

# The Influence of School Culture on The Characters of The Students of Muhammadiyah Junior High School 1 of Ternate City

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## Abstract

The study shed light on the influence of school culture on the characters of the students of Muhammadiyah Junior High School 1 of Ternate City. It aimed at finding out the implementation and the influence of the school culture on the characters of the students of Muhammadiyah Junior High School 1 of Ternate City. It was a correlational study with quantitative method. Its samples were 88 respondents. Data were collected using questionnaire, interview and observation. The data were analyzed using simple regression analysis and descriptive technique with SPSS version 23.00. The results showed that the implementation of the culture of the Muhammadiyah Junior High School 1 of Ternate City has strengthened the personal character, the social character and the citizenship character of the students. It was indicated by the results of the evaluation of the personal character, the social character and the citizenship character of the students, which were in the category of good enough. The total culture coefficient value was 0.651. It might be stated that the culture of the school had positive influence on the students, which was categorized as good enough. Thus, it was concluded that there was significant influence of the culture of the school on the characters of the students of the Muhammadiyah Junior High School 1 of Ternate City.

**Keywords:** School Culture, Student Character

## 1. Introduction

School culture in this essay is interpreted as an assumption pattern, value, belief, tradition and behavior of school community and is held together because it is believed can be used to face school problems. Zamroni (2016:8) contended that school culture can solve problems in school because culture covers something that is taught, possessed and done together in life. And character according to National Education Ministry (2010: 3) is “someone’s nature, character, moral, or personality that is formed as the result of internatiation of various virtues that is believed and is used a basis to view point, think, behave, and act”, therefore character is someone’s special character, and character cannot be separated from sociocultural context because character is formed in particular sociocultural society (Wardani, 2008).

School culture and students’ character have inseparatable and interrelated relationship. The aim is to find out school culture phenomena and its influence on students’ character, in terms of personal character, social character, and students’ national character. School culture is a society condition that has great influence on students. John Locke’s Clean Slate Theory that contended that, students are just like white clear paper and then they will any scratch and the scratch can be anything depends on outer element, in this sense teacher (school culture) that will determine what character that will be possessed by the students (Sardimana. AM, 2003:12). Bad school culture will create chance for the students to have bad character and however, good school culture will make the students have creativity, achievement and good character. According to Stephen Stolp (1994), school culture is correlated with motivation icrease and students’ learning achievement as well as work satisfaction and teachers’ productivity. School culture influence is proven to have great role in the increase of educational upgrade (Zamroni, 2007:60).

Regulations of Indonesian President, number 87 year 2017 about character education reinforcement, in konsederan it is stated that Indonesia as a cultured nation is a country that uphold good behavior, high values, wisdom and character. In order to create country and people who have character, moral, religious character, ethics, tolerance, discipline, democtaric and culturally creative, the government is currently implementing come policies, activities and learning development to enhance character education in every school. Indonesian regulation No.20 Year 2003 about National Education System, Chapter 3, explained the Function and Aim of National Education, which is developing students’ ability and students’ nature or character. Students who have good character is hoped to be able to create prestigious country civilization. However, character education ideality is not always in line with current students’ character reality,

Phenomenon showed that, Indonesian students' character is currently face "Splite personality", students moral decadence, drugs addiction, prostitution, brawl, fight between schools and between friends in a school, sexual behavior and other violence actions. Additionally, education process in school until today still focus more on cognitive and psychomotor aspects than its effectiveness. Evaluation model through national examination rather than honesty aspect. Even the more shocking newsa that the test participants are forced, because if many students could not pass the test the school headmaster will be given penalty by Education Department or regent or mayor. This is an internal challenge. Whereas the external challenge is one of the negatve effects of globalization process is the possibility of social disintegration. Forms of global culture have entered all social life parts in micro level, so that it is worried that traditional and moral values that live withing the society and the school will be eroded little by little. The birth of new etno-nationalism nationalism or country form. There is a tendency on the development of nationa sentiment that shift into primordial sentiment, in form of culture, race, and religion. That problem phenomenon indicated on of failures in character education in school. School is considered to give less maximum role in guding the students' character, such as personal, social as well as state characters.

The government is currently often talking about character shaping. Without culture, a good school will be hard to employ character education for the students. If school culture is already sufficient, anyone who enters and joins that school will automatically follow available tradition. School culture is school life ambience whese the students interact with peers, teachers with teachers, counselors with students, among educators, and among educators and students, and among social group members with school society that is bounded with various rules, norms, moral and ethic that apply in a particular school (Kulsum, 2011:25).

Young Pai (1997:21) explained that school culture as view pattern that covers: knowledge, skill, ability, attitude, manner and belief as as well as important artifact that is highly important to be transmitted from generation to generation. The more school culture the better the school quality, and vice versa, bad school culture describes bad culture of that school. As what is shown by researches results that organization culture has significant relationship and able to affect organization quality especially In organization person innovation, responsibility, and leadership aspects (Seyed Mahmoud Tabatabaee, Amirhasan Koochi, Abbas Ghandali & Tayebeh Tajik, 2016 ). And also the implementation of Total Quality Management ( TQM) theory on school culture that can contribute to headmaster's performance as well as increase teacher team cooperation and effective communication in managing school quality ( L.K. Ejionueme & Anthonia Oluchi Oyoyo ,2015).

