MODEL OF EDUCATION OF SCHOOL CULTURAL CHARACTERS THROUGH SYMBOLS IN SMPN 3 GORONTALO

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ABSTRACT- The term character is often equated with the word character, nature, character. In general, character is associated with distinctive or special characteristics, or moral strength, or a person's behavior patterns. Research Objectives To develop School Cultural Character Education through symbols at SMPN 3 Gorontalo. Research methods; This research was designed as a field Surey research type. While the type of research used is explanatory which is presented in the form of descriptive narrative qualitative and quantitative research. The use of this type and approach is intended to describe the data of research findings in the form of sentences and numerical values in the form of information or statements from informants in accordance with the existing facts and analyzed based on the selection of data processing formulas. Therefore, the researcher will be objective with any data found in the field. The research results are described through a model through a concept map for the development of school cultural character education through symbols; Slogans, posters, pamphlets (school mading) and based on the 4 indicators above, namely: 1. the principal develops religion through academic activities; synergy of Islamic religious education that is integrated with other subjects and extracurricular prayers at Duha together, Islamic boarding schools, reading prayers before studying and practicing getting used to congregational prayer, 2. The principal applies disciplined leadership; every student, educators / educators arrive on time, accustom students / wi to kiss the teacher's hand and respect their teachers, 3. The principal arranges a conducive school environment; getting used to community service, disposing of garbage in its place and exercising together 4. The principal gets used to reading books through the arrangement of the reading corner room and building a school family partnership with the community through book donations to become reading material for students / wi in the library, with an average score 81.14% good category

Keywords:character education, school culture, symbols

I. INTRODUCTION

One of the uniqueness and advantages of a school is having a strong character education for the school culture, and still exist. A combination of all elements, both principals, teachers, staff, students, and parents who work together to create a better community through quality education, and are responsible for improving the quality of learning in schools, making a school superior and favorid in society.Character education must lead to the vision and mission of the school which not only accentuates academics but also extracurricular activities in the framework of developing students 'self-potential and shaping students' character to become believers, creative, and achievers. Besides that, the vision and mission of the school are not only educating the brain, but also the character of students. School cultural character education depends on the involvement of parents in supporting school activities, the exemplary teacher of `` educating properly, understanding children's talents, interests and learning needs, creating a conducive and enjoyable learning environment and atmosphere and facilitating children's learning needs '', and achievement proud students. This will nurture student character and a strong school culture. These activities become their own prestige in a complete system through clear indicators, so that the character or character of students can be portrayed optimally through activities carried out by schools with the physical environment, social environment, values that develop in schools and exemplary. To build the character of the school culture, it is necessary to have a school that is neat, clean, and cool, as well as a peaceful, tolerant but disciplined school environment in upholding the rules and supported by the exemplary school principal and teacher.The description above shows that to be able to develop school cultural character education, principal leadership is indispensable to strengthen school cultural character education, in this case the principal must be able to strengthen character, culture, vision, mission, goals, values, uniqueness, symbol system to school residents. So that a strong school culture can increase the effectiveness of the school in order to achieve educational goals.

The school cultural character education in question is cultural character education which is used to see which direction the change is rolling, both positive and negative, and also how to understand the combination of what is visible and invisible in school. All things that are visible are the school buildings,

structures, school logos that are plastered and the vision and mission or slogans displayed on the school walls.Meanwhile, what is not visible from all of this is how each individual has a deep understanding of all of these that will affect behavior while in school. All things that are visible and invisible basically contribute to how school members, namely teachers, students, principals, administrators, parents, and the community shape and strengthen positive character education for school culture. Thus, every school member is expected to have the awareness to always ensure that this is in accordance with the expected school cultural character education.Based on preliminary observations made at SMP Negeri 3 Gorontalo, SMP Negeri 3 Gorontalo has strong school cultural character education, including: 1) religion, 2) discipline, 3) care for the environment, 4) like to read.

Based on the important matters described above, the principal must be able to overcome the problems that exist in the school and must have a form of description that is in accordance with the vision and mission of the school and strong regional characteristics to support the character education of the school culture to make it more unique, where in carrying out leadership the head schools must also understand good habits in school to continue to be developed.

II. THEORITICAL REVIEW

A conducive school culture is characterized by the creation of a safe, comfortable, and orderly learning environment, so that learning can take place effectively. A conducive school culture is very important so that students feel happy and have a positive attitude towards their school, so that teachers feel appreciated, and parents and the community feel accepted and involved by Mulyasa (2012: 90). This can occur through the creation of positive norms and habits, harmonious relationships and cooperation based on mutual respect.

