

Character Development in Learning through Culture and Climate Management

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Abstract - This research aims to gain an overview of the students character development through culture and climate management in an Elementary School Bandung, West java, Indonesia. This research used naturalistic qualitative approach. The research participants were students, teachers and the principal. Research data collected were in the form of interviews, observation and documentation. The results showed that before carrying out the study, teachers have understood and recognized the character values and interpolated them together into learning plans. Before starting the learning, teachers put an attempt to customize the learning climate by doing Duha prayer, reading the names of God (Asma'ul Husna), reading holy Qur'an, and exposing Islamic activities one day earlier. In the implementation of teacher-learning, teachers integrated the character values, gave meaning about the learning materials to a view of religious teachings and carried out learning earnestly. Meanwhile in evaluation, teachers assessed students' ability to master the learning material and character development.

Keywords: *character development, learning, cultural climate, management*

I. INTRODUCTION

Character development is highly possibly run by teachers when learning occurs. Character education implementation will work successfully if it is integrated with various subjects in school [1]. To make it more effective, integrating character values in the whole school management, performance activities, educational services, and whole learning is rather suggested[2], [3]. Character education development cannot occur in a split second and it lies within number of environments. One of which can occur through school culture and climate. School culture and climate terms elaborates the environment which affects the behaviour of both teachers and students[4]. [5]view climate as behaviour, meanwhile culture comprises the values and norms of the school. Almost 90% teachers at schools with strong

instructional cultures have succeeded to set higher standards and tracked the students progress to 56% [6]. In relation to aforementioned discussions, the researcher then emphasizes to integrating characters values in learning that can be developed through culture and climate management. Modeling behaviour based on the values and character process should permeate the total school climate[7]. It should be established in a fit matter for sure. Thus, it is established in procedures. Setting procedures in steps like before, during, and after found in management. Developing the characters in learning as a strategy is very appropriate to be carried out by the teacher. This is fit to affect students' character development and will have an impact on teachers' morale and experience. Most teachers developing characters are expected to focus on the learning process. Therefore, the implementation is better instilled in classroom.

Teachers should strive to implement learning on students by no jokes in order to have an expected outcome. When instilling the values in learning, teachers need to identify what their students need to develop the characters and review to observe the progress. Make sure that learning affects characters. Learning must be based on values, norms, customs, religions and cultures in the school environment. To suit the culture and climate context, whole learning aspects are registered to Islamic perspectives as the school is intended for muslims. Previous research results related to character development showed among others: learning atmosphere is based on positive values[8]. Other has implemented the values by applying a disciplined work, professional, responsible for teachers to work so that it has good impacts on the students' character[9]. [8]implemented the learning impacts over students attitudes and achievement though it still needs to be improved. Other research result done in high school developed the values through various activities such as extracurricular and learning[10]. The values have been done through both extracurricular and co-curricular activities to have impact on the students social values[11].

Based on the premises above, the researchers intend to gain an overview of character development in learning through culture and climate management in one Islamic elementary school Bandung, West Java, Indonesia. It is with an expectation that it can be a guideline for teachers to develop the characters in learning following to proper management. Thus, the problem statement of the research is *How is the character development in learning through culture and climate management in elementary school?*

II. METHODS

This research used a naturalistic inquiry which is qualitative method. This research focuses on how people behave when absorbed in genuine life experiences in natural settings [10]. The aim is to find out the problems scientifically related to character development in learning, as well as to find out whether the character development through culture and climate management has been implemented or not. The researchers did not give treatments, but sought out action, views, and interpretations of the students to communicate with the environment. In addition, the researchers strived to know, interpret, and give meanings towards students' interaction in the learning atmosphere.

The consideration to use the approach is the followings.

- (1) To discuss the research subject in a comprehensive manner particularly in actions and underlying reasons.
- (2) To find real information about the case.
- (3) To recognize the problem or to find a justification of the circumstances and various ongoing activities.
- (4) To find out what is implemented by the subjects when resolving difficulties in the learning activities.
- (5) To use for no extensive need, because information obtained is limited due to the circumstances and time.
- (6) To search, compile, analyze and interpret the data about the benefits and consideration based on the comparison of various data sources.
- (7) The research results obtained through observation, documentation, and interview. The method has a purpose to obtain systematic overview or in other words the population characteristics are real and precise.

