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Integration of Character Values in School Culture at Elementary Schools in Jakarta, Indonesia

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ABSTRACT

Character values can be integrated not only in the classroom, but also in the school culture. Some teachers are not familiar with the ways of integrating these values in the school culture. The purpose of this study was to find out about implementation of character values integration in school culture at elementary schools in Jakarta. This research was conducted in Jakarta, the capital city of Indonesia. A quantitatively descriptive method was used for this study. Questionnaires related to integration of character values in school culture consists of religious, honesty, discipline, clean and healthy, tolerance, working ethos, and nationalism culture. A total of 63 principals from 63 elementary schools in Jakarta were involved in the study. The result showed that means of character values integration in religious, honesty, discipline, clean and healthy, tolerance, working ethos, and nationalism culture were achieved 13.40, 6.16, 17.71, 13.24, 11.81, 12.33, and 10.49 or 83.75 %, 68.44 %, 98.39 %, 88.27 %, 98.42 %, 94.85 %, and 95.36 % from theoretically maximum scores. This study concludes that character values has already been integrated effectively in religious, discipline, clean and healthy, tolerance, working ethos, and nationalism culture at 63 elementary schools in Jakarta. On the other hand, integration of character values in honesty culture hasn't been effective at 63 elementary schools in Jakarta.

Keywords: Character Values, Elementary School, Integration, School Culture.

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1. Introduction

There is much impact of globalization era and Information, Communication, and Technology on students' character. This will bring world progress to multicultural civilization leading to students being adaptable selectively with multicultural situation in order that they don't lose their identities. Character values should be integrated in school leading to positive student behavior.

Kamaruddin (2012); Gusnardi, Riadi, and Muda, (2016) stated that character values can be integrated formally and informally. It is very essential that character values should be given not also academically

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but also in cultures. School culture is very important to establish good moral values. Elementary schools have responsibility to educate the students related to moral education leading to build community for moral values. However, this study only found that character values can be integrated informally to establish moral values but not in detail research findings regarding to the school culture.

Thompson, (2002) said that character values should be integrated with the curriculum. School culture should be based on good character principles. The teacher can be a model of a good character observed by the students. The students can be taught with hands-on service activities contributing to the school and the community leading to improve the student behavior. In this study, the research findings only about implementation of character values integrated in the classroom to improve the students' behaviors. Nevertheless, it is not described in more detail explanation about integration in all aspects of school culture.

Cubukcu, (2012) found that hidden curriculum is important to integrate values within character education context. Activities of motivating hidden curriculum consist of social and cultural activities. These internalizing values can develop individual's character. School environment is urgent in the process of character values integration. This research only found that school culture can improve the character education but it was not investigated the integration of character values in a detail of school culture's aspects.

Larson, (2009) stated that the teachers is necessary to promote character education in order to create an optimal learning environment. Students can develop their character through schools with a more enriched environment leading to succeed academically, personally, and socially. However, this study didn't investigate about different aspects of school culture integrated with character values.

Marini, (2016) found that teachers' competences at elementary school in Jakarta related to character values integration in teaching learning process, school culture, extracurricular activities, and society involvement were already good. This research finding only discussed about teachers' competences in school culture as a whole not in separate aspects.

The study of Montonye, Butenhoff, & Krinke, S. (2013); Branson, (2004); Senior-Gay, (2004); Dalimunthe, et al (2016); Gra, Chelsea (2012) found that character education can influence the student positive behavior in the classrooms. They investigated that there was an effect of character education on student behavior by teaching students in order to know about character leading to positive behaviors and In these studies, there was a relationship between character education and students' character. This study only researched developing character education in the classrooms through teachers implementing the curriculum leading to motivate the students about building character skills. However, this study didn't investigate character building integrated in school culture.

