

# Culture-based character school model development in elementary school in Ngaglik, Indonesia

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**ABSTRACT:** The purpose of this research was to develop references for the implementation of Culture-Based-Character School based on Local Regulation in Yogyakarta no. 5 Year 2011. The R&D design (research and development) was Allesi-Trollip (2001) Model. The Allesi-Trollip R & D model consisted of planning, design, and validation and revision steps, to the final product. The results of research and development are (1) the research has succeeded in developing Book I: Plan for Culture-Based-Character School and Book II: Example of Implementation of Culture of Manner Based School Development; (2) the result scores of Book I and II from the material experts is at 4.36 (more than good). The assessment by the user (school principal) is at 4.39 (more than good). The average of the two scores is 3.38 which means more than good; and (3) the main qualitative outcome is that Culture-Based-Character schools will be immediately socialized and implemented in elementary schools.

## 1 INTRODUCTION

School is a strategic ride for seeding science, character, and culture (Nina 2015): (1) the school has academic authority over its students, the school as role models in character planting (McCaskey, 2017), (2) teachers as role models so that their advice will be obeyed by the students, (3) the school atmosphere is conducive to planting science, character, and culture, (4) seven to eight hours of student interaction at school. Character growth requires collaboration between experts, schools, and governments (Burget et al 2013).

The effort of planting Culture-Based-Character School is very important. By having culture-based characters, (1) school members have a characteristic that is culturally appropriate, (2) there is the establishment of a conducive environment for developing schools of cultural character, (3) school community interaction is based on developed culture, (4) with a culture-based character, it is expected that schools can improve the quality in thoughts, feelings, and behaviors (Park & Peterson, 2009). Maltese, et al (2017) added the implementation of cultured characters can (5) increase the quality of cultural life (in school), (6) preserve cultural heritage. According to Kneller (2012: 4), culture-based education is important to a mature school in managing education.

Culture-based education becomes central, especially to educate morals. Culture can be a control mechanism for human behavior and actions, or as patterns for human behavior that are collectively used by the people who own it, according to the environment they encounter and that culture encompasses the whole way of life of the members of the school. That is why cultured characters need to be taught to students at school. Human culture is divided into three pillars: (1) a culture of thoughts, ideas, abstract ideologies, (2) a culture of action, in the form of activity and behavior, as well as ritual, and (3) a visible culture, such as leather puppet, temple, ornament, and so on (Koentjaraningrat 1990).

Cultural seeding mandated by Regional Regulation No. 5 Year 2011 on Cultural-Based Education is general. This means that wherever and whenever the following cultures may apply, they are tailored to local wisdom. The local regulation contains 18 noble values of culture, namely (1) honesty; (2) humble; (3) order / discipline; (4) decency; (5) courtesy / politeness; (6) patience; (7) cooperation; (8) tolerance; (9) responsibilities; (10) justice; (11) concern; (12) confident; (13) self-control; (14) integrity; (15) hard work / tenacity / perseverance; (16) thoroughness; (17) leadership; and / or (18) toughness (local regulation of DIY No. 5/2011). This intangible value of heritage needs to

be passed on to the next generation of culture (Artese & Gagliardi 2017). In accordance with the opinion of Alpin & Chapman (2007), the values of education that are abstract must be transformed into concrete properties to be measurable, monitored, and evaluated.

## 2 METHODS

The proposed research included research and development research in two stages, namely the development phase and the testing phase. The R & D product is a culture-based elementary school development guidance. This research used R&D model of Alessi-Trollip (2001) which was modified as needed. The Alessi-Trollip R & D model consists of planning, design, validation and revision steps, to the final product.

Data was validated by material and user experts. Data collection used a validation questionnaire. Validator judging from the completeness of the content, quality, legibility, implementation, linearity, coherence, feasibility, and so forth. The validation indicators consist of two development books. Book I of validation indicators include (1) conformity of content, (2) inter-independent coherence, (3) legibility, (4) completeness, (5) clarity of guidance directions, and (6) material quality. Book II validation indicators include (1) action plans, (2) material conformity with the direction of school development, (3) legibility, (4) intercellular coherence, (5) quality.

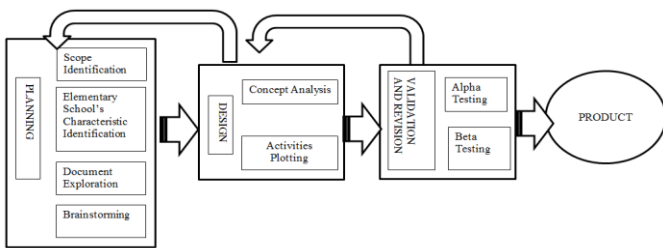


Figure 1. R & D Design of Cultural-Based Elementary School Development based on Alessi-Trollip Model

## 3 RESULTS AND DISCUSSION

The results of research and development in the form of Book I, Book II, and validation data. Book I is a School-Based Cultural Development Handbook. Book II is a School-Based Cultural Development Action Plan, which is the implementation of school manners. The data is the response of the material expert and user validator (Principal) by using a differential semantic questionnaire. Research and development with Allis-Trollip R & D steps resulted in two books (see Figure 2). Book I: Culture-based-character school Development Guide and Book II:

School-Based Cultural Development Action Plan, Implementation of primary school manners or politeness (Kousar 2015) (examples of development) is validated by material and user (school principals) experts. The result is validated by the material expert and obtained a value of 4.36 (which means good), and validation by the user obtained a value of 4.39 which means good.