SMP Muhammadiyah 1 of Ternate City is implementing students' character habituation. Character education implementation activites are when the students enter school gate the students have to greet the teacher who stand near the school gate. Before and after learning the students march in the school yard to pray and read short Koran verses, such as alfatihah, al-ikhlas, an-nas and many others. With the assumption that learning process become well organized and the knowledge becomes beneficial for the students and the teachers always insert spiritual values in every learning, always implement 3 S (smile, say salam, and greet). And SMP Muhammadiyah always try to minimize various obstacles and problems of the students' character that is very varied in terms of tendency. There are often fight between students, still throwing garbace not in place, less learning motivation and many others. Observation showerd that students of SMP Muhammadiyah 1of Ternate Coty besides showing good manber but there are also many conflicts with other friends (fights). According to the statement of the vice headmaster, in average there are 5 fights and misunderstanding between students so that teachers have to calm and guide them. According to John Field (2010:120-121), the impact of social conflict in the other hand can ignite imbalance especially because of access on types of different network that is distributed unequally...and as a facility to access status source and position by sacrificing other people. But social source can become social frame as what was said by John Field (2010:75), that social source can balance economy and social maturity as the impact of social source to minority children's education that the research results showed social support among students from Mexico in California High School showed that they generally have higher values and dreams and also have higher social sources. In social theory, it can have impact on school life, where school culture dynamic as reflection of a dailysocial life reality.

School culture that is currently being created by SMP muhammadiyah 1 of Ternate City covers honest, help each other, trust each other, cooperation, reading, discipline and efficient, clean, achievement, social and nation cultures through regular school activities, spontaneous activities, model activities and conditioning activities. Those school activities are hoped to be able to create change and betterment for the school in organizing the students' character. The observation result showed that students and teachers' discipline are good enough it was seen from morning parade, students' and teachers' attendance every morning. And also from close relationship between the teachers and the students when they enter the school, in the learning process and until after school time they always shake their hands and greet each other, and also the relationship between teachers, there are always togetherness and respect for each other. And there is even school awareness (teachers and headmaster) where if there is a shortage in

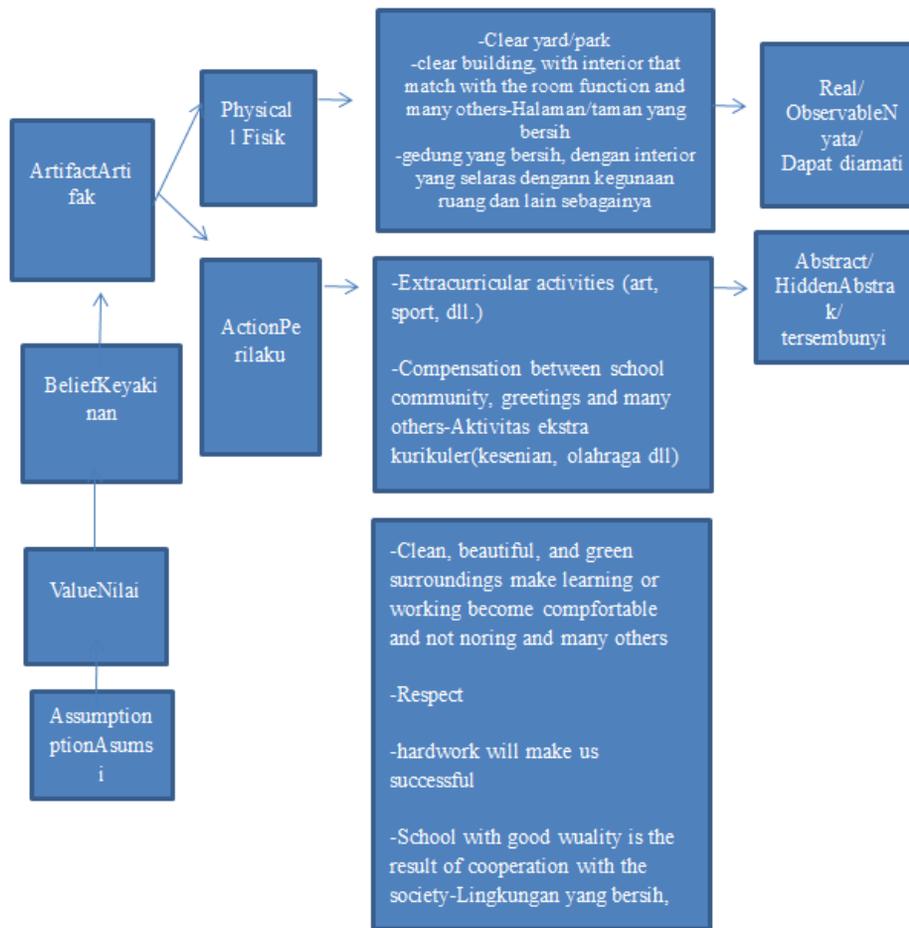
students study cost the teachers will help to pay, there is salary title for poor and orphan students. But a question that arises is, can school culture implementation phenomenon in SMP Muhammadiyah 1 of Ternate City give impact to students' character? In form of personal, society and country characters.

Culture that is understood in school can be in form of politeness, culture, maintenance and habituation (John M Echols & Hasan Shadily:2006:159). Linton (1995:32) contended that school culture creates configuration of behavior and behavior result where its forming elements are supported and continued by society members. However, school culture has complex pattern because it unities school community in one values and belief, custom and myths and every action to be united in one school organization (Roland Barth (2002:6). Edward T Hall (1987) said that school can make its own culture but it can be united but have relationship, which functions as a system to create, send, store, and process information as an inclusive communication system that combines human biological and technical actions in form or verbal and nonverbal.