This study was conducted to investigate that the previous studies did not do. This study researched integrating character values in the school culture for seven aspects consisting of religious, honesty, discipline, clean and healthy, tolerance, working ethos, and nationalism culture. Integration of character values in religious culture is related to religious values. Honesty culture is integrated into the student behavior to be trusted. Discipline culture is integrated into students obeying the rules. Integrated of clean and healthy culture is related to hygiene and good physical condition. Tolerance culture is described by doing respect for other people. Working ethos is integrated into being responsible in working. Finally nationalism culture is related to students having commitment in giving priority of national importance.

2. Literature review

Al Farra, Samia (2012) stated that a positive school culture can enhance teaching and learning process as well as students' achievement. School culture giving the school its unique character produces values at school. School culture can influence the learning atmosphere at school consisting of moral and

performance character. The students treat others well with kindness, honesty, and respect through moral character. They do everything well with critical thinking and have a commitment to quality through performance character. School with school culture committed with good character requires the students and teachers to do the best works and being their best ethical self. Best school culture will create performance excellence and ethical excellence leading to the students' achievement and character. Successful schools have demanding culture such as hunger to improve, promote excellence and hold hope for everyone. High productivity teachers and students' achievement is related to positive school culture.

Elbot, Charles & Fulton, (2008) said that improvement of students' academic achievement and personal growth needs to shape intentional school culture building excellence and character. The school culture can affect the students' chances to be successful and implementation of successful school reform. Building excellence for the students, schools should have intentional culture on the basis of shared values, beliefs, and behaviors. This school culture can serve as a medium for students and teachers to grow. The quality of relationship among students, parents, teachers, and administration is a central aspect of school culture.

Al Farra, (2012), Elbot, & Fulton, (2008); Carter, (2011) stated that great school culture harness students' characters leading to drive achievement and school's outcomes. School cultures should be intentional that they have to be constructed leading to particular outcomes. Great school cultures can form strong character that the students benefit from these environments.

Al Farra, (2012), Elbot, & Fulton, (2008); Carter, (2011); Bulach, Lunenburg, & Potter, (2011) said that new control school culture can make the students becoming more accustomed to controlling each other's behavior. It was found that school culture positively affected the students' character behavior. It was also found that a correlation between character and student achievement was existed.

3. Methodology

Survey was conducted to find out about implementation of character values integration in school culture at 63 elementary schools in Jakarta, the capital city of Indonesia. The method of this research used quantitatively descriptive method distributing school culture questionnaires to 63 principals from 63 elementary schools in Jakarta. These questionnaires were related to religious, honesty, discipline, clean and healthy, tolerance, working ethos, and nationalism culture.

Questionnaires of school culture are about the students' habits in daily activities at schools describing about school situation, values system, belief and group norms, natural behaviour and students habits. Indicators of religious culture are related to behaviour of religious values, tolerance to other religious service, and having harmonious with other religions. Indicators of honesty culture are related to the behaviour on the basis of an effort to be trusted in working. Indicators of discipline culture are related to behaviour of obeying rules and having a system of rules of conduct. Indicators of clean and healthy culture are related to behaviour of being free from dirt, being attentive to personal hygiene, and having good physical condition. Indicators of tolerance culture are related to behavior of respect for other people, being equal, and not doing discrimination at schools. Indicators of working ethos are related to having working spirit, being diligent, and having responsibility in working. Indicators of nationalism culture are related to the behavior of having commitment to give priority of national importance, being loyal to the country, and having patriotic feeling (Muda, et al, 2015 and Muda, et al, 2017).

4. Results

Questionnaires related to character values in school culture of religious culture for 63 principals from 63 elementary schools used observation instruments consisted of 16 items with dichotomy scale 0 and 1 describing worship facilities, opportunities to do worship, praying together, religious motto, religious song for each Friday, religious gatherings, slaughtering qurban, infaq culture, religious boarding school,

and moslem clothes uniforms. Score 0 means that items of religious culture are not existed at school. Score 1 means that items of religious culture are existed at school. In other words, character values has already been integrated in school culture specifically for religious culture. Descriptive statistics of character values integration in religious culture based on survey done to 63 principals from 63 elementary schools in Jakarta can be seen in Table 1. Based on Table 1, mean of character values integration in religious culture is 13.40 or 83.75 % of the maximum score. It means that integration of character values in religious culture at 83.75 % from 63 elementary schools has already been effective.

