



Natural School Culture as a Free And Fun Alternative Education in Building the Students' Character

Öğrencilerin Karakterinin İnşa Edilmesinde Ücretsiz Ve Eğlence Alternatif Eğitim Olarak Doğal Okul Kültürü

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Abstract: The objective of this research is to discover the form of natural school culture in building character value of the students of Muhammadiyah Alam Surya Mentari Elementary School, Surakarta, Indonesia. This research is a case study using qualitative method. The technique of data collection is by using interview, observation, and documentation. The data is analyzed using flow model of analysis and using purposive sampling technique. The result of the research shows that the implementation of a fun and free natural school could build the students' character, which reflected in the no-book rule, spider-web learning concept, and the characteristic monthly and yearly routine activities. The nature is the source of learning for the student; the students are independently trained in solving problem, and work in groups. The learning orientation with the students has a direct role through a fun concept based on the surrounding nature. The learning in natural school can support the life skill which could invite the student in exploring the knowledge and action which is useful for life outside school.

Keywords: Natural school culture, alternative school, character

Öz: Bu araştırmanın amacı, Muhammediyah Alam Surya Mentari İlköğretim Okulu, Surakarta, Endonezya öğrencilerinin karakter değerini oluşturmada doğal okul kültürünün şeklini keşfetmektir. Bu araştırma nitel yöntemini kullanan bir durum çalışmasıdır. Veri toplama tekniği röportaj, gözlem ve dokümantasyon kullanmaktır. Veriler, akış analiz modeli kullanılarak ve amaçlı örnekleme tekniği kullanılarak analiz edilmiştir. Araştırmanın sonucu, eğlenceli ve özgür bir doğal okulun uygulanmasının öğrencilerin kitap kuralına, örümcek ağı öğrenim kavramına ve karakteristik aylık ve yıllık rutin etkinliklere yansıyan karakterini oluşturabileceğini göstermektedir. Doğa, öğrenci için öğrenme kaynağıdır; Öğrenciler problem çözmede bağımsız olarak eğitilirler ve gruplar halinde çalışırlar. Öğrencilerle öğrenme yönelimi, çevredeki doğaya dayanan eğlenceli bir konsept ile doğrudan bir role sahiptir. Doğal okulda öğrenim, öğrenciyi, okul dışındaki yaşam için yararlı olan bilgi ve eylemleri keşfetmeye davet edebilecek yaşam becerisini destekleyebilir.

Anahtar Sözcükler: Doğal okul kültürü, alternatif okul, karakter

INTRODUCTION

School as an institution is a place for children to learn and also as a place to develop the knowledge, attitude, or skill. Education itself is taught in schools. According to Bahri (2015) education is an effort to provide maturity to humans with experiences through thoughts, feelings, or actions. Education in Indonesia starts from preschool, primary school, high school, and finally college. However, formal education starts from elementary school. Primary schools provide a great role in providing early education for students, as Meilan opinion (2018) which states that the existence of basic education to develop the knowledge, skills, and basic attitude are required for students to be able to live their daily lives, and as a place to prepare the students to continue to secondary education in high school.

The school has an important role in building a nation's civilization, and on the other hand the world is now experiencing a wave of globalization. Arief (2014) argues that the flow of globalization not only penetrates the boundaries of the country but on the boundaries of individuals, impacting the environment. The boundary of the individual affects the human character. Indonesia is a plural country, which can be seen from the data of the Coordinating Ministry for Human Development and Cultural Affairs (2017) which states Indonesia has more than 714 tribes with 1,100 languages and more than 17,000 islands. Plurality in Indonesia is a pride which resulted in diversity of characters. Thus, Amri (2011, p.30) states that Indonesia should produce a qualified human resources for national development based on global challenges. Human resources first must be generated through basic education.