In accordance with the Character Education Master Design designed by the Ministry of National Education (2010), the character education development strategy can be carried out through school culture transformation and habituation through self-development (extracurricular) activities. This is in line with the thoughts of Samani (2011) which states that: the implementation of character education through cultural transformation and school life is felt to be more effective than changing the curriculum by adding character education material in the curriculum content.Rohiat (2010: 94) suggests that the goal of developing a school culture is the creation of a conducive and quality school culture to support the learning process in schools so that programs that can be developed include; (1) disseminating school quality culture, (2) improving planning for school quality culture development programs, (3) increasing the implementation of school quality culture, (4) increasing supervision, monitoring and evaluation in school quality culture programs, (5) improving cultural program management school quality.

According to Gunawan (2012: 195-196) the development of school culture can also be done through self-development activities, namely (1) routine activities, (2) spontaneous activities, (3) modeling, and (4) conditioning is explained as follows: Routine activities , namely activities carried out by students continuously and consistently at all times. For example, Monday ceremonies, major state ceremonies, body hygiene checks, class pickets, congregational prayers, marching when entering class, praying before lessons begin and end, and saying greetings when meeting teachers, educators and friends. Spontaneous activities, namely activities carried out by students spontaneously at that time. For example, collecting donations for the community when a disaster occurs. Exemplary, is the behavior and attitudes of teachers and education staff and students in providing examples through good actions so that they are expected to become role models for other students. For example the value of discipline, success and neatness, compassion, politeness, care, honesty, and hard work. Conditioning or conditioning is the creation of conditions that support the implementation of character education. For example, the condition of clean toilets, trash cans, green pages with trees, posters of wise words displayed in school hallways and in the classroom.

Based on the description above, it is clear that the development of school character culture education is very much determined by the physical environment, social environment, the values that develop in school and role models. To build a school culture is strongly influenced by the development of a neat, clean, and cool physical school culture, as well as a peaceful, tolerant but disciplined social environment in enforcing rules and is supported by the example of the principal and teachers.

III. RESEARCH METHODS

This research was designed as a field Surey research type. While the type of research used is explanatory which is presented in the form of descriptive narrative qualitative and quantitative research. The use of this type and approach is intended to describe the data of research findings in the form of sentences and

numerical values in the form of information or statements from informants in accordance with the existing facts and analyzed based on the selection of data processing formulas. Sugiyono (2012). Therefore, the researcher will be objective with any data found in the field. Research variable; This study only describes one variable, namely the Implementation of Professional Leadership Management in Public Elementary Schools in East Bulango District, Gorontalo Province. Data Collection Techniques; This study uses data collection techniques as follows: a) Observation. b) Questionnaire (Questionnaire) Questionnaire (Questionnaire). c) Documentation.

IV. RESULTS AND DISCUSSION

Result

Development of School Cultural Character Education through Symbols Developed, through research findings on symbols of school cultural character education, namely: slogans, posters and pamphlets. Many symbols are displayed on the school walls. A slogan can be interpreted as a series of words or relatively short sentences which are generally very interesting and easy to remember by school residents, posters are a publication medium consisting of writing, pictures or a combination of the two with the aim of providing information and pamphlets (madding school) is an article that can be accompanied by a picture in SMP Negeri 3 Gorontalo which is displayed on the wall. Researcher's findings are clarified by documentation in the form of photos of school symbols that have been clearly displayed on the walls in the form of school pamphlets, slogans: throw garbage in its place so that the environment is clean and comfortable, continue the movement for healthy living, let's protect the environment, don't smoke, say no on drugs.