Table 1: Descriptive statistics of character values integration in religious culture

Types of Descriptive Statistics	Scores
Mean	13.40
Standard Error of Mean	0.255
Median	14
Mode	14
Standard Deviation	2.02
Sample Variance	4.082
Curtosis	2.577
Std. Error of Kurtosis	0.595
Skewness	-1.584
Std. Error of Skewness	0.302
Range	9
Minimum	7
Maximum	16
Sum	844
Count	63

Integration of character values in religious culture observed in 63 elementary schools can be seen in frequency distribution in Table 2. Based on Table 2, character values integration in religious culture reaching 93.7 % of 63 elementary schools has scores higher than average score and 6.3 % has scores lower than average scores. It can be seen from the movement of observation scores leading to the right direction (positive) in Figure 1.

Table 2: Frequency distribution of character values integration in religious culture

No	Scores	Frequency (fi)	Relative frequency (%)	Cumulative frequency (%)
1	7	2	3.2	3.2
2	8	1	1.6	4.8
3	9	2	3.2	7.9
4	11	4	6.3	14.3
5	12	4	6.3	20.6
6	13	10	15.9	36.5
7	14	22	34.9	71.4
8	15	14	22.2	93.7
9	16	4	6.3	100
Total		63	100	

Questionnaires related to character values in school culture of honesty culture for 63 principals from 63 elementary schools used observation instruments consisted of 9 items with dichotomy scale 0 and 1 describing honesty canteen, honesty clocks, honesty library, lost and found, transparency in financial report, suggestion box, prohibition of cheating. Score 0 means that items of honesty culture are not existed at school. Score 1 means that items of honesty culture are existed at school. In other words, character values has already been integrated in school culture specifically for honesty culture. Descriptive statistics of character values integration in honesty culture based on survey done to 63 principals from 63 elementary schools in Jakarta can be seen in Table 3. Based on Table 3, mean of character values integration in honesty culture is 6.16 or 68.44 % of the maximum score. It means that integration of character values in honesty culture at 68.44 % from 63 elementary schools has already been effective.

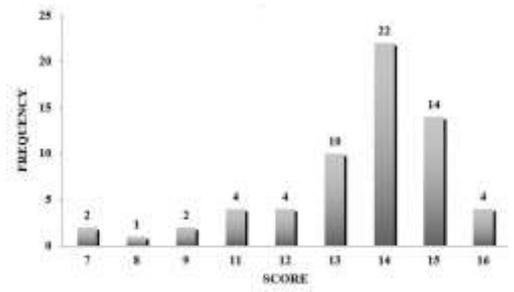


Figure 1: Frequency histogram of character values integration in religious culture

Table 3: Descriptive statistics of character values integration in honesty culture

Types of Descriptive Statistics	Scores
Mean	6.16
Standard Error of Mean	0.195
Median	6
Mode	5
Standard Deviation	1.547
Sample Variance	2.394
Kurtosis	-0.091
Std. Error of Kurtosis	0.595
Skewness	0.374
Std. Error of Skewness	0.302
Range	7
Minimum	2
Maximum	9
Sum	388
Count	63

Integration of character values in honesty culture observed in 63 elementary schools can be seen in frequency distribution in Table 4. Based on Table 2, character values integration in honesty culture reaching 79.4 % of 63 elementary schools has scores higher than average score and 20.6 % has scores lower than average scores. Frequency histogram can be seen in Figure 2.

