

The Implentation of Character Education through the School Culture in Sma Negeri 1 Dompu and Sma Negeri Kilo Dompu Regency

Nuril Furkan
graduate school, Yogyakarta State University.

Abstract

This study aims to describe: a) the implementation of character education through the school culture in SMA Negeri 1 Dompu and SMA Negeri 1 Kilo, Dompu Regency and b) the impacts of the implementation of character education through the school culture in those two schools. This was a qualitative study employing the naturalistic approach, carried out in SMA Negeri 1 Dompu and SMA Negeri 1 Kilo. The data were collected through observations, in-depth interviews, and documents. They were analyzed by adapting the interactive model, consisting of three recurring and continuous activities, namely data reduction, data display, and data verification/conclusion drawing. Based on the research findings, the following conclusions are drawn. 1) The development of the school culture to build character in SMA Negeri 1 Dompu, consisting of planning, implementation, supervision, and evaluation, runs well. The implementation of character education through the school culture in SMA Negeri 1 Dompu runs well, supported by the school personnel and school committee. SMA Negeri 1 Dompu carries out a lot of activities to develop the school culture that the students adopt. Meanwhile, in SMA Negeri 1 Kilo, the planning of the school culture development is good but the implementation, supervision, and evaluation are not good enough. The implementation of character education through the school culture in SMA Negeri 1 Kilo does not run smoothly due to the lack of the school personnel's support and the school committee's support and the lack of activities to build the school culture. The difference in the conditions of the implementation of character education through the school culture between SMA Negeri 1 Dompu and SMA Negeri 1 Kilo depends very much on the principals' roles. The roles of the principals as leaders are capable of building a positive school culture. 2) The impacts of character building through the school culture are, among others, manifested in: a. caring cleanliness; b. beauty and tidiness c. religious service obedience; d. conformity to the rules; e. mutual respect, politeness, and family like relationship; f. honesty and responsibility; g. togetherness; h. tidy document filing and educational infrastructure; and i. stakeholders' participation and involvement.

Keywords: character education, school culture

A. Background

In line with the development of science and technology, culture and structure changing dynamics Indonesian society as a whole experienced a fantastic change. The values of the communities began to be slowly abandoned or likely to eliminate moral values and character that has been built by the structure and culture of the people. These changes have underlying patterns of social life not only on the adults but also among youth has penetrated the fabric of life including students.

The crisis experienced by the character of the Indonesian nation is now located at a very alarming nature sincere, noble, honest, courtesy, and responsibility are eroded instantly replaced with a sense of anxiety, violence, behavior contrary to the values, beliefs, norms, religious customs prevailing in the society, nation and state of Indonesia. Images of the character crisis that hit the Indonesian nation is not only happening in one multi-dimensional but multidimensional even institutions.

Ary Ginanjar Agustian (Zuchdi, et al, 2009: 35-37) noted some important points related to the portrait of Indonesia today. First, as many as 42.3% of high school students in Cianjur have had sex outside marriage. According to them, the sex was done as they liked, and some even have multiple partners. The research was conducted Annisa Foundation (AF) in July-December 2006 against 412 respondents from 13 middle and high schools as well as private land. Even more disheartening is apparently as much as 90% of them understand the religious values. Secondly, in Indonesia is estimated to occur each year 2 to 2.6 million abortions or 43 abortions occur for every 100 pregnancies, 30% of which is expected to be done by people aged 15-24. This information is based on data from the World Health Organisation (WHO: World Health Organization). Third, the gang at SMAN 34 (SMA model and idol in Jakarta) put through torture junior students. The senior students who are members of the gang are also frequent bullying.

The emergence of the crisis character not only occur at the national level but also at the local level including Dompu district, it can be observed from the cases that occurred in the district Dompu example, in 2005, there was another incident jab fights between individual teachers at SMAN 1 Kilo due to incorrect an individual teacher hit the student who happens to have a family relationship with a person other teachers. In April 2009, the students of SMK Negeri 1 Woja damage school facilities and teachers pursue; event was triggered by the high

failure rate of students in national examinations and substandard learning process. Also in July 2009, high school students do the sealing School 1 Kempo school so the learning process stalled several days of this incident because the principal is considered incapable and transparently manage the school. Such incidents were not confined to the learners but also teachers do as a form of correction and protest against the principal's leadership, for example in the year 2008 honorary teachers of SMK Negeri 1 Kempo demonstrate against the principal for not paying teachers' salaries and the 2009 honorary SMK Negeri 1 Manggelewa demonstrated at the head of the school due to lack of transparency in school finances (Department of Education and culture Dompu, 2010).

The cause of the crisis these characters include the following: 1) changes in Indonesian society thinking that posting material or worldly elements on top of everything, 2) the perspective of the advancement of science and technology are mistaken; 3) of character education in the schools is a critical need; 4) strengthening attitudes and way of life and individualistic hedonism; 5) the emergence of nature to get something easily and quickly; 6) orientation learners thinking has changed and pragmatic; 7) a measure of academic success of students, and 8) the inclusion of values and how foreign view not quickly anticipated.

According to the Expert Team Foundation National Identity (2011:11-18), the factors that cause a reduction in attention to character education include: 1) a global factor in the presence of uniform, mechanistic relationship and regard students as objects, 2) local factors, for example, over-reliance debt, economic development is too rely on natural resources, just look at the surface, and has failed to learn from the experiences of their own.

The crisis reflects the failure of character education system implemented in schools. The education system has been applied to only rely on and prioritize the achievement of mere knowledge but forget the cultivation of personality values. So the man who produced such school system always brings misfortune and depravity, which resulted in this nation have never been out of the problems that plagued the world of education. These issues also affected by the lack of transparency in the management of the school principal, authoritarian leadership, quality improvement culture that does not exist, the learning process that seemed just for the sake of the test, and the lack of communication between residents of the school.

Education should be oriented character building of students needed in order to develop and strengthen the noble qualities to be tough, honest, noble character, responsible, disciplined, and independent character yet see a crisis happens proves that the education system has not been established human resources expected. This is confirmed Akhmad Sudrajat (2010:5), less successful educational systems shape human resources with a strong character, noble character, responsibility, discipline, and self-contained, in almost all educational institutions both public and private. Furthermore it is said that the efforts of nation and character building in accordance with the values of the culture of Indonesia impressed not run as desired. This means that schools have to optimize the role of school culture to school culture of success when education has an important role in growing the nation and character building in accordance with the values of the culture of Indonesia.

Build karekater nation should be gradual and continuous. It requires a strategic move made by the government in this case the Ministry of National Education has launched a national character education movement that began on May 2, 2010, as evidenced by the process of drafting a national action plan (NAP) of character education and the preparation of the grand design of character education at the education units.

Policies implemented character education movement in schools is the government's efforts in tackling the crisis outstanding character, character education program is expected to shape the character of the nation (nation character building) a strong and independent uphold truth, justice, honesty, responsibility, and maintain national identity, especially the students at the school.

Schools are not inherently just place a mere transfer of knowledge. As Fraenkel noted that the school is not solely a place where teachers impart knowledge through a variety of subjects. School as an educational institution should also perform value-oriented learning (oriented enterprise value) to build the character of students. Further said by Fraenkel (quoting John Childs) that all organizations within the school system itself a moral effort (moral enterprise) because it is a deliberate effort to control the pattern of human society development (Azra, A., 2002:175).

Schools have an important role in the cultivation of character values the school as an organization under Zamroni (2007:240) must have: a) the ability to live, grow and adapt with the existing environment and b) internal integration that allows schools to perform items (a). Therefore, an organization including a school must have a pattern of basic assumptions that are held together throughout the school. For schools, a culture that supports performance improvement is the basic pattern of assumptions, beliefs and value systems and habits of the various forms of products in schools that will encourage all schools to work together based on mutual trust to trust, to invite the participation of all citizens, encourage the emergence of ideas provide opportunities for new and renewal terlaksanaanya school, all this boils down to why not the best.

Character formation of students can be done through the school culture as a grand design of character because the character as a "moral excellence" or morality built on virtues (virtues) which in turn only has meaning when it is based on the values prevailing in culture (Kemendiknas, 2010: iii). Character owned learners

based on the values, beliefs, customs prevailing in the society and the nation Indonesia, character education through school culture geared towards shaping the personality of the students are good.