Terrence E, Deal Kent D. Peterson (1999:2) explained that "School as a particular social institution has distinctive culture is not a new thing. "School has its own culture, custom irrational law, their morality (school community) and school community appropriate concept. And this obedience concept for Willard Waller (Peterson dan Deal, 2009: 8) has a series of value, norm, moral rules, and custom, that have formed actions and relationship that happen in it. And it can be done through roles of headmaster and teachers as what was contended by Short dan Greer (1997) that, school with belief, policy and custom can be formed, strengthen, and maintained though chiefs and teachers in school.

Positive attitudes and customs from the whole school community will create positive school culture condition but if the attitude and customs from the whole school culture is negative it will give school negative culture condition. Harold Entwistle (1986:6-7) contended that negative attitude and view can make social injustice become worse, but there is also positive culture, that has school moral value and normative aesthetics. Therefore, aspect that has to be seen in school culture is explicit and implicit aspect in school attitude. School explicit aspect can be seen from symbol or school artifact such as the school's physical and attitude of the school community. Whereas explicit tend to be about beliefs and values.

From this figures (Tabel 1), the school culture has two layers, the layers that are partially observable and partly unpredictable. The observable layers are spatial, exterior and interior, architecture, routines, customs, rules, veritas-stories, rituals, logos, symbols, ceremonies, slogans, pictures, flags, signs and ways of dressing. Whereas layers that can not be observed or can not be interpreted as a norm of behavior with the school community. *The first layer*, school culture, in the form of norms or behavior, various rituals, various ceremonies, symbolic objects, various habits that take place in school. These norms of behavior norms are generally difficult to change. This first layer is usually called the school artifact. However, there are those who argue that school culture is not a school artifact but an interpretable value and belief. These are the values, symbols, interpretations, and perspectives that distinguish one person from another in modern society (Banks & McGee, 1998: 57). *The second layer*, in the form of shared values held by the citizens of the school with what is important, the good and the right, such as the norms of behavior desired by schools such as the expression of no pain no gain, book is the window of the world, and various depiction of value- and other beliefs. Being diligent is the base of being bright, cleanliness of part of faith. The second layer cannot be observed because it is located in the together life. If the first coat of intangible behavioral norms is difficult to change, the second layer of values and beliefs is very difficult to change and takes time to change/being changed. And the bottom layer is an assumption used as a fundamental argument for behavior, beliefs and values, used in solving various problems and proven true so it become a guide, for example, assumption; all learners can master the subject matter based on different time volumes, studying vigorously provide a broader change of vision, diligent effort coming to school school give many benefits, and so forth.



**Figure 1.** Scope of School Culture Aspect

(Source: Education Department of Padang Panjang City, 2010:151)

School culture has some aspects that become part of school attitude as what is explained by Zamroni (2016:45). Such as : (1) norms, values and faiths , (2) rituals, traditions and ceremonies, (3) shared hopes (4) symbols and physical products, (5) stories that create spirit, (6) Extracurricular activities, (7) decision making process, (8) cultural networksk that decides relationship between people.

Although school culture is something that is abstract but it has clear dimension and can be measured based on characteristics that can be used as a benchmark. According to Robbina (1994: 27), school culture can be seen from several general characteristics, namely: 1) individual initiative, 2) tolerance of risky action, 3) direction, 4) integration, 5) support from management 6) control, 7) identity, 8) reward system, 9) conflict tolerance, and 10) communication patterns. From these characteristics, Robbins further described the characteristics of school culture as follows:

1. The conduct of responsibility, freedom and independence of citizens or school personnel, school committees and others in giving initiative
2. How far the school can create clear vision, mission, aim, school target, and effort to make them true.
3. How far the units within the school are encouraged to work in a coordinated way.
4. The extent to which the principal provides clear information, assistance and support to school personnel.
5. The number of direct regulation and supervision used to monitor and control school behavior.
6. The extent to which school personnel identify themselves as a whole with the school rather than with a specific work group or professional area of expertise.
7. The extent to which the allocation of benefits is awarded is based on performance criteria.

8. The extent to which school personnel are encouraged to express criticism openly.
9. The extent to which communication between school personnel is limited by a formal hierarchy.

According to Mardapi (2003), there are three components or parts of school culture, namely: 1) positive culture, ie school culture in which there are activities that support the improvement of school quality, such as cooperation in achieving achievement, awards to the achievers, and commitment to learning, 2) negative culture that is, the atmosphere and activity of the school is reflected in contrast to the improvement of school quality, that is resistance to change, for example students are afraid of being wrong, students feel afraid to ask questions, and students rarely cooperate in solving problems, and 3) neutral culture, a school culture that does not focus on one side but can contribute to improve the quality of schools, such as school family gatherings, teacher uniforms, student uniforms and others.

School culture will be good if: a) the principal can act as a model, b) able to build teamwork, c) learn from teachers, staff, and students, and, d) have to understand good habits to continue to develop. Principals and teachers should be able to understand the specific school environment. Because, it will provide perspective and basic framework to see, understand and solve various problems that occur in school. By being able to understand complex issues as an in-depth unity, the principal and teachers will have the values and attitudes that are very necessary in maintaining and providing a conducive environment for the ongoing process of education in schools.