The concept map for the development of character education for school culture is depicted through the following symbols:
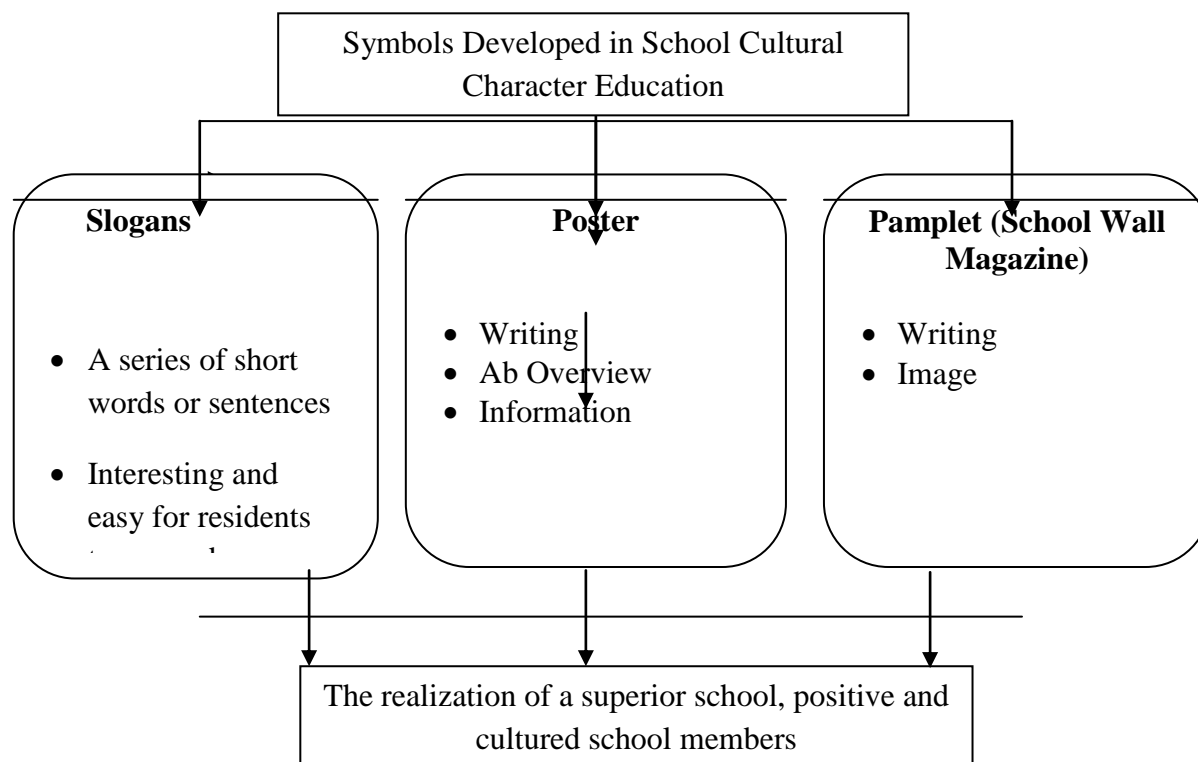
Context Diagram 4.1. Development of school cultural character education through symbols developed at SMP Negeri 3 Gorontalo

The results of the analysis of the development of school cultural character education through symbols can be described through, among others: 1) religion, 2) discipline, 3) care for the environment, 4) love to read.

Table 4.1: Summary of Percentage Score Development of school cultural character education through symbols developed in SMP Negeri 3 Gorontalo.

No.	Variable	Indicator	Score	Persentase	Good
1	Religious	Indicator 1	151,10	79,53%	

2	Discipline	Indicator 2	157,00	82,63%	
3	Environmental care	Indicator 3	156,20	82,21%	
4	Like to read	Indicator 4	152,60	80,32%	
Average			154,17	81,14%	

Source: Processed from table 4.2 to 4.34, October 2016.

Based on the 4 indicators above, namely: 1. the principal develops religion through academic activities; synergy of Islamic religious education that is integrated with other subjects and extracurricular prayers at Duha together, Islamic boarding schools, reading prayers before studying and practicing getting used to congregational prayer, 2. The principal applies disciplined leadership; every student, educators/ educators arrive on time, accustom students / wi to kiss the teacher's hand and respect their teachers, 3. The principal arranges a conducive school environment; getting used to community service, disposing of garbage in its place and exercising together 4. The principal gets used to like reading books through the arrangement of the reading corner room and building school family partnerships with the community through book donations to become reading material for students in the library.

Discussion

Schools have their respective symbols according to the vision and mission of the school, school symbols as a means to develop values for school residents so as to provide their own uniqueness that distinguishes them from other schools. Based on the findings of researchers at SMP Negeri 3 Gorontalo, the cultural symbols developed in the cultural character education of schools in SMP Negeri 3 Gorontalo are slogans, posters and pamphlets. The meaning of slogans, posters and pamphlets is to invite, urge, motivate to do something that has been written and described. To implement these cultural symbols are displayed on the school walls so that they can be seen by the school community. Kurnia (2012: 97) says symbols are a form of expression from schools that bind many people to achieve a goal, symbols can unite people and turn pride. Buildings, display trophies, mottos, school mascots and logos are symbols of school achievement that are considered necessary to be communicated because they describe the spirit and beliefs of the school community itself. Masaong and Ansar (2011: 205) states that symbols can be in the form of the availability of infrastructure needed to achieve school goals. All educational facilities and infrastructure are symbols of the efforts that are being made in order to improve the quality of schools. The completeness of learning facilities in the classroom and other supporting facilities will have a positive impact on the creation of a school culture. In addition, a healthy and conducive school environment will have an impact on the creation of optimal school quality.

V. CONCLUSION

The model for developing cultural character education through symbols developed in schools includes: slogans, posters and pamphlets. The meaning of slogans, posters and pamphlets is to invite, urge, motivate to do something that has been written and described, and to increase the implementation of character education through Academic and non-academic / extracurricular activities, Religious, Discipline, Care for the Environment and Love to Read.

Suggestion

The cultural character education development model through these symbols can be a reference for the implementation of academic and non-academic activities by the principal, educators / teachers, students / wi and the surrounding community

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