Approach to school culture is character education management approaches. That is the character of the students can be formed through a school culture that is conducive. School culture that is conducive to the overall background of the physical environment, school atmosphere, flavor, nature and productive school climate to provide a good experience of the development of life skills students are expected. Character education and life skills education to be effective when planted in the school culture (Bagus Mustakim (2011:95-96).

Cultural atmosphere of the school is a school that values imbued the school. The atmosphere is reflected in the form of behavioral principals, teachers, administrative personnel, and students interacting with each other, the school organizational structure, policies, school rules, school programs, clear job descriptions, procedures and governance mechanisms work in school discipline school activities and extracurricular intrakurikuler the traditions and customs of the school program consistently.

School culture plays an important role in improving the performance of schools, to build commitment of the school community, and create a family atmosphere, collaboration, learning resilience, the spirit continues to advance, the drive to work hard and not easy to complain. School culture conducive climate characterized by open (open climate), positive culture (positive culture), culture open (open culture), and the atmosphere is pleasant inner (spiritual enjoyable atmosphere) between the school (Essential Mahfuz, 2010:2) .

The power that can be achieved from the school culture is to build schools to be more lively, cooperative spirit, and appreciation of the school's identity. The interaction between the principal, teachers, administrators, and parents or community members such as school committees is very important and is central to empowering school culture. So the success of character education through school culture is not just the emergence of shared values and the school did not quite just the way school leaders issued a number of policies or technical rules but more than that character education through school culture will be successful when the number of values can be implemented in draft form by the program and the school's policy and practice in the form shown by the behavior of the school everyday at school in the way that the values can be institutionalized in schools.

According Kisyani Laksono (2010), in connection with the institutionalization of the school culture, school leaders, teachers and other education personnel should be able to play an active role as a cultural ambassador, which is able to socialize the entire set of values as a source of culture, able to provide a sample or example to all students to behave in accordance with the values espoused school. When a school has the values of discipline, all school personnel should first discipline in carrying out his duties. When a school has a spirit of learning values, all school personnel should first demonstrate the spirit of learning behavior. When a school has the values of honesty and openness, all school leaders, school treasurer, and educators must be able to manage school finances in a transparent manner.

School culture that is conducive in schools built by the whole school community ranging from principals, teachers, students, and administrative personnel to the custodian. Patterns of communication between residents of the school greatly affects the life of the school. The entire school community must put themselves in accordance with their respective roles and mutual organizations working together to build a school that has a good culture for the development of the character of the students. The pattern of good relationships and authority provide room for a culture of good schools, otherwise the pattern of relationships and authority that is incompatible with the duties would undermine the authority patterns and relationships which impact the destruction of the school culture.

School culture that is conducive is a state school that can provide a real experience or a real environment for the growth of the child's behavior are characterized as the embodiment of the character values expected by the community or the nation. School culture conducive will appear or be reflected in the policies, rules, school, school physical, ideals, hope, appreciation and attitudes the school. The existence of a conducive school culture plays a very vital and strategic to the success of character because the character is not shaped like science, but it was built by the example made by all the schools that involve emotional and social dimensions. Implementation of character education can not be done simply in the form of "left" charges characters in whole or in part subject but effective character education will be developed through practical activities where the hidden curriculum (hidden curriculum) schools. That is, in the context of the effectiveness of character education programs, the school must have a hidden curriculum as behavioral principals, teachers, and employees were friendly and appreciative students, will have an impact on the development of the value of the character at the time to communicate with their students. Children who are treated with friendliness and respect will awaken in him the character of respect for others (Kisyani Laksono, 2010:3).

Pestalozzi emphasized the moral education necessary linkage between thinking, feeling, and action. He said "the aim of this education is perfection in thinking, feeling, and action. Further said the purpose of moral education not merely as the acquisition of knowledge about moral values, but the goal is a moral act, then the method of moral education must be made through the practice immoral acts or through example and role model.

Pestalozzi emphasized the language of morality could not be taught by word of mouth, it had to be taught by example. Practice, not preaching was the basis of moral education (Kuntoro, Sodik A. 2012:10).

The school has an important function in building a positive school culture. The school principal is a figure who became role models in the school community building a school culture (Mulyasa, 2005:24). Principals are always open dialogic communication with the school community in setting school policy, not authoritarian in making decisions concerning the affairs of the school, to be fair, thoughtful, open to feedback, suggestions, and criticisms will make the school feel "humanised", feel appreciated, and at home in school (Yulia Susilowati, 2010:3).

Teachers as a vanguard in the field must be able to provide motivation and inspiration for students in particular. Habits of teachers who came on time and perform well the task of teaching, attitude and way of speaking when communicating with students and other school elements, a discipline in performing customs, values and role models must always be kept in school life. Working patterns of teachers and employees who demonstrate regularity, discipline, mutual respect, grindstones, compassion and care as well as a harmonious relationship is a habit that can foster a sense of comfort and peace for the citizens of the school. Sense of belonging and requires increasingly felt. Sense of pride as citizens of the school emerge naturally from the customs and values that exist in the life of the school. This is an example for students while in school (Yulia Susilowati, 2010:2).

Conditions at the school is very far from expectations, where the principal, teachers and other education personnel less attention to school culture. It can be observed from the working pattern principals, teachers and education personnel prioritize activities such as the acquisition of knowledge of the subject matter stabilization tutoring activities, exercises to work on the problems facing the national exam much attention principals, teachers and education personnel.

The impact of these activities, the school run every day routine educational process, there is no innovation and tend not to pay attention to planting the values, norms, there is a tradition in order to form the character of students. Though the success of the students is not only measured by academic achievement alone but also learners have religious values, responsibility, honesty, respect for others, care about others, social care and the environment, has a spirit of nationalism which is currently experiencing a crisis with the emergence of the phenomenon of violence and actions that do not fit the prevailing values and norms.

Based on the above, the researcher felt it was important to do research on the implementation of character education through culture in high school Dompus the setting where the research at two high schools, namely SMA Negeri 1 Dompus and SMA Negeri 1 Kilo.

B. Problem formulation

Based on the background of problems, and these findings are consistent with the scope and focus of the above study, the research question in this study as follows:

1. How is the implementation of character education through school culture in SMA Negeri 1 Dompus and SMA Negeri 1 Kilo?;
2. How is the impact of the implementation of character education through school culture in SMA Negeri 1 Dompus and SMA Negeri 1 Kilo?.

C. Research Objectives.

In line with the above formulation of the problem, the purpose of this study as follows:

1. Describe the implementation of character education through school culture in SMA Negeri 1 Dompus and SMA Negeri 1 Kilo ;
2. Describe the impact of the implementation of character education through school culture in SMA Negeri 1 Dompus and SMA Negeri 1 Kilo Dompus.

D. Education and schooling

1. Definition of Education

Mayer, Frederick (1963:5), Education has been defined in various ways. Plato thought that a good education consists in giving to the body and to the soul all the beauty and all the perfection of which they are capable". Herbert Spencer believed that "education has for its object the formation of character". Horace Mann felt that "education can conduct us to that enjoyment which is, at once, best is quality and infinite in quantity. Thomas Henry Huxley thought that "education is the instruction of the intellect in the laws of nature, under which I include merely things and their forces. But men and their ways, and the fashioning of the affection and of the will into an earnest and loving desire to move in harmony with these laws.

Dewey (1963:81-82) Education is reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience. Carter V. Good (1945:145) Education: (1) the aggregate of all the processes by means of which a person develops abilities, attitudes, and other forms of behavior of positive value in the society in which he lives, (2) the social process by which people

are subjected to the influence of a selected and controlled environment (especially that of the school) so that they may attain social competence and optimum individual development.

So education is a conscious and deliberate effort to develop the potential and skills of learners so that learners have the power of the religious, intellectual, noble and good personality, capable of self-control, and have the skills to be able to play a role in her family, community, state and nation .

2. Understanding schooling

School is the narrow sense of education, according to Mudyahardjo, R. (2006:49) says in the narrow sense is a school of education or schooling (schooling). Schools as institutions of formal education as a result of engineering of human civilization, in addition to the family, the workplace, the state, and religious institutions. School was created as a result of human engineering to education, and its creation is closely related to the mastery of the written language in society, systematically developed and improved.