Character is an important element for the progress of all nations in the world. However, character crisis has plagued all nations in the world, according to Divine (2014, p.21) schools are given credence for strategic effort in developing the young generation, however school institutions are an extremist and anarchist place. The aggressive behavior and anarchy which affects the students are very concerning. Case data issued by the Indonesian Complaint Commission based on education shows that there are reports from 2011-2016 with the number of 363 students of brawl perpetrators, children victims of violence in school (Bullying) as much as 441, and as much as 692 of children perpetrators of violence in schools. The number totals as many as 1,496 cases. The figure is strengthened by survey data conducted International Center for Research on Woman (ICRW) released in 2015 which shows that there are 84% of children in Indonesia who experienced violence in school. This figure is higher than in Asia which is 70%. The research was conducted in 5 countries: Vietnam, Cambodia, Nepal, Pakistan, and Indonesia. The news site Tirto.id (6/9/2017), quoted from the Japan Times, reports that bullying cases in Primary, Secondary, and Secondary Schools in Japan reached 188,057 in academic year 2014-2015 or increased to 2,254. Most cases of bullying occur in elementary school level with the 122,721 cases. It can be seen that the character problems have occurred in the nation all over the world, a more concerning matter is that the problem occurs in the school period.

The problem mentioned above, if allowed to continue to happen, will adversely affect the progress of a nation. The character crisis that affects children in school will indirectly affect their personality and behavior in everyday life. The phenomenon of bullying is very easily transmitted from one place to another which resulted in the creation of a negative culture, resulting in life becoming restless, unharmonious, unaligned, even tolerance among human beings will fades away (Divine, 2014, p.20- 35).

Character important to be owned by a nation, the president of Indonesia issued a regulation to achieve improved education of characters that have been degraded. It is issued in Presidential Regulation of the Republic of Indonesia Number 87 of 2017:

Strengthening Character Education, hereinafter abbreviated as SCE, is the education movement under the responsibility of the educational unit to strengthen the character of learners through harmonization of the heart, taste, thought, and sport with the involvement and cooperation between educational unit, family, and society as part of the National Movement of the Mental Revolution (GNRM) (art. 1).

KDP is implemented by applying the values of Pancasila in character education mainly including religious values, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, peace love

communication, like to read, care about the environment, care about the society, and responsible (art 3).

Based on the regulations in Indonesia, education has a major role for the students' character development. Schools should have a culture that provides optimal character education. Nursanti, et al. (2016) argues that if school culture makes students feel under pressure because they are forced to master knowledge and swallow all the information provided by teachers, without being given the opportunity to think critically and express innovative ideas, as well as the lack of self-reliance in learning, then the character development will not achieve the intended purpose. In addition, Aisyah (2014) also added that education in schools is required to have a student-centered concept by supporting the differences of each student, their needs, the problems experienced, and for the development of the students themselves to be useful in their character development, their needs are meaningful, holistic, and flexible. The mastery of material which is not balanced with practice will impact on the students as their effort to socialize becomes low.

The focus of school culture development as a learning environment is fundamental to the moral/ character development of the teachers and students. The school culture has the concept in a unique and special way. If the school wants to be successful, then all members of the school must understand their role to develop a successful school. The cultivation of student characters through school culture is done by collaboration between teachers, students, and parents by focusing on school goals (Macneil et al. 2009). In addition, Ayik & Sayir (2015) in their research stated that the learning process has a positive relationship with school culture. School culture is positively meaningful for the intellectual development and character of students who are expected to be able to use in their life.

In Indonesia, there have been various alternative schools that have different cultures aimed at revamping the conventional school culture. Pesantren Boarding School is one of the alternative schools. Nafi 'et al (2007, p.1) states that pesantren is a typical Islamic education institution in Indonesia with a religious-based curriculum from around the world in compulsory and kifaya law. This educational institution aims to print Muslim scholars from generation to generation. Yusuf & Wekke (2015) stated that the pesantren is equipped with mosque facilities, dormitories, kitchens, and others as a place to support Islamic-based programs. However, the Pesantren School's program has the main goal to generate Muslim scholar, on the other hand each individual actually has their own potential.

In addition to pesantren boarding schools, other alternative schools are homeschooling. Neuman & Guterman (2016) stated that homeschooling is an education that is done at home. Engchun et al (2017) also stated that in homeschooling, families are strongly involved in the child's development. Collaboration with parents aims to organize activities together such as flexible timing, places, and lesson materials that follow the student's interests, talents, and lifestyle within the family. Thus, character development is done by homeschooling teachers with parents. But this school is more personal; on the one hand students need cooperation and socialize with peers to further develop the character of the student.