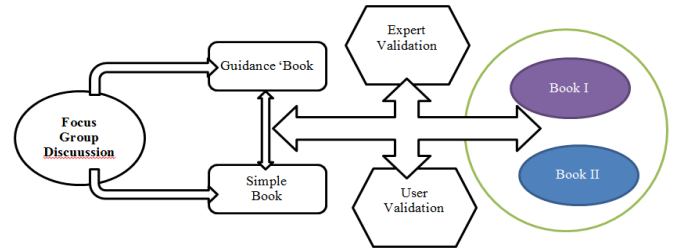


Figure 2. Research and Development Stage and Research

The principal adds the following assessment.

- (1) The book is very meaningful or useful.
- (2) Cultural-based school developers are needed by schools.
- (3) Books I and II are very good and inspiring.

There are no items that are considered less good (KB) and not good (TB). This suggests that between material and user experts it is agreed that Books I and Book II can be used as guides and examples of the implementation of cultural values in schools. In terms of reliability, the assessment of material experts and principal shows reliability with insignificant value (only 0.3). Furthermore, it shows that the second assessment is valid and reliable because it is balanced (Fig. 3).

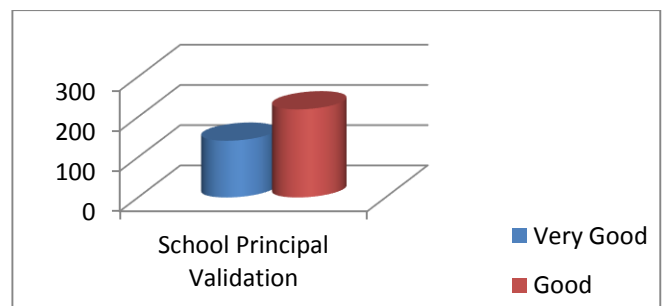


Figure 3. School Principal Validation

The combined assessment between the material expert, and the user (principal) is processed in percentages as shown in Figure 4.5. Table data shows that respondents stated very good (39.17%) and good (60.83%). Judging from the percentage there are 39.17% of primary school principals that stated that Books I and II are very good and 60.83% stated good. This means that there are 12 heads of Primary Schools that replied that Books I and II are good, while 18 other elementary school heads think it is very good. This indicates that Books I and II are

more than excellent and can be immediately socialized and implemented in making the elementary school of cultural character as stated by Nina & Soekardi (2015) that a school is a good place in the implementation of cultural character.

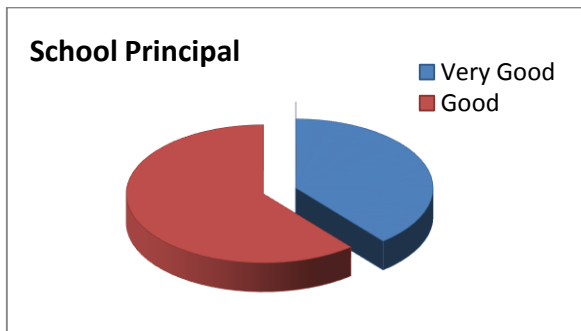


Figure 6. School Principal Response

Figure 6 shows that respondents who claim that Books I and II are very good fewer than those that state good. Overall average Expert Validation of Materials + Principal =  $4.36 + 4.39 = 4.38$  means more than good. This means Books I and II are good for elementary school. Considering the various facilities and suggestions from the school principal, the cultural values contained in the Local Regulation no. 5 Year 2011 (Yogyakarta) can be implemented in Elementary School. Cultural heritage values are a manifestation of interdisciplinary studies of archaeologists, ethnographers, historians, linguists, literature specialists and musicologists (Johnston & Marwood 2017).

Another principal stated that a School-Based Cultural Development implementation can be integrated with local content of Java language because without culture, the language would be dead; without language, culture would have no shape (Durmaz 2017). This is true. Not only the local contents of the Javanese language, even the cultural values can be integrated in all subjects because of the cultural values of the DIY Law. 5 of 2011 containing general values, not specific to Javanese culture. This is also supported by the statement of Gizatova et al. (2016) that the character can be the identity of the support community.

#### 4 CONCLUSION

This research and development resulted in (1) two books: Book I: culture-based-character school development Action Plan and Book II: Implementation Development of culture-based-character school of values of etiquette, (2) the result of the assessment of Books I and II by the material experts is 4.36 (more than good). Assessment by the Principal is 4.39 (more than good) The average score of both is

3.38 which means more than good, and (3) the main qualitative outcome is that Culture-based-character schools are immediately socialized and implemented in Elementary Schools.

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