So the school is an educational institution whose function is to provide the knowledge, the cultivation of values, and skills for learners performed within a limited time with an educational environment that is specifically designed and activities are planned, systematic and well programmed so that students and residents other schools can follow.

E. School culture

1. Definition of Culture

Culture is a whole system of thought, values, morals, norms, and beliefs of people that are the result of human interaction with each other and their environment, including the work of such physical objects that are used in people's lives and solve problems of everyday life.

School culture according Deal, Terrence E & Kent D. Petersen (1999:2) school have a culture that is definitely their own. There are, in the school, complex ritual of personal relationship, a set of folkways, mores, and irrational sanctions, a moral code based upon them.

According Uteach (2009), school culture is the behind-the-scenes context that reflects the values, beliefs, norms, traditions, and rituals that build up over time as people in school work together. While the culture in school, for example, the manifest organizational function is primarily instruction in the Three Rs, yet the experience of schooling exposes the child to much broader hidden curriculum of values, norms, and social skills (Sieber & Gordon in the Young Pai, 1990:25).

School culture is the atmosphere of school life that is based on values, beliefs, customs, habits, norms in force and used as the spirit of the act, interact revealed by the school consistently in both school and life outside the school to confront and solve the problems of everyday life and take the right decision yan.

2. School as a Cultural System

School as a cultural system can be understood in two aspects, the first school to establish and build their own cultural system as ditampak when the output of graduates or school has different characteristics and graduates from other schools or output; these two schools are part of the cultural system, eg culture that exists around the school accommodated or focus of attention in creating a school culture school means the formation of a school's culture is influenced by the culture in the community around the school.

Young Pai (1990: 131) confirms that the school is not only a social system and a system of school culture but also as a system of action, because human action governed by and in the pattern the meaning of the object and the orientation of the object in the world of human experience. This means that humans move from one system to another need to learn new cultures if he wants to function effectively.

School as one of the educational institutions have a great opportunity to do a variety of educational activities for students that are not only academic education as a learning process in the classroom and laboratory practice but also in non academic education as extracurricular activities and personal development.

One of the functions associated with the reality that the school is the school as a means of cultural transmission. Transmission of knowledge includes knowledge of language, mathematics systems, natural and social science, as well as technological invention (Rifa'i, M. 2011:170).

3. Role of School Culture

Deal, Terrence E & Petersen Kent D. (1999:4) School cultures are complex webs of traditions and rituals that have been built up over time as teacher, students, parents, and administrators work together and deal with crises and accomplishments. Cultural patterns are highly enduring, have a powerful impact on performance and shape the ways people think, act, and feel.

Deal, Terrence E. & Kent D. Peterson (1999:7) School culture affects every part of the enterprise from what faculty talk about in the lunch room, to the type of instruction that is valued, to the way professional development is viewed, to the importance of learning for all students. Strong, positive, collaborative cultures have powerful effects on many features of school. Several examples follow: 1) culture foster school effectiveness and productivity. 2) culture improves collegial and collaborative activities that foster better communication and problem solving practices. 3) culture foster successful change and improvement efforts, 4) culture builds commitment and identification of staff, students, and administrators. 5) culture amplifies the

energy, motivation, and vitality of a school staff, students, and community. 6) culture increases the focus of daily behavior and attention on what is important and valued.

Akhmad Sudrajat (2010) should refer to the following principles are: 1) Focusing on the vision, mission and goals for the school. 2) Creation of formal communication and informal. 3) Innovative and willing to take risks. 4) Have a clear strategy. 5) performance oriented. 6) a clear evaluation system., 7) has a strong commitment. 8) The decision by consensus .. 9) The reward system is clear. 10) Evaluation of self.

Young Pai (1990:209) However an oversimplified use of culture and overgeneralization of cultural traits often lead to erroneous and even harmful judgments about individuals from other cultures. Culture represents a complex of patterns of behaviors, interpersonal relationship, attitudes, uses of language, and definitions of roles that reflect the fundamental worldviews of particular society.

Strategy development school culture by Zamroni (2005:31-32) to do the following: a. Development on tatataran spirit and values, b Development at the technical level and c. Development on the social level.

F. Character education

1. Understanding Character Education

Characters must be formed through interactions loaded with feeling and closeness with the child so that moral values can be impregnated and internalized, and then became part of the attitude that carried him in action life. Character as something to be built through a process of interaction that is not easy to do. Kerschensteiner, distinguish between characters in a general sense as a human attitude towards kingkungannya, which tend to be constant (stable) and expressed in the form of action, and in a special sense as "ethical character" is an act in which a person in tindakanya favorite show before others the absolute values (Kuntoro, Sodik A, 2012:11).

According to Brooks and Goble (1997:34) that the character education that systematically applied in primary and secondary education is a valuable bargaining power for the entire community. The students benefit by meperoleh positive behaviors and habits that can increase the confidence in themselves, make their lives happier and more productive. The duties of the teacher becomes lighter and more rewarding when students have greater discipline in the classroom. Parents rejoice when their children learn to be more polite, have respect and productive. The school administrators will see a wide range of improvements in terms of discipline, attendance, scholarship, the introduction of moral values for students and teachers, as well as reduced vandalism at the school.

2. Pillars of Character Education

According Suparlan (2010:2), character education activists try to portray important pillars of character education in the following figure:



Figure 1. Pillars of character education

Sources: Character Education and Intelligence (Suparlan, 2010:2).

The fundamental values of humanity that must be developed through education varies between five to ten aspects. While character education must begin to be built at home (home), and developed in education institution (school), and even the real applied in society (community) and even including the world of business and industry (business) (Suparlan, 2010:2).

Character education pillar refers to the characters found in The Six Pillars of Character issued by the Character Counts Coalition (a project of the Joseph Institute of Ethics). Six types of characters are as follows: 1) trustworthiness, 2) fairness; 3) caring, 4) respect, 5) citizenship, 6) responsibility (Triyo Supriyatno, 2010:2).

Lickona. T., Eric Schaps, Catherine Lewis (2007:1-5) that in order to develop character education need to consider the eleven principles of character education in order to be effective, namely: 1) promotes core ethical values and supportive performance values as the foundation of good character. 2) defines "character" comprehensively to include thinking, feeling, and behavior. 3) uses a comprehensive, intentional, and proactive approach to character development. 4) creates a caring school community 5) provides students with opportunities for moral action 6) includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed. 7) strives to foster student, self

motivation. 8) engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students. 9) fosters shared moral leadership and long range support of the character education initiative. 10) engages families and community members as partners in the character building effort. 11) assesses the character of the school, the school staff's functioning as character educator, and the extent to which students manifest good character.

3. School role in the Character

Schools as institutions of formal education has contributed greatly to the character formation of the students, other than through a learning process (learning) is also provided through the processes of refraction in children. Character education obtained by children in the family can be developed at the school. Character education so that it becomes more personal imprint on the child or school learners should be able to perform a variety of breakthrough and coaching that leads to two things: first: at the level of concepts (theories concerning the good character education through an integrated process with subjects or through a separate subject), second: at the level of application (implementation) where the students are given a concrete example of the character education through behaviors that are developed by teachers in schools as exemplary, exemplary students, discipline carry out tasks, honesty and others.

According to Ki Hajar Dewantara, education should help students to become independent and independent physically, mentally and spiritually; education should not only develop the intellectual aspect because it will separate from the common people; education should enrich each individual, but the difference between each individual should remain considered; education should strengthen self-confidence, develop self-esteem, each person should live simply and teachers should be willing to sacrifice personal interests for the sake of the learners.

Heafford, M. R. (1967:65) says: the language of morality could not be taught by word of mouth; it had to be taught by example. Practice, not preaching, was the basis of moral education. Language of morality can not be taught by word of mouth, he must be taught by example. Practice-not a lecture or sermon is the basis of moral education.

Further said Heafford, M. R. (1967:62) that moral education developed from an awareness of the inner world through the heart. A child could never become aware of God and of God's love for man, until he had had experience of the human virtues of love, faith, trust, and obedience. Moral education grew out of an awareness within through the heart. A child is never conscious of God and God's love for man, until he has the experience of human intelligence about love, faith, trust and obedience.