Another alternative school that is growing rapidly in Indonesia is a natural school. Hashim & Denan (2015) stated that the surrounding natural environment becomes a source and learning media to solve problems according to the environment around the students. In a natural school, students live with nature that helps students to appreciate the nature itself. Spalie et al (2011) argues that the learning strategy in the school uses five sensory experiences tailored to the needs of everyday students. Santoso (2010, p.11-18) mentions various characteristics of learners which are: active learners, difficult to coordinate, like to create new things, creative, even there are learners who do not like routine. The natural school accepts each character of the learner who has their own uniqueness, so as to form a whole character with the available diversity. The natural school also gives freedom so the students creatively develop their talents. This school is a school with emphasis on fun, so that the students are learning while doing activities. The school's main goal is not the score on subject but rather focuses on developing students' abilities by themselves, because students are enjoying the learning process. In addition, Virrayani (2014) explained that schools should not create a stressful atmosphere for

learning. Natural school emphasizes on active discussion, experimentation, and direct practice. Natural school is a school that gives freedom. According to Shodiq (2006, p.9), freedom means the school is without the standard classroom restrictions, with no rows of tables, no obligatory discipline in the classroom, without the isolation of the world and focuses on the students ability.

The culture of natural school has a positive impact on the students' character development. When the student character has fully developed, it will provide support for their thinking ability in order to compete in future. Even though it has different concepts than other schools, natural schools give freedom but students still complies with the rules. Natural schools make students active in learning process because they learn while doing activity through nature as their media and source of learning. Therefore, this research aims to discover the culture of natural school in developing values of character on the students. The culture of natural school provides a free and a fun learning process. With students learning while doing activities, they will gain their own experience and be able to record memory in the long term and form strong characters to improve the character of the nation.

METHOD

This research is a qualitative research. Gunawan (2014: 80-85) and Moleong (2012: 6) stated that qualitative research emphasizes the analysis of thinking based on observed phenomena by using scientific methods with descriptions through words. This objective of this research is to get an in-depth understanding of the activities / phenomena in character development with descriptions through scientific studies. The object of this research is the Class 3rd A, 3rd grader of Muhammadiyah Alam Surya Mentari Natural School, Surakarta, Central Java, Indonesia, which is considered as an alternative nature-based school in Surakarta.

The school was chosen as the object of this research by using purposive sampling technique. According to Sugiyono (2013: 124), purposive sampling is a sample determination technique with certain considerations of the research objectives. Therefore, this study chose Muhammadiyah Alam Surya Mentari Elementary School based on the reason of; (1) this school is one of the best schools in Surakarta. In 2017, the school was ranked 12th in the Elementary School National Examination out of 251 schools in Surakarta; (2) this school has a different culture compared to conventional schools in general, because this school is integrated with the nature so that it can be said that this is a natural school in the middle of the city; (3) this school provides the development of character values that can be seen from the school's mission; a sense of concern for the environment and strong character with an honest, polite, courageous and caring attitude; (4) this school has various activities to develop the potential of students without compulsion and without target score. Then, class 3rd was chosen because the students are in the middle of transition period to higher grade with teachers who provide more mental readiness to students.

In the data collection, the main instruments in qualitative research were the researchers themselves. However, this research used several data collection techniques for support, which are; (1) direct observation into the focused field on observing the process and results of the events that occurred in the natural school. Observations made in the form of non-participant observation. Emzir (2014: 40) stated that non-participant observation is where researchers act as spectators and witness the phenomena of the research topics, by selecting, documenting observations, observing each student's activities, describing and selecting observations. The observations collected data on student activities that refer to the character of students through learning activities, and routine school activities in the process of character development; (2) interviews as observations support. There are two types of interviews which are used: structured interviews to prepare instruments of questions and unstructured interviews that were flexible and naturally open to gather information. Interviews are conducted to students, class teachers, subject teachers, and principals to gather information about the school concept and the learning concept in the process of character development; (3) Documentation in the form of interviews, photo / video observations, and planning documents of learning process of

the student in the character development in natural school which can support this research and can also be used as verification of interview results.

