Culture Transformation of Character Reinforcement Through *Gerakan Sekolah Menyenangkan*

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Abstract. This study aims to determine the culture transformation of character reinforcement and school principal management in strengthening character education through *Gerakan Sekolah Menyenangkan* at SMP Muhammadiyah 1 Prambanan in Sleman. The subjects of the study are the policy makers and school residents. The research method used is qualitative with a phenomenological approach with data collection techniques such as observation, interviews and questionnaires. The results of the research include: 1) GSM provides cultural transformations to strengthen the values of character education through programs that have been implemented. The creation of an educational ecosystem with critical, creative, independent and fun learning culture in schools can influence character reinforcement showing more applicative attitudes for students in daily life. 2) The change of mind set and schools' management from education concerned with intellectual aspects into education that provides space for physical and emotional activity, therefore students can feel positive interactions with the growth of mutual respect in each activity. The formation of positive character reinforcement culture in SMP Muhammadiyah 1 Prambanan is influenced by the ability of the principal through four managerial functions, namely: planning, organizing, actuating, and controlling.

Keywords: character reinforcement, culture transformation, GSM

1 Introduction

Character reinforcement is designed to create a cultured nation through values such as religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, patriotic, respect for achievement, communicative, peace-loving, loves to read, cares about the environment, cares socially, and responsibility. Character reinforcement becomes the spirit in holding education and encourages character in the form of synergy among heart, body, feeling, and initiative that appear in the five main values of the nation's character as a priority for the character reinforcement values namely religious, nationalist, independent, mutual cooperation, and integrity (Siswanto, 2017, p. 79). The main values of character reinforcement are internalized and applied through the school system so that they are known, understood, and applied in all aspects of the lives of students. The internalisation of the character reinforcement values is carried out through a program that has been designed by the principal through managerial activities carried out with school policy makers. Judging from its function, the school is not merely a place where the teacher conveys knowledge through various subjects. The school is also an institution that strives for value oriented businesses and learning processes (Fraenkel, 1997, pp. 1–2). This is in line with the opinion of (Muchlas & Hariyanto, 2012, p. 45) that character education is the process of

providing guidance to students to become fully human beings who have character in the dimensions of heart, mind, body, feeling and intention.

The practice of the character reinforcement program in the school is in the form of activities limited to conceptual understanding and has not provided comprehensive practice to students. Dismantling the value of character education has not been able to materialize properly, a habituation that tends to be only one-way has an impact on its application in the students' lives. Referring to the research conducted by Rahman (2018) helps emphasize the implementation of the quality of character education that has not have a positive impact on academic achievement yet. Character building is a part of moral education. Character education in the school is not just about teaching what is right and what is wrong. More than that, character education is an attempt to internalize good habits so that students are able to behave and act on the values that have become their personalities. In other words, good character education must involve knowledge, feelings and good behaviour, so as to form the students' behaviour and life attitudes (Puskurbuk, 2012, p. 6). In realizing the objectives of the implementation of character education, it is needed programs and designs that are well structured. This is one of the considerations that the principal of SMP Muhammadiyah 1 Prambanan makes to change the more pleasant educational climate through *Gerakan Sekolah Menyenangkan*.

The creation of a pleasant school environment culture is designed through *Gerakan Sekolah Menyenangkan* (GSM). Basically, *Gerakan Sekolah Menyenangkan* is an alternative proposed in building the direction of character reinforcement. Beside character reinforcement, this movement builds awareness of teachers, principals and education policy makers to build school as a fun place to learn new knowledges and life skills so that students become meaningful learners. If it is implemented in the schools, it can help the process of internalizing character education more effectively. The realization of character reinforcement values in the GSM program is implemented through four GSM principles including: 1) Positive Environment Creation, 2) Character Education, 3) Project and problem solving based learning, 4) School Conectednes. Through the previous designed program that has been prepared based on the evaluation results of the application of character reinforcement values, SMP Muhammadiyah 1 Prambanan has changed the school climate by implementing GSM.