According to Zuchdi, et al (2010:17), the present condition is very different from the past. Approach to character education that used to be effective, no longer relevant to the present and build the future. For the past generation, character education is indoctrination is sufficient to stem the occurrence of behaviors that deviate from societal norms, although it was not possible to form individuals who have self-reliance. Instead, character education approach is needed that enables the learner able to make decisions independently in choosing values conflicting, as happens in life at the moment.

Lickona, T. (1991) and teachers should educate character, especially through teaching to develop respect and responsibility. Planting and development of character education in schools are a shared responsibility. Character education can interface the learning on each subject. Any subjects related to norms or values in each subject should be developed, dikepliskan, associated with the context of everyday life. Learning these character values do not stop at the level of cognitive impairment, but touching at the level of internalization, and practice in the life of students in the community everyday.

At school, the principal, teachers are able to figure the pattern paradigm of education nuanced character building and personality development are not only at the level of the concept of knowledge merely but more than that can actually be implemented to interact, socialize in school, out of school will form the character and personality of the learner.

So the school as a builder of character, not only pay attention to the formation of character through social and physical activity but also the formation of the personality of students through emotional touch and a sense that the students have a sense of themselves and their environment.

4. Character Education Success Indicators

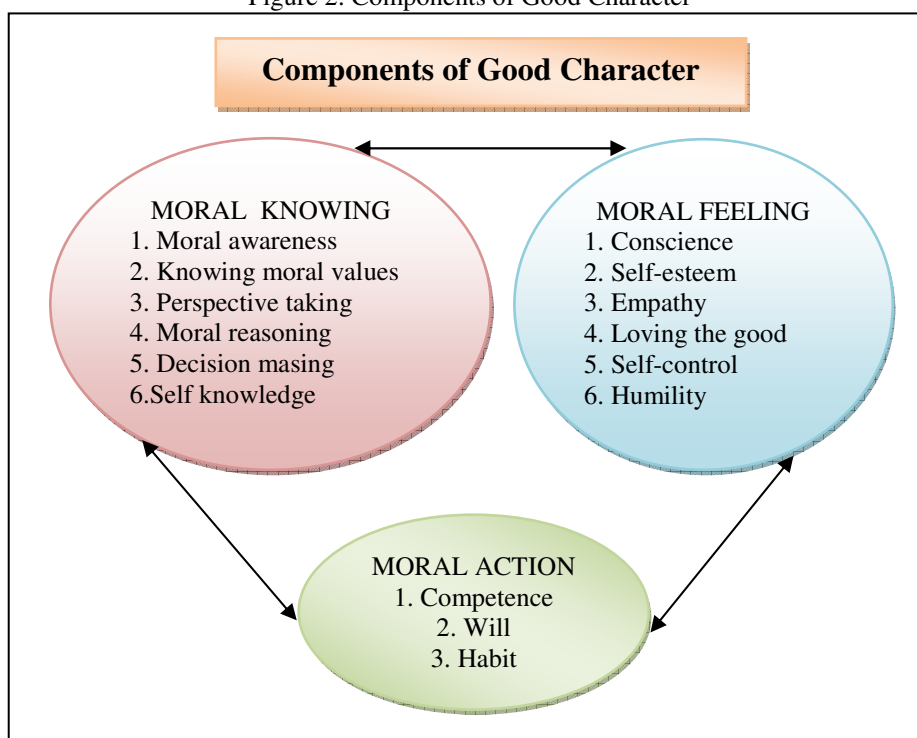
Lickona, T (1991:50) said that good character is what we want for our children. Of what does it consist?. While Aristotle found good character as the life of right conduct - right conduct in relation to other persons and in relation to one self. According to Michael Novak, Character is a compatible mix of all those virtues identified by religious traditions, literary stories, the sages, and persons of common sense down through history. The view above shows the importance of a child having a good character in building and constructing mindset as stock interacts with its environment.

The character also has a close relationship with three things: the moral knowledge (moral knowing), the moral sense (moral feeling), and the moral behavior (moral behavior). The characters are both very consistent with good knowledge, passion is good, and doing good - habits of mind, habits of the heart, the habit of action. The third thing is the need for leadership a moral life. These three things can make a mature nature. When we

think about the kind of character we want for children. It was clear that we want them to have the ability to be a judge, whether it is true, a deep concern about whether it is the truth, and in the workplace if they believe something is right - flat upfront pressure from without and from within temptation (Lickona, T, 1991:51).

The relationship between the components of good character education can be described as follows:

Figure 2. Components of Good Character



Sources: The book Educating for Character (Lickona, T, 1991:53)

The three components are taught systematically in a model of holistic education. Moral knowing can be taught easily cause cognitive knowledge. Having taught moral knowing then later grow Moral Feeling namely how to feel and to love virtue of being the driving force that makes people always want to do something good that a growing awareness that people want to do good behavior because he's in love with virtue behavior. Once accustomed to doing good, then moral action turns into a habit.

So the concept of character education is theoretically based on the growing trend is no longer the child after birth, but since the age of the womb, but it will run it when the mother has the ability to introduce character education since she was pregnant with his child. This willingness must be recognized as something important to do in order to produce a generation of good character, that's why character education came from a family education because education is a family of educational institutions and the child's first primary.

The indicators are grouped in five over the value of the character possessed learners are:

- a. Character associated with the Lord include: Religious
- b. The characters are in touch with yourself include: Honest, Responsible, Tolerance, Discipline, hard work, self-confidence, logical thinking, critical, and innovative, independent, curiosity, love science (enjoy reading, mastering knowledge)
- c. The characters are related to each other include: Aware of the rights and responsibilities of self and others, Obey the rules of the social, esteem for others, the work and achievements of others, Courteous, Democratic.
- d. The characters are related to the environment include: Social Care, Care for the environment
- e. The characters are related to national values include: The spirit of nationality (nationalism), Valuing diversity
- f. Characters school students who desired above can be developed in a school culture that is conducive with the behavior of the school, school traditions, customs school everyday, messages and symbols in schools based on the values, beliefs and norms norms that apply to the expectations of society, the state, and the nation of Indonesia.

G. School Culture and Character Formation Students

1. Cultural Approach to School Character Education

Various strategies performed in character development done include: socialization, education; methods

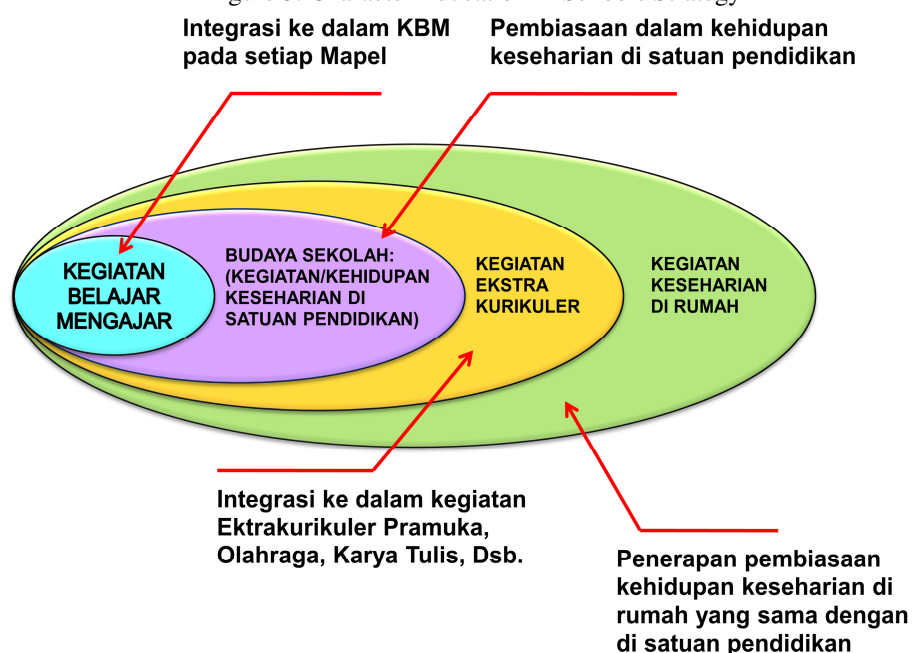
of intervention; empowerment; acculturation; cooperation (Directorate General of Primary Education, 2011:6).

Bagus Mustakim (2011:91) character education in schools can be done by three approaches: a) a formal approach, b) approach to school culture, c) paradigmatic approach. Furthermore, he said that approach the school culture is developed through character education management school culture.