The obtained data is then validated, which is the requirement to validate the accuracy of the result of the research, through the procedure of; (1) Credibility; (2) Transferability by describing the context; (3) Dependability; (4) Conformability by confirming with others who are experts in their fields to check the correctness of the data and interpretation. Then, the technique of data validation is by using triangulation. Moleong (2012: 178), stated that triangulation is a technique for checking the validity of data by checking and comparing data with something else. This research used triangulation of method by re-checking the information and comparing the result of observation, interview, and documentation. Moreover, source triangulation is also used to re-check the result and comparing with various source, such as; class teacher, principals, and subject teacher. The techniques of data analysis used flow models of analysis by doing; (1) reduction of data on natural school culture in implementing values of character; (2) presentation of data in the form of narrative text from data which has been reduced; (3) drawing conclusions. The process is actively linked in a continuous link until data collection is complete.

RESULTS

Muhammadiyah Alam Surya Mentari School has a concept of spider web learning by integrating each subject into a theme which developed by the school itself. Based on data that have been validated through observation methods that have been checked and compared with interviews, documentation, and several sources that is, class teachers, subject teachers. It was produced that, learning activities at the natural school are liberating and fun, students do not directly receive the learning process but they first gather in the school yard for prayer and small games. The results of interviews with Class III teachers state, "Children before receiving learning, they are made happy first, not direct learning. Their happy mind keeps the child ready and enthusiastic about learning."

The games that are performed every day before the learning started with different concepts. One of the observations shows the use of a game of throwing a ball with one of the students in a circle to get the ball. Every student enthusiastically played the game. After they finish the game, then they return to the class first to pray together and then carry out the learning activities. The reflection of learning activities in the school of nature and the value of the characters contained therein can be seen in Table 1 below.

Table 1. *Learning Activities*

No	Subject	Integration of Learning Activity	Natural School Culture	Character
1	Science Outbound	<p>Factors that affect the motion of objects</p> <ul style="list-style-type: none"> • Shot bowling conducted in the schoolyard (rough surface) • Tennis ball bowling done in the pendopo (slippery surface). • Herding wooden balls and marbles balls (surface area of objects). 	Fun game as a physical exercise and character development. Learning in nature has a concept of learning while playing.	Honest, tolerant, discipline, hardworking, independent, communicative, responsible, cooperative, confident, fair.
2.	Science Outbound Mathematics	<ul style="list-style-type: none"> • Competition of balloons blowing and balloon rupturing by providing an understanding of the nature that the air that can fill the space, wind power, and pressure. • Making paper plane and 	<ul style="list-style-type: none"> • Learning while playing. • Utilization of nature as a medium of learning (ketapang seeds) • Creating bond in the game • Outbound provides physical exercise, 	Honest, tolerant, discipline, hardworking, independent, communicative, responsible, cooperative, confident, fair,