Each aspect is interconnected between the components of the school in building a school culture. School principals, teachers, students, employees, and school committees with all the different traits and personalities incorporated in a system of awareness building school will have an impact on the development of school quality. Collaboration system among all the citizens of the school will open a positive relationship for the development of their students, even impacting togetherness, and creativity of teachers and principals. The result of the study shows that collaborative school culture and teacher quality are very influential on student suspension where there is a decrease of 6.70%, where school culture factors have a great impact on the quality of students even on the development of school staff, this is because school culture is built from time to time (cultures that have behaved) led to collaboration between teachers, school leaders and parents

There are three components of school culture that must be developed in school such as 1) academic culture, 2) social culture 3) culture of morality. *First*, academic culture. Academic culture is indicated by every action, decision, policy, and opinion is supported by a strong academic foundation. This means referring to theoretical, legal basis, and tested truth value, not to mere popularity or presuppositions that have no strong empirical foundation. This is different from political culture or entertainment world. Thus, principals, teachers, and students always adhere to the theoretical footing in thinking, acting and acting in their daily lives. Academic culture is reflected in discipline in acting, wisdom in attitude, and expertise in thinking and arguing. *Second*, social culture. This culture is reflected in the development of schools that nurture, build, and develop positive social, such as tengggang rasa, price-appreciate, silaturrahi, participate in school manners, shared responsibility, justice, prosperity, humanity and others in the framework of human development completely. And 3) moral culture. This culture deals with aspects of school beliefs and values, such as morality, ethics, deliberation, justice, humanity, discipline, tradition, honesty, openness, life spirits, respect for people and others.

In this connection, Zamroni (2016, 5) presents some basic value components in the school culture such as: (1) have a commitment to work as well as possible at school, (b) commitment in learning (c) trustworthy, (d) loyal to the school, (e) working together and collaborating, (f) egalitarianism, (g) serving students (h) emphasizing always making rational decisions, (i) having high ideals, (j) always planning, (k) seeks nonviolent efforts on the issues faced, and (l) has an open view. The value component requires the role and responsibility of the school principal to constrain the character of the student. The school headmaster should be able to see the school environment holistically, thus obtaining a broader framework for understanding difficult issues and complex relationships in the school. Through deepening his understanding of organizational culture in schools, he will be even better at providing sharpening of the values, beliefs and attitudes necessary to improve the stability and maintenance of his learning environment.

To shape the character of the students, the headmaster must pay attention to informal aspects, symbolic aspects, and the invisible aspects of school life that shape the beliefs and actions of every citizen of the school, so as to develop personal character, community character and student character. Kathy Ohm (2006: 15) asserted, the leadership role of headmaster has a relationship that cannot be separated from the school culture itself. The role of the headmaster by implementing the type of democratic leadership will have a positive impact on school culture, which provides motivation, innovation and achievement. Mugisha, Vancent M, (2013) in his research explained that culturally responsive instructional leadership requires action, creative, and collaborative needs of school principals to increase student involvement in school culture. School headmaster can use conflict management theory, because it becomes a reference in understanding the conflicts in schools. Soner Dogan (2016) explained that conflict

management is essential in understanding the state of schools in Sivas-Turkey province, where conflicts often occur in schools because of the use of classes, ways of addressing peer problems, differences in teaching, social activities, school discipline, individual differences, political views and cultural differences among the citizens of the school.

Louise Stoll (1998) in the results of her research confirmed, schools have various cultures and of course the mindset is different so that there are four types of school culture that are ineffective to be used in different places and extreme in two dimensions of low social cohesion and high social cohesion. If low school social control means high social cohesion, but low social cohesion, school social control is also low. Student character as a form of mindset and pattern of action should be established through school culture (Abdullah Munir, 2010). The measure of the success of school culture in shaping the character of students can be seen in what are the school society's perception on culture and how the forms of school activities in fostering the character of students. Zamroni (2011: 157), asserted individuals who have good characters are individuals who can make decisions and attitudes to account for any consequences of the decision. Character can be regarded as the values of human behavior associated with God Almighty, self, fellow human being, environment, and nationality embodied in thoughts, attitudes, feelings, words and deeds based on religious norms, laws, manners, culture, customs, and aesthetics. Here, all school attitudes can generate all the potentials of students maximally. Characters that can be built through the school culture.

Lickona (Sudrajat, 2011: 49) pointed out seven reasons for the necessity of character education, as follows: The best way to ensure students have a good personality in their lives, ways to improve academic achievement, some students can not form strong characters for themselves in place etc., Preparation of students to honor the parties or others and can live in a diverse society, departing from the root of issues related to social moral problems such as immodesty, dishonesty, violence, sexual activity violations, and a low work ethic (study), best way to welcome behavior at work, learning cultural values that are part of the work of civilization. And therefore, Djemari Mardapi (2003: 5) contended that character is obtained through interaction with parents, teachers, friends, and the environment. Character is derived from the results of learning directly or observation of others. Direct learning can be in form of a lecture and discussion of character, while observation is gained through everyday experience what is seen in the environment including television media. Schools with culture can perform character education based on the basics of belief. According to the Ministry of National Education (2010) the values developed in cultural education and character are sourced or derived from religious values, pancasil, culture, national education objectives, as follows:

Kemdiknas (2010: 9-10) has formulated religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendship or communicative, love peace, reading, environmental care, social care, and responsibility characters. Description of the character development of students according to the Ministry of National Education (2010: 9-10). Additionally, Hoy and Miskel (2005: 174-184) stated that a good school culture will improve student achievement and motivation. Posnick-Goodwin (2004) also stated that: a good school culture teaches all school community (principals, teachers, students and staff) to obey the principle they want to build. The principle of togetherness, justice, friendliness, unity, unity, courtesy, harmony, and caring are to encourage students to create a good personality, possess the expected character. The character of the students that grow naturally along with the activity and creativity that is inside the school. Therefore, that school is in a position that determines the formation of character. Herein lies the role of principals, the role of teachers and their nature to create situations that support the ideal student character formation.