Table 4: Frequency distribution of character values integration in honesty culture

No	Scores	Frequency (fi)	Relative frequency (%)	Cumulative frequency (%)
1	2	1	1.6	1.6
2	4	3	4.8	6.3
3	5	22	34.9	41.3
4	6	16	25.4	66.7
5	7	8	12.7	79.4
6	8	5	7.9	87.3
7	9	8	12.7	100
Total		63	100	

Questionnaires related to character values in school culture of discipline culture for 63 principals from 63 elementary schools used observation instruments

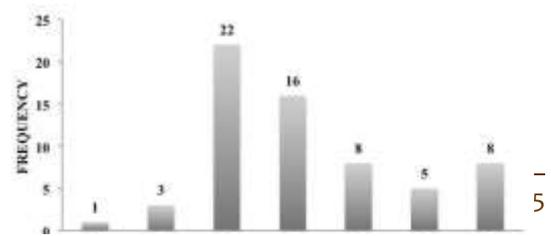


Figure 2: Frequency histogram of character values integration in honesty culture

consisted of 18 items with dichotomy scale 0 and 1 describing marching orderly, joining Monday ceremony on time, wearing complete uniforms, school regulation, rewards for students who discipline, obligation to finish the homework, regular picket, students' records of tardiness. Score 0 means that items of discipline culture are not existed at school. Score 1 means that items of discipline culture are existed at school. In other words, character values has already been integrated in school culture specifically for discipline culture. Descriptive statistics of character values integration in discipline culture based on survey done to 63 principals from 63 elementary schools in Jakarta can be seen in Table 5. Based on Table 5, mean of character values integration in discipline culture is 17.71 or 98.39 % of the maximum score. It means that integration of character values in discipline culture at 98.39 % from 63 elementary schools has already been effective.

Table 5: Descriptive statistics of character values integration in discipline culture

Types of Descriptive Statistics	Scores
Mean	17.71
Standard Error of Mean	0.073
Median	18
Mode	18
Standard Deviation	0.58
Sample Variance	0.336
Kurtosis	7.309
Std. Error of Kurtosis	0.595
Skewness	-2.446
Std. Error of Skewness	0.302
Range	3
Minimum	15
Maximum	18
Sum	1116
Count	63

Integration of character values in discipline culture observed in 63 elementary schools can be seen in frequency distribution in Table 6. Based on Table 6, character values integration in discipline culture reaching 76.2 % of 63 elementary schools has scores higher than average score and 23.8 % has scores lower than average scores. It can be seen from the movement of observation scores leading to the right direction (positive) in Figure 3.

Table 6: Frequency distribution of character values integration in discipline culture

No	Scores	Frequency (fi)	Relative frequency (%)	Cumulative frequency (%)
1	15	1	1.6	1.6
2	16	1	1.6	3.2
3	17	13	20.6	23.8
4	18	48	76.2	100
Total		63	100	

Questionnaires related to character values in school culture of clean and healthy culture for 63 principals from 63 elementary schools used observation instruments consisted of 15 items with dichotomy scale 0 and 1 describing students' habits to throw the garbage in place, availability of trash can, availability of washstand, cleanliness of the toilet, weekly community service, availability of School Health Unit, morning gymnastics, healthy canteen, periodically medical check-up, drainage waste, separation of organic and

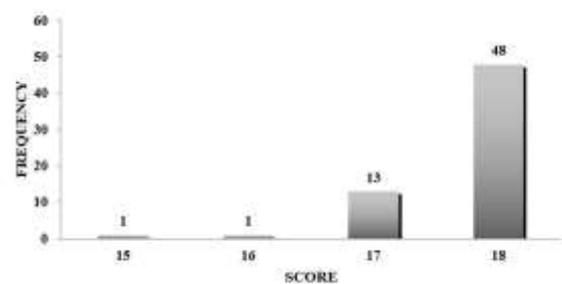


Figure 3: Frequency histogram of character values integration in discipline culture

anorganic garbage, and little doctor at school. Score 0 means that items of clean and healthy culture are not existed at school. Score 1 means that items of clean and healthy culture are existed at school. In other words, character values has already been integrated in school culture specifically for clean and healthy culture. Descriptive statistics of character values integration in clean and healthy culture based on survey done to 63 principals from 63 elementary schools in Jakarta can be seen in Table 7. Based on Table 7, mean of character values integration in clean and healthy culture is 13.24 or 88.27 % of the maximum score. It means that integration of character values in clean and healthy culture at 88.27 % from 63 elementary schools has already been effective.