As stated in the grand design of character education, the school culture is the approach of concern in the management of character education in schools. Cultural position in the grand design school character education ranks second only because of the culture of teaching and learning atmosphere of the school will reflect the daily life of students at the school through the refraction of-refraction so it became a tradition at the school.

Figure below shows the elements of the school culture is an important part of character education.

Figure 3. Character Education in Schools Strategy



Sources: Ministry of Education (2010) Grand design Character Education

Grand design at the school confirmed that a cultural approach in character education in schools as one of the strategies implemented so that the implementation of character education school run smoothly because the school culture is the spirit of fund values and the school has become a tradition to be passed from one generation to generation to form the character of students.

Character learners can be established through a school culture that is conducive. School culture that is conducive to the entire background of the physical environment, atmosphere, flavor, nature, and productive school climate that is capable of providing a good experience for growth and blossoms life skills students are expected. Character education and life skills education to be effective when planted in the school culture, not just informed and trained (Bagus Mustakim, 2011:96).

2. Building a Culture of Character Education School

Abdul Wahab Aziz et al (2010:21-22) says that school activities followed by all students, teachers, principals, and administrative staff at the school, it was planned since the beginning of the school year, are incorporated into the academic calendar and are performed daily as part of the school culture. Examples of activities that can be incorporated into the school program is a competition between classes vocal group of the theme songs of patriotism, art performances, themed speech competition culture and national character, culture-themed performances and character of the nation, sports competitions between classes, art competitions between classes, exhibition of students 'work and the character of the nation's cultural theme, the photo exhibition themed learners' work culture and national character, writing contest, song writing contest, do an interview to figures related to the culture and character of the nation, invited various speakers to discuss, title speech, or lecture related to the culture and character of the nation.

Activities that can build a school culture that is conducive and character to do the following: routine school activities Spontaneity, Modeling.

H. Research Questions

To sharpen the research conducted then asked some questions which are related to the implementation of character education through the culture of the school as follows:

1. How is the implementation of character education through school culture?.

2. Behavior and messages are displayed in the schools implementing character education through school culture?.
3. Efforts are made in the implementation of character education schools through school culture?.
4. What is the role of the school committee and parents in the implementation of character education through school culture?.
5. What methods are used in the implementation of character education through school culture?.
6. How is the impact of the implementation of character education through school culture.

I. Research methods

This research is a qualitative study with a naturalistic approach that aims to understand the implementation of character education through school culture on events that occur in schools, the role of the school, the interactions that occur in schools with data generated in the form of words written or spoken of the people and the observed behavior naturally without any manipulation of the subject under study.

This study took place at SMA Negeri 1 Dompu and SMA Negeri 1 Kilo were held in May to October 2012. The study subjects among others: a. the school principal, b. teachers, c. office administrator, d. students, e. the school committee and parents. Objects in the research is the implementation of character education through school culture and the impact of the implementation of character education in the school through the school culture by looking at the social circumstances that consists of three elements, namely: the place, the perpetrator, and the activities conducted by the school principal, teachers, students, and the place or spaces in the school. Data retrieval technique of direct observation, interview and documentation. The validity of data using triangulation method. Data were analyzed by

interactive model (interactive model) which consists of three flow events occurring simultaneously, namely: data reduction, data presentation, drawing conclusions / verification (Miles & Huberman, 1992: 16).

J. Results

Implementation of character education through school culture in SMA Negeri 1 Dompu and SMA Negeri 1 Kilo described as follows.

1. The physical dimensions

Cleanliness school SMAN 1 Kilo Dompu with very different high schools, the role of the school janitor and student involvement is very lacking in SMA Negeri 1 Kilo when compared to SMA Negeri 1 Dompu, whereas hygiene school environment including hygiene bathroom/WC is very important in creating an atmosphere school is conducive to provide a sense of comfort, ease and calm for the school to be in the school environment. Cleanliness of the school environment is maintained every day provide comfort for the school to be in school and the school environment describe personal hygiene of the school community who loves cleanliness and a healthy happy life. Structuring the classroom is very important to provide comfort to students and teachers in learning, classroom arrangement SMA Negeri 1 Dompu better when compared to SMA Negeri 1 Kilo. Structuring a good class is expected to motivate student learning and named values of responsibility, cooperation, discipline and religious values and others.

The laboratory is a means of supporting teaching and learning in schools, especially the existence of practical activities and laboratory arrangement is necessary to prevent accidents in the activities of the student so that the tools and lab facilities should be arranged well in accordance with the function and level of the harmful effects of these tools. Laboratory at SMA Negeri 1 Dompu been laid out according to their functions, while laboratories in SMA 1 Kilo has been converted functioned as classrooms so that students rarely and did not even conduct practice when practice is essential to provide reinforcement of knowledge in students.

Library is a learning tool for students in the school for information or help in completing tasks independently by the teacher. SMA Negeri 1 Dompu maximize the arrangement and use of the library to support teaching and learning activities while SMA Negeri 1 Kilo the library being used as a meeting so that the student activity when there is no teacher who entered can not be done in the library than did students no means to strengthen the self-learning students. Therefore the existence of the library is very strategic in supporting student learning in schools.

The school environment is an important part of the educational unit, school environment, well-organized, beautiful, full of greenery and beautiful to make the school comfortable at school. The condition is based on the SMA Negeri 1 Dompu so managing the school and park in front of the class while in SMA Negeri 1 Kilo garden arrangement in order not well, the front of the park is less wat and some other class does not have a garden, as well as the side yard just overgrown shrubs and weeds. When examined it implies not understand the function of structuring a wonderful environment to support the educational process in the school, but the school also reflects the personality of the person who is in school. An individual's personality will affect how people saw the aesthetic environment. Personality is closely related with aesthetics as personality susceptible to the good, in general, will also be more sensitive or concerned about the aesthetics of his life.

In addition to the grammar school yard beauty, also need to pay attention to health requirements. Unhealthy school yard can cause a variety of diseases that cause discomfort to all the school. School environment, office space, staff room, classrooms, a library, a school yard and gardens neat and beautiful seem fun and art. Reforming the school in order to become a beautiful and clean is one way to increase the spirit of learning for students / students to always feel comfortable in the process of learning and teaching in schools. So structuring the environment such as parks, courtyards, and the decor of the room should really be made more attractive and beautiful to overcome boredom for both the students and teachers at school.

Documents and supporting infrastructure for a successful school is the education in school activities. SMA Negeri 1 Dompu very attentive, orderly and neatly collate documents and educational infrastructure making it easier to find when needed and facilities can be put to good use. Instead SMA Negeri 1 Kilo less attention to education supporting documents if there is only ordinary documented as well as the educational infrastructure less attention, especially the condition of the student learning space and function room so that learning activities such as lab, the library does not do self-study students. Educational infrastructure is very important to the school, especially in supporting the teaching and learning process.

Academic and non-academic accomplishments achieved great help to motivate student learning and school. The better implementation of the academic and the more activities that followed the advent of the smaller student actions and thoughts are negative because the students always have activities. SMA Negeri 1 Dompu provide the widest possible opportunity to the students and teachers to excel in various competitions by providing moral and material dukunga so that students and teachers are very enthusiastic about taking action instead SMA Negeri 1 Kilo very less competition involving students in activities so that the non-academic student achievement very less or no participation. Achievements not only on academic achievement alone but also achievements non-academic also important that a balance is very important both achievement. Lack of non-academic student activities cause students do not have a choice of activities and events that can trigger negative thoughts and actions on students.

2. Dimension values

Religious activities is very important to be implemented in schools in fostering and instilling religious values in students to be aware of its existence as a human being created by God. Planting religious values can be done in various forms depending on school activities such as Sun, at joint, joint Noon, duha prayers, religious lectures and read yasinan and others. The activity should continue to be implemented in schools in order to give effect to the behavior of the school. SMA Negeri 1 Dompu many religious activities when compared to SMA Negeri 1 Kilo religious activity was minimal when the school understands the importance of cultivation of religious values in students through a variety of activities. Thus religious values is very important to have the students and citizens of other schools, so the value of the school to seek a variety of activities and coaching oriented on cultivation of religious values in schools.