		<p>throw paper in tire to understand that air is moving and able to hold object with its pressure.</p> <ul style="list-style-type: none"> • Looking for ketapang seeds around the school and then with a group making a flat surface using ketapang seeds during outbound activities. 	<p>recreational, and attitude building.</p> <ul style="list-style-type: none"> • Interacting with the natural surroundings. • Outdoor learning with freedom and fun concepts. • Using multiple senses. 	<p>curiosity, initiative.</p>
3.	<ul style="list-style-type: none"> • Environmental Learning • Social • Indonesian Language 	<ul style="list-style-type: none"> • Each student brings seedlings of nuts from the seedbed. Then Practice cultivating the land with students bringing land, and fertilizer themselves. • Conducting observations in the school cafeteria about the food being sold and recording it in the worksheet. • Conducting conversations when buying and selling in Indonesian. 	<ul style="list-style-type: none"> • Activities are conducted referring to the natural potential • Create a sense of togetherness. • The searching method is done with fun • Activities are conducted outdoors • Provision of worksheets without any book load 	<p>Responsible, independent, vibrant, tolerant, hardworking, friendly / communicative.</p>
4	<ul style="list-style-type: none"> • Social • Mathematics • Indonesian Language 	<ul style="list-style-type: none"> • Learning about the fruit market (buying and selling) • Knowing the types of profession with observations as they go to the market on Jalan Ahmad Yani • Knowing simple fractions, by cutting the fruit that has been purchased with a knife • Telling personal experiences from the learning activities 	<ul style="list-style-type: none"> • Utilization of the surrounding natural environment. • Mutual understanding between group members from situations that are liberating and enjoyable through direct experience • Interacting and exploring nature • Outdoor activities with an area that support the subject. • Giving freedom to students involves all theirsenses. 	<p>Honest, tolerant, hardworking, independent, communicative, responsible, cooperative, confident</p>
5.	<ul style="list-style-type: none"> • Science • Art, Culture, and Skill • Indonesian Language 	<ul style="list-style-type: none"> • Listing the devices that use electrical energy through observations that in the school environment • Making a windmill from used bottles with wind energy utilization • Write an experience on how to make a windmill. 	<ul style="list-style-type: none"> • Utilization of the school environment as a medium of learning, so as to interact directly with nature. • Utilization of the natural environment using scraps. • The concept of learning while practicing. 	<p>Discipline, hardworking, creative, independent, curiosity, communicative, responsibility, cooperative, diligent.</p>
6.	<ul style="list-style-type: none"> • Mathematics • Art, Culture, and Skill • Indonesian Language 	<ul style="list-style-type: none"> • Drawing and making two-dimensional figure on cardboard • Making a making two-dimensional figure collage using the dried leaves 	<ul style="list-style-type: none"> • Students play an active role in learning. • Utilization of the existing natural potential (dry leaves). • Activities through direct 	<p>Discipline, hardworking, creative, independent, communicative, responsibility.</p>

- around the school
- Presenting collage work and mentioning the characteristics of the figures.
- experience.
- Activities are conducted indoors and outdoors.
- Freedom to choose the area as a learning activity.

The data above supported by the results of interviews as follows:

Result of interview with outbound teacher:

The natural school uses the concept of spider web learning, with its outbound activities supporting the thematic classes. For example if the theme of the class is energy-efficiency, so outbound activities provide values how to save energy with energy that is needed for life. For example, the game of finding ketapang seeds in nature and then arranging it into a flat shape. All already provided in the nature we live and we just utilize them. Outbound activities not only move the body and work the body but there is also a concept behind it, if it's only about competition then its only demands achievement. And with this concept of outbound activities, there is a something they'll achieve afterwards.

Result of interview with academic staff of Muhammadiyah Alam Surya Mentari Elementary School:

This school is using worksheet in the learning process The worksheet is a substitute for books, so the students immediately write on the worksheet, the students are not required to carry a lot of books, but teachers create the worksheets every day, the material can be written there, and the students do not write much. Unlike in conventional schools which always requires taking notes.

Result of interview with 3rd Grade elementary school teacher:

Mathematics is integrated with arts, as the thematic concept of the 2D figure added a collage technique from banana leaves, which is adapted to the theme of learning what God's creation is. The leaves are God's creations which are utilized to create collages. Dry leaves are found in schools, and the students search for it themselves.

The characters development with natural school culture is evident through the learning process and the result of the interview above, which utilizes the natural environment as a laboratory for learning and the freedom of no book loads. In addition, in Muhammadiyah Alam Surya Mentari School, character development is also not only about integration in the course subjects, but also on the natural school culture in the school routine activities, as follows:

1. Inspiration Class

Inspiration class at Muhammadiyah Alam Surya Mentari Elementary School is done every 1 month, by collaborating with parents. Parents who are able to inspire the students are invited to give some classes. So that students are able to gain knowledge directly through the expert. A student's insight develops about the various professions and characteristics. Collaboration between school and parents is very positive for the development of student character.

Activities undertaken on 19 February 2018 invite parent of student who work as police to tell the students about the profession of law enforcement and to introduce traffic rules that are useful for everyday life.



Figure 1. Activity of Inspiration Class with a Policeman

The developed characters are: tolerance, discipline, independence, curiosity, communicative, and confidence.