Table 7: Descriptive statistics of character values integration in clean and healthy culture

Types of Descriptive Statistics	Scores
Mean	13.24
Standard Error of Mean	0.185
Median	13
Mode	13
Standard Deviation	1.467
Sample Variance	2.152
Kurtosis	0.066
Std. Error of Kurtosis	0.595
Skewness	-0.681
Std. Error of Skewness	0.302
Range	6
Minimum	9
Maximum	15
Sum	834
Count	63

Integration of character values in clean and healthy culture observed in 63 elementary schools can be seen in frequency distribution in Table 8. Based on Table 8, character values integration in clean and healthy culture reaching 76.2 % of 63 elementary schools has scores higher than average score and 23.8 % has scores lower than average scores. Frequency histogram can be seen) in Figure 4.

Table 8: Frequency distribution of character values integration in clean and healthy culture

No	Scores	Frequency (fi)	Relative frequency (%)	Cumulative frequency (%)
1	9	1	1.6	1.6
2	10	2	3.2	4.8
3	11	5	7.9	12.7
4	12	9	14.3	27
5	13	17	27	54
6	14	14	22.2	76.2
7	15	15	23.8	100
Total		63	100	

Questionnaires related to character values in school culture of tolerance culture for 63 principals from 63 elementary schools used observation instruments consisted of 12 items with dichotomy scale 0 and 1 describing avoiding discrimination, service for students with special needs, prohibiting to open canteen in fasting month, activities to help victims of natural disasters, acceptance of individual differences, respect for others, facilitating social activities, and language manners. Score 0 means that items of tolerance culture are not existed at

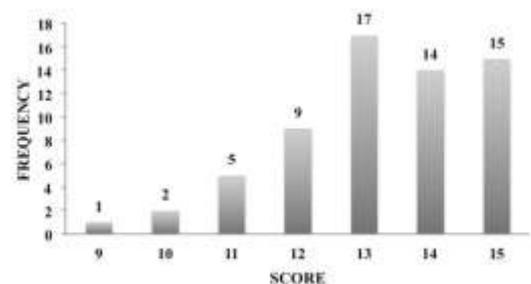


Figure 4: Frequency histogram of character values integration in clean and healthy culture

school. Score 1 means that items of tolerance culture are existed at school. In other words, character values has already been integrated in school culture specifically for tolerance culture. Descriptive statistics of character values integration in tolerance culture based on survey done to 63 principals from 63 elementary schools in Jakarta can be seen in Table 9. Based on Table 9, mean of character values integration in tolerance culture is 11.81 or 98.42 % of the maximum score. It means that integration of character values in tolerance culture at 98.42 % from 63 elementary schools has already been effective.

Table 9: Descriptive statistics of character values integration in tolerance culture

Types of Descriptive Statistics	Scores
Mean	11.81
Standard Error of Mean	0.055
Median	12
Mode	12
Standard Deviation	0.435
Sample Variance	0.189
Kurtosis	4.357
Std. Error of Kurtosis	0.595
Skewness	-2.205
Std. Error of Skewness	0.302
Range	2
Minimum	10
Maximum	12
Sum	744
Count	63

Integration of character values in tolerance culture observed in 63 elementary schools can be seen in frequency distribution in Table 10. Based on Table 10, character values integration in tolerance culture reaching 82.5 % of 63 elementary schools has scores higher than average score and 17.5 % has scores lower than average scores. It can be seen from the movement of observation scores leading to the right direction (positive) in Figure 5.

