented by elementary schools in Jakarta in Indonesia.

Acknowledgement
Universitas Negeri Yogyakarta has funded this research.

References


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