21st century education is faced with a number of challenges and opportunities, that are certainly different from previous eras. In order to anticipate and adjust to the various demands and dynamics of change that are and will continue taking place in the 21st century, the Indonesian people must increasingly train the skills needed to deal with every revolution in education in the 21st century (Komara, 2018). This becomes the basis in the process of changing the learning culture by school to be able to prepare students to face the demands and dynamics of change in the present and the future. It is interesting for researchers to conduct a study on the culture transformation of a culture of character reinforcement through Gerakan Sekolah Menyenangkan. In addition, another thing that researchers want to know is the management carried out by the principal to strengthen character education through Gerakan Sekolah Menyenangkan.

2 Method

This type of research is qualitative research with a phenomenological approach. The subjects of this study were all residents of SMP Muhammadiyah 1 Prambanan and administrative management related to school culture. Data collection techniques are

interviews, observation, and document analysis. The instrument used is the researcher himself as it is a characteristic of qualitative research. Supporting instruments used were in the form of structured and unstructured interview guidelines, school profile observation sheets, and students' interaction observation sheets. The document analysis is done by collecting data related to the school documents such as school profiles, school's vision and mission, school's rules, students' activities journal at school. The validity test of the data is done by prolongation of observation, increased perseverance in research, triangulation, discussion with colleagues, and analysis of negative cases (Sugiyono, 2010, p. 368). The stages of this study began with a study of phenomena and describing school culture in the study site, measuring the characteristics of school culture in a variety of situations, analyzing the school culture to determine systematic variation patterns between school culture and character reinforcement through *Gerakan Sekolah Menyenangkan*, and building new understanding based on the result findings about cultural reinforcement of character education through *Gerakan Sekolah Menyenangkan*.

3 Results And Discussion

In realizing character reinforcement, SMP Muhammadiyah 1 Prambanan Sleman uses GSM as an alternative to transform education culture that humanizes and prioritizes character and forming a culture of learning that is critical, creative, independent and fun. This program is also one of the media used by SMP Muhammadiyah 1 Prambanan in realizing its vision those are Islamic schools, Excellence in Achievement, Competitive and Independent. GSM is proven to be able to create a character education culture that is more enjoyable and able to influence the attitudes, beliefs, values and motivations of individuals to be more lively and passionate in collaborative settings. There is a change in the mindset and management of the school from education that is more concerned with intellectual aspects into education that provides space for physical and emotional activity, so students can feel positive interactions with the growth of respect to each other in every activity. This is in line with what was explained by Litwin and Stringer that school culture is the result of subjective perceptions of the formal system, the principal's informal style, and other important environmental factors that influence the attitudes, beliefs, values and motivations of individuals who are in the school (Gunbayi, 2007). It can be concluded that the school climate greatly influences a person's attitude, values and motivation in the school environment.

a. **Culture Transformation of Character Reinforcement Through GSM**

Five main values of the nation's character as a priority for the character reinforcement movement, namely religious, nationalist, independent, cooperated, and integrity have been implemented into school programs. GSM becomes an alternative to provide access to the implementation of character values through the four GSM principles. Based on the observations done by the author, the realization of the four GSM principles to strengthen the character education has been implemented in SMP Muhammadiyah 1 Prambanan Sleman in four policies including: 1) Positive Environment Creation, 2) Character Education, 3) Project and problem solving based learning, 4) School Conectednes.

The principle of creating a positive environment is manifested in a number of programs including: a) Making class zones, including zones of agreements, zones of emotion, appreciation zones, reading zones, thirsty zones, zones of creativity, zones of archives, arrival zones, zones of goodness, and the cleanliness zone, b) The creation of the school environment is developed so that it can give a pleasant impression and create a sense of comfort for

students, c) Structuring a more varied classroom environment will lead to comfort in the learning process. For example, arranging a table with a U model or a group model. Seating arrangements are basically carried out to fulfill four objectives: accessibility that makes it easy for students to reach available learning tools and resources; mobility that makes it easy for students and teachers to move from one place to another in the classroom; facilitate the interaction and communication between teachers and students and among students; allows students to be able to make a group and work together (Wiyani Ardy, 2013, p. 66).