Table 10: Frequency distribution of character values integration in tolerance culture

No	Scores	Frequency (fi)	Relative frequency (%)	Cumulative frequency (%)
1	10	1	1.6	1.6
2	11	10	15.9	17.5
3	12	52	82.5	100
Total		63	100	

Questionnaires related to character values in school culture of working ethos culture for 63 principals from 63 elementary schools used observation instruments consisted of 13 items with dichotomy scale 0 and 1 describing healthy competition condition, challenging school climates and working hard spirit, working ethos motto, creative behaviour and thinking, challenging tasks, students' independence, communication media for students to express their ideas, rewards for student achievement, display of trophies and awards, records of students' visits to library, activities report, and morning breafing for the teachers. Score 0 means that items of working ethos culture are not existed at school. Score 1 means that items of working ethos culture are existed at school. In other words, character values has already been integrated in school culture specifically for working ethos culture. Descriptive statistics of character values integration in working ethos culture based on survey done to 63 principals

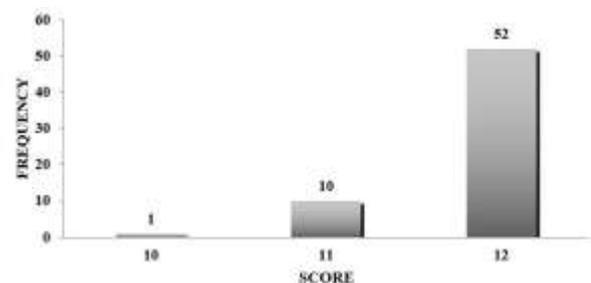


Figure 5: Frequency histogram of character values integration in tolerance culture

from 63 elementary schools in Jakarta can be seen in Table 11. Based on Table 11, mean of character values integration in working ethos culture is 12.33 or 94.85 % of the maximum score. It means that integration of character values in working ethos culture at 94.85 % from 63 elementary schools has already been effective.

Table 11: Descriptive statistics of character values integration in working ethos culture

Types of Descriptive Statistics	Scores
Mean	12.33
Standard Error of Mean	0.104
Median	13
Mode	13
Standard Deviation	0.823
Sample Variance	0.677
Kurtosis	2.864
Std. Error of Kurtosis	0.595
Skewness	-1.414
Std. Error of Skewness	0.302
Range	4
Minimum	9
Maximum	13
Sum	777
Count	63

Integration of character values in working ethos culture observed in 63 elementary schools can be seen in frequency distribution in Table 12.

Based on Table 12, character values integration in working ethos culture reaching 84.1 % of 63 elementary schools has scores higher than average score and 15.9 % has scores lower than average scores. It can be seen from the movement of observation scores leading to the right direction (positive) in Figure 6.

Table 12: Frequency distribution of character values integration in working ethos culture

No	Scores	Frequency (fi)	Relative frequency (%)	Cumulative frequency (%)
1	9	1	1.6	1.6
2	11	8	12.7	14.3
3	12	22	34.9	49.2
4	13	32	50.8	100
Total		63	100	

Questionnaires related to character values in school culture of nationalism culture for 63 principals from 63 elementary schools used observation instruments consisted of 11 items with dichotomy scale 0 and 1 describing the ceremony of national great days, historic landmark visits, national great days celebration, president and vice president, state emblem, the flag state, Indonesia map, and picture of community lives in Indonesia display, domestic products use, appropriate Indonesian Language use, availability of Indonesian culture and natural resources information, and national song. Score 0 means that items of nationalism culture are not existed at school. Score 1 means that items of nationalism culture are existed at school. In other words, character values has already been integrated in school culture specifically for nationalism culture.