Character education requires an example or model as a model that is worthy of imitation. Something that will be imitated by the students, accompanied by the knowledge of why one needs to do what is imitated. For that reason, there should be an explanation why something should be done. Doing something must be serious, as a form of hard work. Attitudes and behaviors that are carried out must be enjoyed, done meaningfully, so that it provides experience for us. This experience can give meaning or spiritual to what is done. Thus, that behavior is internalized to the self that will become a habit. Ultimately, all of that was done with high hopes, that the behavior manifests the best results (Zamroni, 2011: 283).

## 2. Research Method

This research was conducted in September until December 2017. This research is kind of correlational research. Identify the effect of a single variable (school culture) on student character variable. The population in this study refers to the monthly report of the school in October 2017 SMP Muhammadiyah 1 of Ternate City which is a total of 130 students. The sample size using the Isaac and Michael table (2010) that is based on a 10% error,

$$S = \frac{\lambda^2 . N . P . Q}{d^2 (N - 1) + \lambda^2 . P . Q}$$

$\lambda^2$  with dk=1, error level 10 %

Note:

S=number of sample

$\lambda^2$  = Chi Kuadrat depends on dk that is 1 and error of 10 %, Chi Kuadrat value=2.706

N=Number of population

P=Correct chance (0,5)

Q =Wrong chance (0,5)

d = Difference among sample with what happens.

$$S = \frac{\lambda^2 . N . P . Q}{d^2 (N - 1) + \lambda^2 . P . Q} =$$

$$S = \frac{2.706 \times 130 \times 0,5 \times 0,5}{0,5^2 (130 - 1) \times 2.706 \times 0,5 \times 0,5}$$

Samples =88

## 2.1. Data collection technique

Data collection technique of this research used three ways such as (1) questionnaire, (2) observation/ interview, (3) documentation.

### 1. Questionnaire technique.

This questionnaire is used as the main data retrieval technique. Arranged in the form of statements sheets consisting of two parts of the instrument, namely:

- A. Questionnaire that contains Students Character consists of (1) Personal character in form of 14 indicators, (2) Social character consists of 5 indicators, and country character consists of 7 indicators,
- B. Questionnaire that contains School Culture consists of: (1) Regular activity in form of 12 indicators, (2) Spontaneous activity consists of 3 indicators, (3) model consists of 7 indicators and (4) conditioning consists of 7 indicators. The questionnaires were distributed to the students.

### 2. Interview Technique.

This technique as a technique of retrieving supporting data from the questionnaire, which is addressed to some students to know some things that are considered require detailed or in-depth explanation of the Questionnaire that has been filled.

### 4. Observation.

Observations are used to ascertain the veracity of the data (verification) of questionnaire data and/or information through interviews.

### 3. Document.

Documents in this study to be taken are photos, school monthly reports, short history of school, and other letters related to the needs in this study.

## 2.2. Data Analysis Technique

The preparation of school culture influence instrument to the students' character consists of several indicators. Indicators are as mentioned above. The instrument of this study using Likert scale, which is 4 choices of answers. Ie (Strongly Disagree (STS), 2 = Disagree (TS), 3 = Less Agree (KS), 4 = Agree (S), and 5 = Strongly Agree (SS).

Data analysis technique that was used was descriptive analysis. It was used to provide an overview of the phenomenon and influence of school culture on the character of students. Table 2. Distribution of Data Categories, display score range and category, below:

**Table 1.** Distribution of Data Categories

No	Score Range	Category
1	(Mi + 1,5 SDi) until (ST)	High
2	(Mi + 0,0 SDi) until (Mi + 1,5 DSi)	Enough
3	(Mi - 1,5 SDi) until (Mi + 0,0 SDi)	Less
4	(SR) until (Mi - 1,5 SDi)	Low

### 3. Results And Discussion

#### 3.1. Description of Data

The data in this study were obtained from the instrument in the form of a questionnaire given to students of grade 7, 8 and 9 SMP Muhammadiyah 1 of Ternate City as well as from interviews and documentation in the form of data collection and photo images. This chapter will describe the data that has been collected from each of these aspects.

##### 1. Description of Students' Character Description, Social and National Character.

Based on student character questionnaire of SMP Muhammadiyah 1 of Ternate City with 30 samples of respondents taken from grade 7 = 29 respondents, 8th grade = 28 respondents and grade 9 = 33 respondents, with score range 1-4 on each item. The result of questionnaire that has been analyzed has empirical data, as table 2 below:

**Table 2.** Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
School Culture	88	2.76	4.86	4.1080	.64877
Students' Personal Character	88	1.86	4.64	3.7333	.73155
Students' Social Character	88	1.60	4.80	3.8467	.77135
Students' National Character	88	3.00	4.86	4.4048	.46113
Students' Character	88	2.46	4.69	3.9359	.58429
Valid N (listwise)	88				