2. Home Stay

This activity is done once in a year. This activity is visiting and staying at the home of one of the friends in the class. Before making a home stay, the teachers make a plan regarding the selection of the house to be visited and occupied with the parents' consent. The school collaborates with parents very closely, because in the activities of home stay parents are participating actively. This activities become a gathering place for students with teachers, as well as one of the parents of students in everyday activities such as eating, cleaning, even sleeping. Interviews with 3rd grade teachers stated that "home stay activities aim to train students in visiting etiquette, knowing friends' habits and activities, and training life together".



Figure 2. Activity of Home Stay

The developed characters are: religious, tolerance, hardworking, independent, spirit of nationality, friendly, care of society, responsibility, and cooperative.

Based on the school culture of Muhammadiyah Alam Surya Mentari in the third grade with 21 students, the result of observation shows the presence of character values which the students have developed through the natural school culture. The following is the data of students who possess the characteristics based on the indicator by the researcher. The criteria for the scoring are: 1 = Never, 2 = Sometimes, 3 = Usually, 4 = Always.

Table 2. Character Values in the Muhammadiyah Alam Surya Mentari Elementary School

No	Indicator	Score/Number of student			
		1	2	3	4
1	Honest				
	a Conveying something in correspond with the real situation.	-	-	14	7
	b Did not cheat	-	2	12	7
	Percentage	-	4,76 %	61,90 %	33,33 %
2	Tolerant				
	a Valuing a difference in opinion	-	1	9	11
	b Friendly with everyone without discrimination	-	-	14	7
	Percentage	-	2,38 %	54,76 %	42,86 %
3	Discipline				
	a Obeying every applicable rules	-	5	10	6
	b Performing task according to the determined schedule and load	-	5	11	5
	Percentage	-	23,81 %	50,00 %	26,19 %
4	Hard Working				
	a Performing task diligently	-	6	11	7
	b Did not giving up easily	-	2	10	6
	Percentage	-	19,05 %	50,00 %	30,95 %
5	Creative				
	a Liking new things	-	2	12	7
	b Having various ideas in finding and finishing something	-	3	12	6

No	Indicator	Score/Number of student			
		1	2	3	4
6	Percentage	-	11,90 %	57,14 %	30,95 %
	Independent				
7	a Did not depend on others in finishing a task	-	4	7	10
	Percentage	-	19,05 %	33,33 %	47,62 %
8	Curious				
	a Curious about new things	-	-	12	9
9	b Learning about new things	-	-	11	10
	Percentage	-	-	54,76 %	45,24 %
10	Friendly / Communicative				
	a Like to talk with friends	-	-	7	14
11	b Like to socialize with friends	-	-	5	16
	Percentage	-	-	28,57 %	71,43 %
12	Responsible				
	a Carrying a task wholeheartedly	-	4	12	5
13	b Carried out every assigned tasks	-	2	13	6
	Percentage	-	14,29 %	59,52 %	26,19 %
14	Initiative				
	a Trying something as they wished	-	-	12	9
15	b Giving suggestion	-	4	11	6
	Percentage	-	9,52 %	54,76 %	35,71 %
16	Diligent				
	a Performing an activity diligently/without procrastinating	-	4	13	4
17	Percentage	-	19,05 %	61,90 %	19,05 %
	Cooperative				
18	a Cooperating in performing a task	-	1	9	11
	b Accepting the difference within a group	-	-	8	13
19	Percentage	-	2,38 %	40,48 %	57,14 %
	Confident				
20	a Did not easily persuaded by friends	-	3	10	8
	b Performing tasks bravely and doing a good job	-	3	9	9
21	Percentage	-	14,29 %	45,24 %	40,48 %
	Social Care				
22	a Giving positive help to friends	-	5	11	5
	Percentage	-	23,81 %	52,38 %	23,81 %
Total		-	56	230	155
Percentage		-	12.70%	52.15%	35.15%

Based on the result of observation above, the 14 characters which developed through natural school culture which is integrated in school subject and yearly and monthly activities are as follows: 12.70% students are categorized as group 2 (occasional), 52.15% students are categorized as group 3 (often), and 35.15% students are categorized as group 4 (always) in terms of showing behavior of character values.