The research consist of three stages: Preparation phase has a view to obtaining an overview of the issues examined, improving design, the research focus, and the resource person. In this phase, the activities performed were devised and perfected. The instrument is arranged and revised as well as doubled. Last is determined the parties which involved. Next phase is conducted to obtain information through the steps done. Built fine relationship, so that an atmosphere of mutual trust occurred. The data and information obtained will also be more precise, as triangulation is compiled via observation, interview, and documentation. When the data already obtained, selected and reduced, it is then set and used to sharpen the focus of the problem. In the last phase, the researchers checked the data validity by performing member-checking. These activities rely heavily on credibility, dependability, transferability, and confirmability. The researchers conduct activities as follow a) recapitulated the data revealed from the field, (b) compiled and summarized

the data analysis results in the form of research results overview, (c) formulated a research summary, and (d) drew up research report.

III. RESULTS AND DISCUSSION

A. Results

The research results discussed character development through culture and climate management in before, during, and in the end of learning activities. **Before learning**, the teachers started doing some activities: (1) They spot the right characters to be developed. However, it is not based on the values analysis results to overall characters; (2) Find out more about the students' characters. Not all students were recognized in depth; (3) Determine strategies to maintain a relationship with the student; (4) Instructional material blended with the character values is being developed.

During the learning, when teachers developed characters through culture and climate management, teachers carried out several activities: (1) Begin administering the learning material, check the students' presence, the holy Qur'an reading, prayer, worship, and other positive activities. Yet, not all teachers routinely do everyday's checking the day earlier; (2) Associate learning material with culture and religion issues, and give meaning to a view of religious teachings; (3) Observe and record students who have problems at the moment, especially those who deal with the character issues; (4) Maintain contact with the student, but not too close. Get more intimate and open.

In the end of learning, teachers did: (1) Carry out evaluation in terms of developing characters in learning through culture and climate management. Yet, it is not done in a comprehensive manner; (2) Observe the changing behaviour in thinking, behaving and acting at the time in school; (3) Announce the results of character development openly when the changes are homogenous. But if it is impersonal, teacher delivers them individually. However, this has not become a routine; (4) Discuss the evaluation results to the students either personally or collectively in an occasional meeting or a break time.

B. Discussion

Before developing the characters, teachers should determine the values suited to the vision and mission of the elementary school. Learning materials taught are also well prepared. Later they analyzed the (good) characters to develop in learning. The development can be either in classical or individual way. Classical way targets whole students in a classroom. Meanwhile individual way is done by the teacher to approaching the student eye-on-eye. The teachers also devised a plan to develop the values outside teaching hours.

In addition, the teacher should know each character as the students are not equal in every aspect. Teachers should understand them in major and in person, for every student is different. They are place to live, experiences, excellences, and issues that affect human being. Since each student has various background, the strategy undertaken by the teacher to maintain the relationship is also different one another. It can be sensed when teachers would like to build the relationship to student in person. Therefore, different student has different

strategy. At the time strategy identified, it may be possible for the students to feel afraid to communicate with teachers. Try to not make relationship worsened, as it might contribute to less success. On the other side, when developing students' character in classical way, the teachers should map the character as the whole image so that the teachers can bring general conclusion to each class. Thus, it will streamline and facilitate the learning material blended with the character values. Blending materials with character development should be done by the teacher to any learning, like what [1] stated. The material presented should be based on character and meaning. Little by little their character is formed in accordance with the characters they own.