Based on the table, the student's personal character consisted of 30 samples, had a value between 1.86 to 4.64, with an average of 3.733 and a standard deviation of 0.733. These results suggested that respondents' assessment of students had good personal character, as shown from the average value of which exceeds the average value of the ideal  $((5 + 1) : 2 = 3)$ , namely  $3.733 > 3$ . In other words, the implementation of school culture in the aspect of character students in SMP Muhammadiyah 1 of Ternate City have succeeded in supporting the school culture. Likewise, the student's student character consisted of 30 samples, had a value between 1.60 to 4.80, with an average of 3.847 and a standard deviation of 0.771. These results suggested that the assessment of respondents to the student community have good character, as shown from the average value of which exceeds the average value of the ideal  $((5 + 1) : 2 = 3)$ , namely  $3.847 > 3$ . And this was supported by the empirical results of of Student Character of Muhammadiyah Junior High School 1 of Ternate City that consisted of 30 samples, had a value between 3.00 to 4.86, with an average of 4.405 and a standard deviation of 0.461. The results indicated that the respondent's assessment of the character of the student's state had been good, shown from the average value that exceeded the ideal average value  $((5 + 1) : 2 = 3)$  that is  $4.405 > 3$ . It means that all aspects, the character of the students, the character of society and the character of the state has grown among students as part of the character of the students of SMP Muhammadiyah 1 of Ternate City.

##### 2. General Description of the Students' Character.

Based on table 10 above, the character of students consisted of 30 samples, had a value between 2.46 to 4.69, with an average of 3.936 and a standard deviation of 0.584. The results showed that the respondents' assessment of the character of the students in total was already good, as indicated by the average value that exceeds the ideal  $(5 + 1) : 2 = 3$  of  $3.936 > 3$ . This means that the school culture had a significant influence on the character of students of SMP Muhammadiyah 1 city Ternate, both aspects of personal character, social character and the character of the state. The enormous influence of school culture on character. It would be clearly described in the discussion.

##### 3. Description of School Culture Variable.

Based on the school culture questionnaire of SMP Muhammadiyah 1 of Ternate City with 30 samples of respondents taken from grade 7 = 29 respondents, 8th grade = 28 respondents and grade 9 = 33 respondents, with score range 1-4 on each item. The result of questionnaire that has been analyzed has empirical data, as seen on table 3 below:

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Based on the table, the school culture obtained values between 2.76 to 4.86 with an average of 4.108 and a standard deviation of 0.649. If the analysis used interval and category then the respondent's assessment of school culture was good, also indicated from the average value that exceeded the ideal value  $(5 + 1) : 2 = 3$ , that was  $4.108 > 3$ . Thus, the implementation of culture schools or application of cultural values in SMP Muhammadiyah 1 of Ternate City had succeeded in creating a good school situation.

### 3.2. Discussion

#### 1. Characters of the Students

Based on data collected through the school culture questionnaire that embraces the culture on the character of the students, the social character and the national character had used descriptive analysis that the students' character of school culture of students of SMP Muhammadiyah 1 of Ternate City was in the category of quite good, as described in table 10 above.

##### A. Personal Character(KP)

Based on the descriptive analysis above showing the value between 1.86 to 4.64 with an average of 3.733 with a standard deviation of 0.733, indicated that the implementation of school culture SMP Muhammadiyah 1 of Ternate City had been applied by students, especially in aspects of student character (KP), as the value the ideal average  $(5 + 1) : 2 = 3$  is  $4.108 > 3$ . This was reinforced by the observation in the school that the school has applied the motto 3 S (smile, greetings), honest attitude, mutual respect, where the school apply the rules every morning to enter the school, among students and teachers greet each other, then was continued by reading Koran, letters of approach such as verses of alfatihah, al-ikhlas, an-nas, al-falaq and so on. In addition, students performed dhuha prayers before the teaching and learning activities and performed dzuhur prayer in the school's musallah before students come home or out of school.

##### B. Social Character (KM)

Based on the above descriptive analysis, that showed the value between 1.60 to 4.80 with an average of 3.847 with a standard deviation of 0.771, indicated that the implementation of the school culture in SMP Muhammadiyah 1 of ternate city had been applied by students, especially in the aspect of social character (KM) ideal  $(5 + 1) : 2 = 3$  ie  $3.847 > 3$ . This was reinforced by the results of school observation that the school had been implementing culture of social character to students, as the school regulation number 3 / K / SMP Muh / 8/2015, mandated in addition to students praying, and praying before and after studying in school, students are also invited to help each other, appreciate friends, and reconcile friends when there were fighting or misunderstanding. This was explained by the vice principal of the curriculum: "that before this rule was made, there were frequent fights, bothering friends who were are learning and robbing food or drink from his friends, but after the application of this rule, students experienced change, there were rarely fights and disturbing friends.As said by Nur (student) from SMP Muhammadiyah 1 of Ternate City.

*"At 07.00 am we go in and start the lesson with a prayer together, followed by tadarusan. The time is 10 minutes. The purpose of the prayer is that we always remember God so that we initiate any activity with calm our hearts and minds. Tadarusan also motivates students to diligently study, train students to read the Koran fluently. While infaq was held so that the students are not miserly, want to distribute the money they have for others who need it. (Interview results, January 12, 2012).*

Thus, the school made school culture in the form of social character have become part of the school life that every moment the students as well as the teachers and the school leaders.