The discipline of the school community so help create a conducive school atmosphere, school-abiding citizens of the school rules is very important in supporting school activities. SMA Negeri 1 Dompu very disciplined in applying the rules of the school are realized with the behavior of the school is always on time, on task, dressed according to the rules the school. By contrast, in SMA Negeri 1 Kilo is still a lack of discipline in applying the rules of the school that is displayed with the behavior of the school community are less timely, less discipline duty, therefore, discipline behavior in SMA Negeri 1 Kilo must be improved continuously in order to discipline the behavior becomes a habit every day where citizens obey school rules apply at school so smooth teaching-learning process in SMA 1 Kilo increases, the lack of discipline that makes the atmosphere of SMA Negeri 1 Kilo now less favorable and less orderly. Without good discipline is not possible to create a better school atmosphere, conducive and orderly educational activities.

Interactions that occur within the school requires mutual respect, respect each other in order to avoid conflicts of feeling between the school, the value of mutual respect must be developed. SMA Negeri 1 Dompu and SMA Negeri 1 Kilo uphold mutual respect, mutual respect between residents of the school, but sometimes mutual respect among students did not appear SMA Negeri 1 Kilo as a result taunting umbrage lead to fights. Mutual respect is able to provide comfort to the influence of the school environment. Various carapun done both formally and informally conducted to demonstrate the expression of mutual respect, mutual respect between residents of the school so that the school atmosphere is maintained communal relationship harmony.

Mutual respect and mutual respect is manifested in the form of readiness to accept others and readiness heart to see the difference with others. With mutual respect, someone will be able to avoid a conflict with another person. Mutual respect, mutual respect is a form of behavior that appear to put the school in the respect of others as well as the recognition of the presence of others. School as a miniature of society certainly has a wide range of differences in religion, ethnicity, language, and customs that at times can be a trigger of conflict if the school does not have the behavior of mutual respect, mutual respect on the condition that the value of mutual respect, mutual respect into something that can reduce a person's excessive individualistic nature toward others.

Honest is the key of all actions to be taken by the school. Honest attitude showed someone had been conducted on the value of truth, it is to build a conducive school values of honesty needs to be invested in

primary school students didi citizens. SMA Negeri 1 Dompu instill the values of honesty with the activities set during cross examination honest though students do an exam, my head, a school and provide exemplary teachers to act as an honest upright on the task instead at SMA Negeri 1 Kilo value honesty still needed as students the cheating, the principal of non-transparent financial management, teachers and administrators who are less honest duty. These actions directly or indirectly give an example to students.

School as an educational institution that serves to educate students not only teach science but also instill the values of honesty. People who are true to yourself means understanding personal existence is only meaningful when it provides benefit to others openly without falsehood, let alone hide the truth otherwise people lose honesty is essentially people who are unable to love themselves and others.

Friendly attitude or manners constitute acceptance of others with a good heart consciousness, does not blame others and always use the proper grammar when communicating with someone. Value gracious manners are very important or owned by any person as to the value that people will be easy to get along with, easy to accept other people, other people liked and did not offend others. SMA Negeri 1 Dompu develop values friendly or polite Santu at the school without exception through a variety of things such as calling a language teacher with a soft, gentle speech, welcoming guests as well as the SMA Negeri 1 Kilo also instill the value of friendly or polite on the school but still there are things that happen outside the context of such cases sapan mannered students convey false information that triggered the conflict with the school community.

Responsibility is the value of a person as a form of understanding and carrying out duties given to him. To create a conducive atmosphere of the school, the value of responsibility is very important to have the school. Residents school SMAN 1 Dompu have values big responsibility for a given task, the principal tried to show an attitude of responsibility for advancing the school as well as teachers, administrators and students so that teaching and learning activities run smoothly, while residents in SMA Negeri 1 Kilo value their responsibilities still need to be infused continuously, the attitude of principals who do not pay attention to the condition of school facilities, teachers and administrators are paying less attention to the task, the attitude of students who do not match the value of responsibility is an idea of responsibility has not been implemented primarily to good. Though the value of responsibility is one trait that a person has both the responsibility and the value of this one can be trusted by others.

Cooperation is the value of a person to get along with others in carrying out any activity, there is an attitude of cooperation no one does not acknowledge the work of others and the individual selfishness will appear in person. To develop SMA Negeri 1 Dompu, principals, teachers, administrators and students always cooperate much more cooperation with the school committee so that any program undertaken in SMA Negeri 1 Dompu performing well and always had the support of parents through the school committee while SMA Negeri 1 Kilo value of cooperation needs to be improved (still less cooperation) ex principals walk alone in preparing school program there is no involvement of teachers, administrators and school committees that support school activities is very less. But can not be denied on certain aspects of the value of cooperation in the school run. there is no job that can not be resolved when using patterns of cooperation. SMA Negeri 1 Kilo can use the value of cooperation with the school committee to prevent conflicts in schools as a result of conflict in society.

3. Dimension messages

SMA Negeri 1 Dompu develop written messages by creating value in the form of a religious message, writing motivations and urges that mounted in front of the classroom, in the classroom and around the school. When compared to SMA Negeri 1 Kilo, no written message in SMA Negeri 1 Kilo so that students are not accustomed to see and read the writings of religious value and motivational message or vision and mission of the school community that the school should know the direction that will be done in school education, whereas This message is very important to remind students and the school community to do things both in school and outside of school.

Verbal messages are many ways that can be done through ceremonies, religious services, in the process of teaching or student learning through speech contest. SMA Negeri 1 Dompu very intense give verbal messages at every opportunity to the students and citizens of other schools by principals well done routine or spontaneous messages such as giving awards to students and students to resolve the case. Similarly, SMA Negeri 1 Kilo gives the message carried principals, teachers, administrators but its intensity is very less but in these cases the students are done, when teachers teach.

Oral and written messages delivered principals, teachers, administrators on students is a process which is expected to deliver information that information can be understood, internalized to improve and enhance student behavior for the better. For that message delivered using simple language, easy to understand and contain the meaning that can arouse thoughts, feelings and actions of the school community to do good.

Verbal messages in the form of advice, lectures and writing messages motivation in writing sentences, writing Qur'an verses are very useful to provide information, knowledge, and instill character values in students. Direct verbal message to be heard by students while writing the message can be studied, imitated and observed every day by the students because they have a form of writing. These messages would be beneficial for the

creation of the school culture for student character formation when delivered continuously and consistently followed by exemplary action from the principal, teachers and office administrator.

Thus, the presence of verbal messages in schools is very important, then the school does not deliver verbal messages but also messages writings posted on strategic places in the school to be seen, read and internalized by all citizens of the school so as to influence the thoughts, attitudes and actions to always uphold the norms and rules that apply in school and out of school.

In SMA Negeri 1 Dompu there are various activities undertaken to support the implementation of character education through school culture reverse SMA Negeri 1 Kilo very less or no school activities undertaken to support the implementation of character education through the culture of the school so that habituation in daily life in the education unit (school) is lacking, although the refraction of everyday life in schools can be continued and applied to everyday life in the home and community environment.

Lack of habituation in daily life at the school in support of the implementation of character education through school culture in SMA 1 Kilo can lead to conflict between students because students lack the knowledge about moral values, lack of moral sense and lack of moral practice that resulted in students' emotional balance unstable so that small problems can lead to conflict. Strategic steps undertaken SMA Negeri 1 Kilo by increasing curricular activities and extra curricular activities to channel the interests and talents of students.

The method of implementation of character education through school culture include:

a. routine activities.

The routine is an activity undertaken of the school community continually and consistently done in school activities such as flag ceremonies, activities Friday prayers together yasinan read together, pray before and after implementing the lessons in class, say hello and greet when meeting among residents school.

Routine activities between SMA Negeri 1 Dompu among others: the flag ceremony, prayer Fri at together at school, with midday prayers, and read yasinan together every Friday morning before first period begins, reciting prayers, a before and after study. Other activities such as kissing the hand of the student teachers coming school every morning.

routine activities in SMA Negeri 1 Kilo include flag ceremonies, read read do, a before school and after class ends and even then only by a few teachers only and for no other routine activities in SMA Negeri 1 Kilo. It is proved that the activity is less routine done in SMA Negeri 1 Kilo. Routine activities have not interpreted as an activity that can build habits of students and arouse students' creativity in everyday life at school and at home.