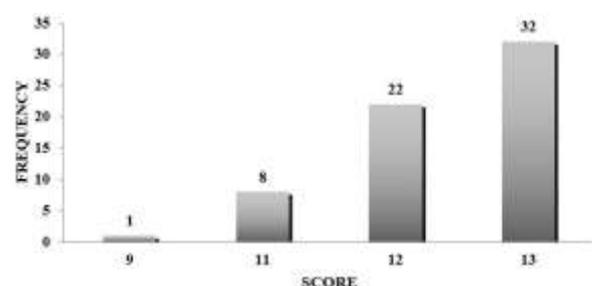


Figure 6: Frequency histogram of character values integration in working ethos culture

Descriptive statistics of character values integration in nationalism culture based on survey done to 63 principals from 63 elementary schools in Jakarta can be seen in Table 13. Based on Table 13, mean of character values integration in nationalism culture is 10.49 or 95.36 % of the maximum score. It means that integration of character values in nationalism culture at 95.36 % from 63 elementary schools has already been effective.

Table 13: Descriptive statistics of character values integration in nationalism culture

Types of Descriptive Statistics	Scores
Mean	10.49
Standard Error of Mean	0.09
Median	11
Mode	11
Standard Deviation	0.716
Sample Variance	0.512
Kurtosis	7.857
Std. Error of Kurtosis	0.595
Skewness	-2.154
Std. Error of Skewness	0.302
Range	4
Minimum	7
Maximum	11
Sum	661
Count	63

Integration of character values in nationalism culture observed in 63 elementary schools can be seen in frequency distribution in Table 14. Based on Table 14, character values integration in nationalism culture reaching 93.6 % of 63 elementary schools has scores higher than average score and 6.4 % has scores lower than average scores. It can be seen from the movement of observation scores leading to the right direction (positive) in Figure 7.

Table 14: Frequency distribution of character values integration in nationalism culture

No	Scores	Frequency (fi)	Relative frequency (%)	Cumulative frequency (%)
1	7	1	1.6	1.6
2	9	2	3.2	4.8
3	10	24	38.1	42.9
4	11	36	57.1	100
Total		30	100	

Recapitulation of character values integration in school culture observation at 63 elementary schools in Jakarta can be seen in Table 15. Average score of character values integration in school culture is 75.58 %. Scores of character values integration in school culture higher than average scores are religious, discipline, clean and healthy, tolerance, working ethos, and nationalism culture scores.

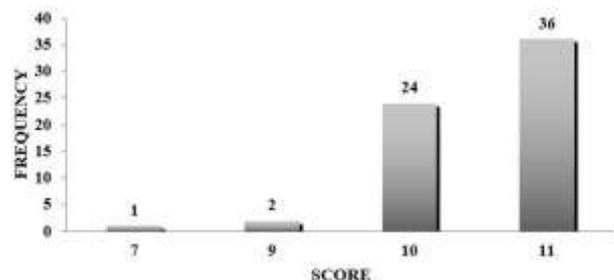


Figure 7: Frequency histogram of character values integration in nationalism culture

It means that integration of character values in religious, discipline, clean and healthy, tolerance, working ethos, and nationalism culture has already been optimal. Score of character values integration in school culture lower than average scores is honesty culture. It means that integration of character values in honesty culture has not been optimal.

Table 15: Recapitulation of character values integration in school culture observation at 63 elementary schools in Jakarta

No.	School Cultures	Theoretical Scores	Average Scores (Observation)	Achievement (%)
1.	Religious Culture	16	13.40	83.75
2.	Honesty Culture	9	6.16	68.44
3.	Discipline Culture	18	17.71	98,39
4.	Clean and Healthy Culture	15	13.24	88.27
5.	Tolerance Culture	12	11.81	98.42
6.	Working Ethos Culture	13	12.33	94.85
7.	Nationalism Culture	11	10.49	95.36
Average Scores				75.58

5. Conclusion

It can be concluded that integration of character values in religious, discipline, clean and healthy, tolerance, working ethos, and nationalism culture has already been optimal with the scores 83.75 %, 98.39 %, 88.27 %, 98.42 %, 94.85 %, 95.36 % higher than average scores 75.58 %. Character values in honesty culture has not already been optimal with the score 68.44 % lower than average scores 75.58 %.

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