### C. National Character (KN)

Based on the above descriptive analysis, which showed the value between 3.00 to 4.86 with an average of 4.405 with a standard deviation of 0.461, indicated that the implementation of school culture in SMP Muhammadiyah 1 of ternate city had been applied by the students, especially in th by the results of school observations that the school had been implementing some indicators of the character culture of the state to the students, It can be seen on every morning at 7.15 students with teachers performed morning parade and flag ceremonies and after the ceremony of students sang national anthems, and students greet each other and amuse each other. In addition, students with religious backgrounds, and different tribes but this.

Thus, the character of the students in general has become a living part in the implementation of education and teaching in SMP Muhammadiyah 1 of ternate city. Every moment the school implemented the 3 S concept (smile, greetings, greetings) and character education designed in the subject matter, such as religion education (aqidah, *tariq, ahlak, kemuhammadiyah*) and also material about citizenship. This become the target of the school so that students also have social competence in addition to having personal competence. It was mentioned on descriptive analytical data that of 30 samples have scores between 2.46 to 4.69 with an average of 3.93 indicating that the students of SMP Muhammadiyah 1 of ternate city already have character with a good category, as the average value of the ideal  $(5 + 1) : 2 = 3$ , ie  $3.936 > 3$ .

## 2. The Influence of School Culture on the Students' Character.

Based on the results of research that was done with a simple regression test it can be concluded that there was influence of school culture on the students' character of SMP Muhammadiyah 1 of ternate city:

### A. The Influence of School Culture on Students' Personal Character (KP)

From the data analyzed from 30 samples using regression test analysis then the influence of school culture on the personal character of students of SMP Muhammadiyah 1 of ternate city was analyzed. However, how big the school culture variables explained aspects of personal character of students. Based on the determination test, the determination coefficient (R Square) value of 0.489 indicated that 48.9% of the students' personal characters can be explained by the school culture variables, while the rest  $(100\% - 48.9\% = 51.1\%)$  was explained by the other variable outside the research variables. Therefore, the rules of decision were as follows:

H0= School culture has no positive influence on the student's personal character

H1= School culture has positive influence on the student's personal character

Real status:  $\alpha=0,05$ ,

Furthermore, to see whether there is influence or not of thw school culture on the personal character of students can be seen in table 4.

**Table 4. Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.495	.633		.781	.441
	School Culture	.788	.152	.699	5.175	.000

a. Dependent Variable: Students' Percona; Character

Based on the analiais data on t test, iit was shown that the value of school culture variables coefficient is 0.788, and the significance value of school culture variables was 0.000, smaller than  $\alpha = 0.05$ , then Ho was rejected. This means that school culture had a positive effect on the personal character of students of SMP Muhammadiyah 1 of ternate city. This was due to several factors that supported the implementation of the school culture that was the application of the behavior of Islamic values that are polite, honest, discipline, respect for others, and that islam, always apply religious behavior, and apply school code of conduct about the importance of self-with mental coaching, in the form of Training of Muhammadiyah Youth, Koran tadaruus and *Tapak Suci*. These activities. In addition, the school has implemented a 7 minute teaching for teachers and leaders to provide advice or

encouragement and encouragement to students that was organized by the vice principal of student affairs. There were also school culture activities such as school routine activities, spontaneous activities, emodel and conditioning. Routine routine where schools perform routines of prayer activities duha congregation before the lesson begins and pray dzuhur congregation before students come home from school, as well as on spontaneous, where the school accommodate and teach students to visit friends who are sick, give donation to students or friends who received disaster or face family death. In addition, the school implemented model, instructed teachers to come early to school before students come, performed prayer and school provides facility for ablution, toilets, mushalah, pictures and pamphlets as well as motto with a representative yard. This activity was essentially intended to provide personality therapy for the students so that the students at any time display their personality as a result of good behavior.

### B. The Influence of School Culture on the Students' Social Character (KM)

From the data that were analyzed from 30 samples by using regression test analysis it was then analyzed that the influence of school culture on the social character of the students' of SMP Muhammadiyah 1 of ternate city. Nevertheless, how big the school culture variables explained the aspects of the students' social character? Based on the determination test, the determination coefficient (R Square) value of 0.380 indicated that 38% of students' social characters could be explained by school culture variables, while the rest (100% - 38% = 62%) was explained by other variables outside the research variables. This could be seen in the F test using 95% confidence, df 1 (number of variables-1) = 1, and df 2 (n-k-1) = 28, the results obtained for F table of 4,196 with a significance value of 0.000. So the value of F arithmetic > F table (17,156 > 4,196) or the value of  $p < \alpha$  (0,000 < 0,05), then  $H_0$  was rejected, meaning that the school culture variables significantly influenced the character of student society, based on rules of decision as follows:

$H_0$  = School culture has no positive influence on the students' social character

$H_1$  = School culture has positive influence on the students' social character

Real status:  $\alpha = 0,05$ ,

Furthermore, to see whether or not there is influence of school culture on the social character of the students can be seen in table.5

**Table 5.** Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.836	.736		1.137	.265
	School Culture	.733	.177	.616	4.142	.000

a. Dependent Variable: Students' Social Character

Based on data analysis on t test it showed that the coefficient value of school culture variables was 0.733. The significance value of school culture variables was 0.000 which was smaller than  $\alpha = 0.05$ , then  $H_0$  was rejected. This means that the school culture had a positive influence on the social character of students of SMP Muhammadiyah 1 of ternate city. This was due to several factors that support the implementation of school culture. The results of the observations are described as follows

*"Schools carry out routine activities to support students' social characters by doing 3 S (smile, greetings, salaam), giving the task of donating to friends who are ill or less fortunate, takziah together when their friend are sick or passed away, and the students give infaq every day, as the students' saving, and used it when there are ill friends, social service and sponsorship to the orphanage or give it to their friends who are unable to pay the tuition fees "(interview, October 27, 2017).*

This social character was also supported by the behavior of teachers of SMP Muhammadiyah 1 of ternate city by conducting sponsorship activity to students who are less fortunate. The results of the observation showed that the teachers gave transport expense or SPP money and the achievement money from the teachers. This was witnessed by the researcher during the activity of Asyura Day (karbala day) which happened in October 2017. As the result of interview with Mrs. Lili, M .Pd."