Thus, routine activities at school is supporting the creation of a school culture can shape the character of students through school activities made by the students that make up the character because with routine activities, students continually and consistently perform refraction which eventually becomes a student habit every day.

b. activity is not programmed or spontaneity

Spontaneous activity is spontaneous activity, this activity is usually done the school (principals, teachers, administrators, students, security guards and others) to know and see the actions and behavior of the school that is not in accordance with the norms or values and breaking school rules.

Spontaneous activity in SMA Negeri 1 Domu like when looking at students who throw litter in the school environment, dress does not fit the rules of the school and disrespectful, indecent act like bullying women, issued uncomplimentary words like dirty words direct rebuke rebuked by principals, teachers, administrators and students themselves and to give advice and provide sanctions.

Another spontaneous activities undertaken SMA Negeri 1 Dompu like to say hello every meet, giving credit for the success of students through impromptu morning assembly, announced achievement of students and having students be in front of other students to be rewarded, addressing students at the school action, asking sorry if wrong actions, thanked others and say hello when you meet, collect donations for students who receive disaster.

While the spontaneity of activities carried out in the SMA Negeri 1 Kilo as reprimanding students who perform deviant acts, disturbing other students or the words offensive to other students, having students pick up trash around the school, say hello when you meet, apologize when mistakes, thank you.

c. Exemplary or behavior give an example

Modeling the behavior and attitudes of the school community in providing an example of the actions in order to be a good role model and example for other school communities. Therefore, the actions of the school community must be in accordance with the norms and values prevailing in the school.

In SMA Negeri 1 Dompu direct exemplary attitude shown by the principal, vice principal, coach-builder, teachers and administrative staff to students. Governing council or board extracurricular organizations exemplify good behavior in the school environment.

The principal, teachers and administrators to pray in congregation at the school, encouraging students to perform noon prayers, dressed in a neat and polite, communication with language manners, friendly to everyone, principals transparent financial management, principals and teachers encourage students to clean the school every morning to pick up trash and discarded in place bins provided, principals, teachers and administrators

come to and from school on time, teaching teachers fit in and not leave the task haphazardly, unselfish conduct but working together with others.

While in SMA Negeri 1 Kilo, exemplary values still need to be improved by the principal as a leader, teacher and administrative personnel to the students as attend school on time, responsibility for tasks, transparent financial management in schools so that students can change their behavior in everyday life days for principals, teachers, and administrators are the people who serve as a model student at school and in the community. Demonstrated exemplary principals, teachers and administrators as well-dressed, said a polite, be appreciative of others, friendly to any guest or other person who is going to school.

d. The conditioning environment

The conditioning environment is a deliberate activity or activities that specifically conditioned in such a way to provide infrastructure to support the implementation of school character education through school culture. The conditioning environment in SMA Negeri 1 Dompu as an effort to support the implementation of character education through school culture conducive atmosphere so that the life of the school and the school community to carry out daily activities properly and comfortably. The conditioning environment made SMA Negeri 1 Dompu include: providing equipment such mukenah prayer, gloves for prayers, reading Islamic books and the Quran is stored inside the glass cupboard space mosque, commissioned the school janitor and school gardens, providing bins each class, providing hygiene kits in the classroom, put the clock in the front hall school, providing a source of water in front of the class.

Specially commissioned officers clean bathroom / WC school, making parking in the front yard of the school community in order to save the vehicle order, provide seating for a break in front of the class and under large trees, providing a means of copy in the school environment so that students are not and out of the school, providing school cooperatives to meet the needs of students, the school hall slogan "Do not let drugs and association claimed your future" and "keep and preserve environmental Clean Green and beautiful" as well as in front of the entire room-mounted writing verses Qur'an.

While in SMA Negeri 1 Kilo, conditioning the school environment less attention, less provided with adequate and well. Conditions bathroom/WC students were broken not fixed so all the bathroom/WC students in schools can not be used except bathroom / WC is located next to the library utilized jointly by students, administration and teachers, does not provide trash in front of the class or on school grounds if there is trash in a damaged condition and not maintained so that each day has become a common sight there are waste paper in the school yard and front of the classroom and even in the classroom, seating in front of the classroom and under the tree as a resting place students are not repaired and left as is. SMA Negeri 1 Kilo only provide a source of water in front of the principal's office and the front page of the school, while the district's motto, slogan only Dompu "Nggahi Rawi Pahu" mounted above the school entrance hall.

Support the school committee, parents and the community towards implementation of character education through school culture in SMA and SMA Negeri 1 Dompu 1 Kilo expressed in the form:

1) Support on the physical dimensions

In SMA Negeri 1 Dompu support, among others: a. provide financial aid for the provision of educational infrastructure by paying the dues of the school committee that has been agreed upon by the parent / school committees after school gives an account of school programs including school cultural program b. committee and the parents appealed to the Regent of Dompu to ask for location extensions SMA Negeri 1 Dompu by proposing two alternatives: (1) looking for a new location SMA Negeri 1 Dompu wider, (2) move the central office Dompu district tourism department to another and the building is used by SMA Negeri 1 Dompu. While in SMA Negeri 1 Kilo, the support of the school committee, parents and communities to physical infrastructures suggestions almost no school at all because the school never communicated with the committee or the student's parents, including less meetings. The school will communicate with the school committee or the person at the time of handing funds BSM and new admissions. Lack of support from the community and parents through the committee to the infrastructure in SMA 1 Kilo, also caused by government policy that frees Dompu district tuition for students of SMA / MA and SMK public and private se Dompu beginning in 2007 until mid-2010 a revised a subsidized education program in which the school is authorized to accept and involve the participation of the community for education funding but not all involve school communities involved given the economic conditions and an understanding of society already considers education costs borne by the government, so if schools raise funds from parents and community through committee turmoil between the communities / parents with the school. Support community / parents / committee that is not in SMA Negeri 1 Kilo actually still be expected when schools open communication with the public/parents through school committees.

2) Support the dimension values

In SMA Negeri 1 Dompu support, among others: a. help the school to discuss school rules and regulations to be known by all parents b. committee to cooperate with the security of the region in this case the Civil Service Police to supervise students outside class hours or be in places that cause students fall into the actions unfavorable c. parents take control students at home, doing coaching, communicating with the school about the child's development. While in SMA Negeri 1 Kilo, the support of the school committee, parents and

the community still needs to be improved which is characterized by a lack of concern for the committee, parents and the child's behavior. For example, the delay for school children or children often go home, school committees and parents / community never complained to school and no child controls. To correct this behavior sometimes parents give encouragement to children at home but children often do not heed the advice and even the children fight. Coaching the parents in the home, among others: a. disciplining the child for the orderly and timely go to school, get up early, b. reprimand students who did not act well beyond school hours and advised children to pray, recite: c. mental coaching outside school hours by the community through non-governmental organizations

3) Support the dimensions dimensions messages

In SMA Negeri 1 Dompus support the school committee, parents and communities, among others: a. provide advice through the ceremony, in which a committee of coaches ceremony at the school, b. provide advice to the school community through the separation of students who have graduated, religious activities and the provision of credit for student achievement. While in SMA Negeri 1 Kilo, the support of the school committee, parents and the community realized in the form of: a. advise and nurture each child in the home such as the Koran, prayer, b. reprimand students who perform good actions but only within certain limits.

Support of parents, the community and the school committee on the implementation of character education through the culture of the school is a joint effort in molding the character of students. As was said Lickona, T. (2004: xii) who said: Character education, of course, is not only the responsibility of school. It is the shared duty of all those who touch the values and lives of the young, starting with families and extending to faith communities, youth organization, business, government, and even the media. The hope for the future is that we can come together in common cause: to elevate the character of our children, our own character as adults, and ultimately the character of our culture.

The opinions above confirm that the formation of character is not the responsibility of the school element but also the responsibility of the family, society and the environment to another so that the support of parents, community and school committees is essential to the creation of the school culture.

K. Discussion

1. Cultural Development School for Character Formation

Character education is an education that instills moral values in students so that students have the attitude and behavior in accordance with the ideal norm of everyday life prevailing in the school, home and community environment so that students can live in harmony (harmony) are in the midst of interaction happened at school, home and in the surrounding community.

Development of school culture for the formation of character in the two schools (SMA Negeri 1 Dompus and SMA Negeri 1 Kilo) looks a difference. Some differences can be shown as follows:

a. Planning

School culture development program in SMA Negeri 1 Dompus very clearly stated in the program of the school which is a description of the implementation of the mission to achieve the school's vision. Developing inclusive school culture and school community stakeholder such as school committees, parents so that all are responsible for implementing the development of school culture in school.