The character reinforcement through GSM program is integrated in 18 values packaged through continuous programs. Eighteen character values integrated in the GSM program including religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, patriotic, respect for achievement, communicative, peace-loving, loves to read, cares about the environment, cares socially, and responsibility. As an integration step, the programs created and implemented have been aligned with the values of character education. The program carried out is felt to be able to answer the problem of character reinforcement that has been implemented before.

Project and problem solving based learning provides creative and innovative learning content in accordance with the phenomena developed in the community so that it can increase students' thinking power in dealing with problems. The learning process provides a meaningful learning experience for the development of students. Increasing the stimulus and response of students in learning can be done through the selection of learning methods based on projects and problem solving. Students are actively involved in learning experiences that can stimulate enthusiasm in learning according to the methods applied by the teacher. Project and problem solving based learning is an initial stimulus for students to practice the value of character education like responsibility, honesty, discipline, creativity, independence and curiosity. Beside increasing students' thinking power, project learning methods and problem-based learning can also improve student learning outcomes. This is in line with the results of research conducted by Jauhar and Nurdin titled The Implementation of Problem Solving Learning Models in Improving Students' Social Studies Outcomes. The results of the study indicate that the implementation of the problem solving learning model can improve student learning outcomes in Tanete District, Riattang, Bone Regency (Jauhar, 2017).

The School Conectedness Program is a means of establishing communication between the school and the community as well as parents or guardians of students to build positive relationships that will have an impact on the success of achieving school programs. For example, collaboration with the Regional Leadership of Muhammadiyah, Prambanan Temple Management Muhammadiyah Disaster Management Center (MDMC), Local Clinic, Police Office, School Committees and societies. The ability to build partners can be a starting point in practicing the value of communicative character education, as well as a form of practicing the value of hard work character education. This is in line with a research conducted by (Rahman & Gorontalo, 2018) stating that no school can implement the education process perfectly if the internal school does not establish good relations with external schools.

The four GSM principles have been designed in such a way to accommodate the eighteen values of character education that are realized in the form of school programs. Seing the initial conditions, SMP Muhammadiyah 1 Prambanan implemens the values of character education only focusing on the five main values of the nation's character as a priority for the character reinforsmen movement, namly religious, nationalist, independent, cooperated, and integrity. Generally, the implementation of the programs formulated by the school in the form of activities have covered the eighteen values of character education. However, these programs run limited to the level of conceptual knowledge, not yet including understanding the concept

comprehensively and applicatively in supporting the students' behaviour and attitudes in the school and community.

The character reinforcement program, previously used only to accommodate the concept of knowledge, is now used as an evaluation by the school to be able to make new programs regarding as an effort to strengthen character education that is more applicable and has an effect on the students' personal development. GSM is considered capable of being an alternative in bridging the implementation of character education that is monotonous and unsustainable. The four GSM principles provide other alternatives from the previous program, so that they are able to be a solution to the obstacles encountered based on the results of the program evaluation. GSM is able to accommodate eighteen character values with a variety of programs and habituation activities in a more pleasant nuance. The formation of character values can be carried through its programs. For example, forming the honest character values can be carried by some positive environment creation programs, such as: presence zone, zone of emotions, zone of goodness and others. Each GSM program is able to internalize eighteen character values, and at the same time, the activities implemented can convey character values more specifically.

GSM provides a culture transformation to strengthen the values of character education through programs that have been implemented. The creation of an educational ecosystem with a learning culture like critical, creative, independent, and fun in school can influence the direction of Indonesia's future education. This is in line with a research conducted by (Marta, 2016) titled The Implementation of Reward Granting to Elementary Students. The results showed that character reinforcement has an ultimate goal of how students can behave according to the values contained in Pancasila so that they are able to build and respond to various challenges in the future. Character reinforcement has also been integrated through habits and forming a productive and conducive school culture for student to be able to learn in an atmosphere that prioritizes cooperation, trust, willingness, openness, pride and commitment. The positive school culture determines students' academic achievement, morals and behaviour. Based on the results of the study above, it can be seen clearly the transformation form of character reinforcement values from the previous program to the GSM program.