*"We are here, about 8 teachers from 13 teachers already have data base about orphaned students, or poor students. And we give them in the form of clothes, groceries, shoes, still in form of money and we give food every odd semester, And this is an initiative from ourselves, the principal did not know. This is our*

*sincerity. Because we teachers often give something to them (students) then when students are on vacation then return from their hometown, they (students) also give us (teachers) like fish, popeda, chicken egg etc."(intervie, 27 October 2017) .*

This activity was essentially designed to give social characteristic therapy of students of SMP Muhammadiyah 1 of ternate city. In order for them to become sentitie to their fellow friends, to others people and public in general.

### C. The Influence of School Culture on the Students' National Character (KN)

From the data that was analyzed from 30 samples by using regression test analysis it was then analyzed that the effect of school culture on the character of the community of SMP Muhammadiyah 1 of Ternate City, but how big the school culture variables explained the characteristic aspects of national society? Based on the determination test, the determination coefficient (R Square) value of 0.202 indicated that 20.2% of students' characters could be explained by the school culture variables, while the rest (100% - 20.2% = 79.8%) were explained by the variable other outside the research variables. This can be seen in the F test using 95% confidence, df 1 (number of variables-1) = 1, and df 2 (n-k-1) = 28, the results obtained for F table of 4,196 with a significance value of 0.013. So the value of F arithmetic > F table (7.068 > 4.196) or the value of  $p < \alpha$  (0.013 < 0.05), then  $H_0$  was rejected, meaning that the school culture variables significantly influenced the students' character. Based on the rules of decision as follows:

$H_0$ = School culture has no positive effect on the student's national character

$H_1$ = School culture has positive effect on the student's national character

Real status:  $\alpha=0,05$ ,

Furthermore, to see whether or not there was influence of school culture on the students' national character can be seen in table 6.

**Table 6** Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3,094	.499		6.200	.000
	School Culture	.319	.120	.449	2.658	.013

*a. Dependent Variable: The students' national character*

Based on the above results it was obtained that the coefficient value of school culture variables was 0.319. The significance value of school culture variables was 0.013, which was smaller than  $\alpha = 0.05$ , then  $H_0$  was rejected. This means that the school culture had a positive effect on the students' national character.

The influence of the school on the national character, because the school has routine school activities that are carried out daily as routine activities, such as red and white flag ceremonies and perform morning parade together at school and sing Indonesian national anthems and struggles, such as Hymns songs, *halo-halo bandung* songs, indonesia raya song and many others. These songs according to the counseling tutors (Nurhaya) are often contested in the school and were taught to the students through our attitude not to distinguish each other so that the students did not distinguish them. Additionally, the school implemented a culture of mutual help, such as the devotion and the big event-state activities.

From the description above, that with the visible positive and interrelated relationship between school culture and the character of the students of SMP Muhammadiyah 1 of Ternate City. According to the whole data analysis between school culture and the characters of the students of SMP Muhammadiyah 1 of Ternate City towards the significant influence on the development of the students' personality. This was consistent with the test results, using 95% confidence, df 1 (number of variables-1) = 1, and df 2 (n-k-1) = 28, results obtained for F table of 4,196 with a significance value of 0.000. So the value of F arithmetic > F table (30,708 > 4,196) or the value of  $p < \alpha$  (0,000 < 0,05), then  $H_0$  was rejected, meaning that the school structure variables significantly influenced the character of the students, on Table 7

**Table 7. Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1.260	.489		2.579	.015
	School Culture	.651	.118	.723	5.541	.000

*a. Dependent Variable: The Students' Character*

Based on the decision criteria at the real level of 0.05, the coefficient value of the school structure was 0.651. The significance value of school culture variables was 0,000 which was smaller than  $\alpha = 0.05$ , then  $H_0$  was rejected. This means that school culture had a positive effect on the character of the students. The results of this study were strengthened by other studies that used the same variables of school culture and student character. Bayu Rahmat (2012) stated that there was a positive and significant relationship that was the school culture level of 69.48%, teacher exemplification of 59.08%, and the character of students was 64.86% was considered as in good criteria.

#### 4. Conclusion

1. School culture of SMP Muhammadiyah have implemented reinforcement concept of personal, social and national characters. In addition, it has been done as part of the school's program, through routine, spontaneous, model and conditional school activities.
2. School culture had positive influence in the students' personal character with coefficient value of 0,788. As well as on school culture on the students social and national character, with coefficient value of 0,733 and 0,319.
3. Based on the results of hypothesis testing in this study it was found the influence of school culture on the character of students with the value of 0.651 were categorized as good so that it can be concluded that there was a significant influence of school culture on the character of the students of SMP Muhammadiyah 1 of Ternate city.

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