Table 3. Student Behavior

Score Interval	Number of student	Percentage	Category
1 – 25	-	-	Not Seen
26 – 50	-	-	Start Visible
51 – 75	7	33,33 %	Start Culture
76 – 100	14	66,67 %	Already Culture
Total	21	100 %	

DISCUSSION and CONCLUSION

The culture of Muhammadiyah Alam Surya Mentari Elementary School, which has been understood by all educators and educational staffs, shows a relevant result on the students' character building. The result of the study shows that from 21 students of the third grade, 12.70% occasionally shows positive characteristics, 52.12% often shows positive characteristics and 35.15% always shows positive characteristics. In other words, the natural school has an influence in the students' character building by giving a positive atmosphere in their character development. Sahin (2010) stated that a positive school culture allows administrators to be more creative and efficient in the activities that occur in schools. A brave and independent school culture is expected to be felt more positively by teachers to develop the learning process. A school and a teacher need to understand the school culture. Established schools must have a positive culture. The establishment of communication patterns and interactions within the school culture will have an impact on the school. The relationship of behaviors, traditions, principles, values of togetherness in school influences each other. Learning activities designed at Muhammadiyah Alam Surya Mentari Elementary School make the students have a direct experience. Activities that are done refer to the potential of nature and creating togetherness. The methods are liberating and fun by learning while playing, learning is done indoors and outdoors by exploiting the potential of the environment around the school without the burden of books. Books are replaced using worksheets. Berberoglu (2015) stated that outdoor education is used to educate students to have an awareness of nature. The main point in learning is to provide learning experiences for school development.

Natural school culture at Muhammadiyah Alam Surya Mentari Elementary School has reflected the concept students' character development. Integrating the character through the subject has been reflected in the integration of mathematics, science, social science, arts, and outbound activity. Yalcinoglu & Anagun (2012) states that constructivist approaches are used in learning so that every learning is integrated into the various learning units and provides an opportunity for teachers to design learning environments based on constructivism principles. In this study, the design of learning concepts is made by the teacher by adjusting the characteristics of each students and school that refers to the government curriculum. Therefore, the design of the learning process can be adjusted to the level of student development and able to maximize the desired character of planting. Kamaruddin (2012) stated that individual characters cannot be formed with one or two activities, but must be designed in a sustainable and integrated manner in learning. Activities at natural school also involve teachers and other staff. In addition, Furkan (2014) stated that schools that have an effective culture will have a good impact on the development of individual characters. If school culture is carried out continuously and consistently by schools, it will form an active collaboration, increasing school productivity, and improving school behavior for the better. Students are influenced by culture from school. Thus, the benefits of character development can be felt.

Furthermore, routine activities in Muhammadiyah Alam Surya Mentari Elementary School such as inspiration class and home stay activities that are carried out continuously is useful for character development with the participation of teachers, students, education personnel, and parents through the potential of nature. Abu et al (2015) stated that character education is a deliberate attempt to influence student behavior through repeated adjustments. Creation of a school culture is very important and useful for developing awareness and harmony with an honest and responsible attitude. Parents also participate in developing the character because they are the family who became the first moral teacher for the children. The environment becomes an important laboratory for the development of students, in accordance with the natural school culture. Students live with nature and returns to nature. This study identifies that natural schools have cultures that are different from schools in general; the school culture forms a habit in students. This habit is useful in character development.

From the results of this research, it can be concluded that the culture of natural school can provide strong character implementation with a free and fun concept in the implementation of school activities through interaction with nature. The culture of natural school can develop new

horizons for education; not by restraining and limiting space, but by giving freedom to explore nature by learning while doing activity. It should also be noted that nature is an unlimited source of learning and laboratory, so it is necessary for conventional schools in general to develop the concept. The teachers can also consider the concept of learning in nature to improve their creativity in the learning process. This research focuses on character values, so that it can also provide a view for teachers in the integration of every school activity to implement characteristic on students. For other researchers, the results of this research can also be used as a reference for similar research and can be developed on other themes besides character values because there are many undiscovered aspects of natural schools. Therefore, natural schools can be widely known and people can learn more about this school, and in the future natural schools will no longer be considered as alternative schools. Other researchers also need to better understand the development level of the students and various types of culture in schools to create a better school culture for the development of national education.

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