In the implementation of characters development in learning through climate and culture management, teachers should check for students' presence, as it would have positive impact to them. Then, teachers check out the students who do not do routines earlier. The teacher could ask them whether they did Tahajud prayers, shalat in the mosque, gave donation, even helped people who have difficulty, and solved any problems or not. It will increase the students' motivation to perform regular worship. It will indirectly strengthen and justify the routines they have done as well. Meanwhile, the students who did not do the positive activities will be controlled, motivated, and encouraged to feel the same as others. It is done to make them feel recognized by their classmates, because being recognized is also part of necessities in life. Teacher attitudes and actions towards the character development are highly demanded as well. Whereas for parents, they have to strongly support their children to learn and practice the teachings of Islamic religion. Parents are the ones who can influence children's character and values development, moreover to them who sit in early school years.

Other thing is blending learning materials with culture and religion as well as giving meaning in depth, so the learning material can be briefly engaged, developed, and performed with character values and customs at school. The material taught by the teacher is meant with respect that all human beings and phenomena happen in the world is created by Allah God Almighty. Connecting learning materials with character values will also give positive feedback, if the learning is quite comprehended and mastered in sincere. So teachers can take the core of learning material and determine the character values that will be developed. They should also determine the values layouts and combine them with the learning, determine the timing, methods and approaches to develop the characters. Before carrying out the character development, make sure to map the initial values so that the student can follow the values in learning; the teacher should be patient, honest, friendly, affectionate, and discipline in giving services to the student for instances. Students will see, feel, and imitate the teacher's attitudes and actions afterwards. They will also feel comfortable, confident, and have no doubt to be successful to achieve the values. As if the teachers encounters unsuccessful plan in learning moments, they should still put an expectation, pray and believe that God will grant their prayer in the days to come.

Observe and record all students who are experiencing problems related to the characters. Teachers are obliged to help the student who has specific problem, since it will lead

him to less concentration in learning and give negative impact to the success of characters development. Students who have problems should be assisted soon, so that they will reach an optimal potential. This can be done in learning and observing all at once. If the student has a common problem, teachers help him in classical way. But if the problem is private, then do it in person. The teachers should be careful treating the student as their attitude and actions when solving the issues will be deemed, felt, and emulated.

Maintaining contact with the students should not be done only in the beginning of learning, it takes long process to see the progress. In terms of preserving the relationship, the teachers should strive to get closer, be more intimate, open, sincere, and honest. They should also share or discuss the experiences with the students often. Build harmonious relationship. If it less successful, the character development will be hampered. Harmonious relationship between teacher and students during learning process will facilitate and support the characters development. The relationship will also be manifested if the teacher is having sincere intention as well as working to increase faith and devotion to God Almighty. During the learning, students are deeming at the attitude of teachers, and they will be amazed as if the teachers did better teaching. The attitude positively gives impact against the students' motivation to follow the learning. The teacher will be their role model towards the character success.

Before ending the learning, teachers conduct the evaluation related to the students' character development deeply and thoroughly. In-depth evaluation is executed with the intent to carry out observation, analysis, view against the character values developed, kind of benefits, and the reason why such character is important to the students. Meanwhile all character values developed by teachers have the purpose to see what have improved and what else to develop. At the end of learning, teachers need to observe the changes occurred on students. So when doing the learning, teachers must observe them individually. If the learning time is not enough, individual observation may be done outside teaching hours. Observing outside of classroom will be easier although it takes longer time than doing it in learning process.

The evaluation results towards character development can be delivered to the students in general by announcing it in front of the class. Yet, it would be better to present each character values in person. The students usually feel happy and confident in learning, though it is only a little progress. By the teacher's feedback, students will think more positive. The evaluation results for characters development in learning can be discussed in classical space, group and individual. Teachers can discuss why it works, what factors that support, and how to process, etc. Finally, do follow-ups in order to increase the success at a later time.

IV. CONCLUSIONS

Before carrying out character development in learning, teachers should identify character values of the students and spot what to develop. Make sure to build good relationship to students as well. At the time of implementation, teachers check students who do positive routine practices in the day earlier. Develop characters in learning and uncover problems that relate to the characters. At the end of learning, teachers evaluate and observe the changes occurred on students.

Communicate the evaluation to the students, and discuss the results.

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