b. **The management character reinforcement through GSM**

In realizing a conducive and innovative school culture in supporting learning, a strategy is needed. Referring to the change of agenda set by the government in realizing conducive school culture and supporting the achievement of educational goals can be done through programs that include class level (regulator), professional level (mediator), and school level (management) (Pujiatin, 2014). On this part, the role of the principle influences the forming of a more positive school culture. The managerial process at school is an activity of organizing, coordinating and mobilizing all elements involved in the ongoing activities to create a social environment that creates a culture of critical, creative, independent, and fun learning. SMP Muhammadiyah 1 Prambanan has implemented managerial functions in creating a culture of character reinforcement through *Gerakan Sekolah Menyenangkan* by referring to the management theory proposed by (George R, 2006, p. 6), namely planning, organizing, actuating, and controlling. The principal as a manager has an important role in the success of the program and maximizing the principles of management.

1. Planning, the school principal together with the vice principal in students' affairs conduct plans related to the GSM program process so that it is conceptualized properly according to the analysis of students' needs. The principal gives full responsibility to the vice principal in students' affairs to conduct research and consider the benefits and risks that

may occur. The results will be used as a reference in developing a strategic plan. Based on these results, it can be concluded that students really need a new nuance in the school environment so that the need for physical and psychological space can be accommodated properly. The plans drawn up by the school are (1) determining the schedule for conducting a meeting for leaders; (2) preparing budget allocations; (3) organizing workshops by inviting presenters according to their fields; and (4) developing GSM programs according to the analysis of students' needs.

2. Organizing, the principal as the person in charge, the vice principal in students' affairs, the head of the program is represented by the curriculum vice pricipal, the secretary, and the treasurer as the director are helped by the teachers and academic staffs. In organizing this program, the principal works closely with the elements involved like teachers, teaching staffs, students and parents. Students and the guardians are involved to create zones. Teachers also create all forms of student activities as creatively as possible that will be assisted by students' guardians.

3. Implementation, at this stage, the school has implemented GSM in transforming the culture of character reinforcement through the four GSM principles. The principle of creating a positive environment can be seen in several zones that require teachers and students' involvement who have a role in making zones in the classroom and school corners. This will make students have a feeling to their school so that it can grow their responsibility to their own school.

4. Supervision, controlling GSM management activities carried out at SMP Muhammadiyah 1 Prambanan are intended to get a response on how the overall management of the work program fits to the plan. Therefore the work targets for this oversight function are: (1) formulating standards for the achievement of GSM success by referring to the character reinforcement principles and local wisdom and school conditions, (2) the GSM team led by the principal conducts regular monitoring/observations of teachers' performance included the appropriateness of the tasks and authority in carrying out the GSM program to make it is like the plan, (3) identifying, measuring and comparing learning progress before and after the implementation of GSM, (4) taking corrective action by preventing or correcting the incompatibility of the GSM program application so it can be used for further improvement, (5) recording material inventories and taking notes all quality control activities. Therefore, it can be concluded that the supervision stage has been implemented well, proven by the analysis of strengths, weaknesses, supporting and inhibitors factors of GSM management program.

4 Conclusion

GSM provides a cultural transformation character reinforcement values through programs that have been implemented. The creation of an educational ecosystem with a culture of learning that is critical, creative, independent and fun in school is able to influence the direction of Indonesia's future education through school programs including: 1) Creating a Positive Environment, 2) Character Education, 3) Project and problem solving based learning, 4) School Conectednes. The existence of a more positive character change in students can be seen through the decreasing number of students' lateness, increasing the empathy and caring attitudes, and many students begin to believe in themselves and dare to express their opinions in activities at school.

There is a change of the stakeholders' mind set and management from more concerned intellectual education into education that provides space for physical and emotional activity to make students can feel positive interactions with the growth of mutual respect in each activity. The forming of a character reinforcement positive culture in SMP Muhammadiyah 1 Prambanan is influenced by the ability of the principal, the ability to carry out a careful planning function in elaborating GSM principles; organizational function, through the formation of work divisions explained in detail according to authority and duties; directing function, through the forming of a creation of a positive environment with class zones to provide physical and emotional development space for students; control function, through supervision of the programs by analyzing strengths, weaknesses, supporting and inhibiting factors for future reference improvement of the program. GSM becomes an appropriate program to be developed as an alternative to strengthening character education through the whole transformation that further humanizes humans.

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