Planning the development of school culture in SMA Negeri 1 Dompus done through the development of the physical dimension includes school sanitation by cleaning staff and engage students, classroom arrangement made by the students along with the guardian class, lab and library structuring performed by employees specially assigned by the school, to structuring the school/beauty school, SMAN 1 Dompus specially commissioned officers environmental regulation, especially taking care of the school garden and park in front of the class even though students are also involved in the front garden menanata respective classes.

The development dimension of the value carried in SMA Negeri 1 Dompus includes prayers jum, at joint, midday prayer, prayer duha, yasinan shared reading activity, spiritual coaching, among others Kultum finished midday prayers, lectures finished reading yasin, application point violation student loan book, right time attendance at school, just to teach, implement a set croos on exam which students sat crossed-way between the different classes of students during exams, people greet each school, students shaking hands, kissing principals and teachers when it comes to and from school, tasks on time and carry out the work together.

The development dimension of verbal messages or slogans do SMA Negeri 1 Dompus cover makes writing the verses of the Qur'an that is placed in front of classrooms and other motivation besides writing posted at the school entrance hall. whereas verbal messages conveyed by the principal and teachers through the flag ceremony, while handling the case of students, coaching after noon prayers, guidance and direction every Friday morning before school teachers respectively.

Unlike in SMA Negeri 1 Kilo, school culture development program is not specifically stated in the plan of the school programs including school programs 2012 so the development of the school culture at SMA Negeri 1 Kilo less attention and less involving the school community and stakeholders such as school committees and

parents. Although not stated in the program, principals, teachers, administrators and students have plans to develop a school culture in shaping the character of students.

Development of school culture in SMA 1 Kilo on the physical dimensions are less well planned, it is evident from the absence of changes in the school's physical condition as a bathroom WC students who are not repaired, the cleanliness of the school and classrooms are less kept clean every day and some physical dimensions of the activities carried out by the school.

The development dimension of value in SMA Negeri 1 Kilo received less attention and is not well planned by the school, it can be seen from the absence of such school activities performed religious activities, discipline can build a school culture in shaping the character of students. Similarly, the dimensions of verbal messages or slogans in SMA Negeri 1 Kilo, only developed through verbal messages by principals and teachers through the flag ceremony, when handling student issues and briefed by the teacher before class each.

Development of school culture in SMA Negeri 1 Dompu involve the school committee and parents, while SMA Negeri 1 Kilo not involve the school committee and parents. The impact of the implementation of the cultural development of the school in SMAN 1 Dompu further supported by the participation of teachers, parents, school committee and the student. While the development of school culture in SMA 1 Kilo lack of support of teachers, parents, school committee and the student.

Development of school culture can not be planned by the school principal elements without involving teachers, school committees and parents for the development of school culture is not only the responsibility of the principal but also the responsibility of teachers, school committees and parents. School culture can not be done in a way governed by the principal, because the school culture can be formed if there is unity of all parties, from the leader's example, the participation of all parties. This is in accordance with the opinion Zamroni (2011:185) who said the development of the school culture will be more effective and efficient if it is not done by the schools themselves, but by cooperating school with parents. School culture is a sub-culture of the community. While Ogawa and Bossert (Danim, S and Suparno, 2009:61) who said the school culture does not operate in the context of the free and creative and crucial to maintain these practices are principal leadership.

Planning the development of school culture is very important to the school because the school culture development planning is the selection of a number of alternative activities or school guidelines in conducting development activities of the school culture. Planning is also used as a reference to see the success or failure of a school activity that has been carried out. Therefore, planning for the development of school culture must be clearly structured according to the vision, mission and goals for the school by involving all elements of the school and other stakeholders. It is intended that all components of the school and outside the school support the development of school culture without the support and involvement of all elements of the school culture school development will not be successful creating a school culture character building of students.

As Suryosubroto opinion (2004:22) who said the planning process should be conducted in a collaborative school, it means to include all school personnel in the planning stages. This inclusion will lead to feelings of belonging (sense of belonging) to give a boost to teachers and other personnel to try to make the plan succeed.

The existence of cultural development planning and good schools are clearly needed to address and anticipate the changes that arise in the school and in the community to keep the school atmosphere conducive. However, as good as any plan prepared by schools without involving all citizens of the school, the school committee and parents, the development of school culture in shaping the character of students is very difficult to achieve by the school, in addition to an exemplary attitude and behavior of principals, teachers in developing school culture influence heavily in building the character of the school because of the attitudes, behaviors principals and teachers become role models for students in their daily lives at school and outside of school.

b. Implementation

Implementation of the development of the school culture for the formation of character in SMA Negeri 1 Dompu conducted jointly by the school SMAN 1 Dompu both programmed activities and the activities of the initiative school teachers and students.

Implementation of the development of culture in the school SMAN 1 Dompu using methods include programmed or routine activities like prayer Friday, at the school, read yasin together, pray noon; activities such spontaneity reprimand students who act deviant; exemplary or give examples such as being on time, using polite language, pray at school, and conditioning the environment, such as providing trash, tools prayer, hygiene kits, paper mounted on the front of the class. With the method is quite effective in creating a school culture that can form the character of students.

While the implementation of the cultural development of the school for the formation of character in SMA 1 Kilo poorly supported by the school community through the activities of the program of the school and the activities of the initiative of teachers and students because there is no such school activities undertaken efforts to improve the school's physical, instill values, and messages moral message.

Activities that build a culture of schools to form the character of students at SMAN 1 Kilo is less so the impact on the condition of education a lack of discipline, lack of investment activities nuanced religious values is

well as a lack of motivation in writing a message or writing to inspire thoughts of the school community . The values in force in SMA Negeri 1 Kilo are the values that have become habits and daily behaviors such as mutual respect among the older people with younger people, greet each other as when they met, communication with polite language, be friendly to others.

Programmed activities only to the extent such discourse but not implemented Fri at school together, pray together or pray duha noon and yasinan together. If the reason for such activities are not carried out in the absence of worship (mosque) in schools may seem, it is not a good reason because in front of the school there are places of worship mosques that can be utilized for the development and cultivation of values religious. Similarly for yasinan joint activities can be carried out in the school yard but in fact these activities are not carried out.

Implementation of the development of school culture by example or an example by principals and teachers still need to be improved as the principal example of the cleanliness and environmental arrangement, principals can model perform noon prayers in schools, teachers teach and the right time at school. The behavior can be exemplified by the students can easily influence the behavior of students. Implementation of environmental conditioning to build a school culture school in SMAN 1 Kilo less attention as the provision of garbage cans, hygiene kits, these messages in written form not in school so that the school rarely refraction in school activities.

Development of school culture for the formation of character in SMA Negeri 1 Dompu received great support from the school committee, parents, and community. Schools often and actively communicate with the school committee and parents. Form of communication with the school committee and parents in the school through participation in formulating the school committee and school programs to help solve the problems of students in the school.

Other support given school committee in the form of SMA Negeri 1 Dompu financial support for the development of school infrastructure and improving the quality of teaching and learning process of students. While non financial support by helping to provide guidance to students at home. Harmonious relationship with the school committee in creating a school culture of the school is also evidenced by the school with open communication of information services so that every time school and parents know each other's whereabouts and condition of the students, this step is apt to raise awareness of parents and schools in planting values in students.

While the development of school culture in SMA 1 Kilo lack of support of the school committee, parents, and community. Where schools were in communication with the school committee, parents, and community. This is evidenced by the absence of involvement of school committees and parents in developing school programs. Besides financial support for the development of school facilities is also very less or no. Though the school committee and parents are eager to build a culture of participating schools, but because they are substandard communication are not involved in school activities but each of the parents in the home to provide guidance to their children. Apparently, the implementation of character education through school culture to shape the character of the students are still required school improvement harmonious relationship with the school committee and parents. These are the main things done SMA Negeri 1 Kilo so that the committee and the participation of parents in the school can contribute to the formation of student character as customizing is done in schools is expected to be carried out at home, accompanied the parents.

c. Supervision

Surveillance conducted by the school aims to prevent behavioral deviation and values developed in school. SMA Negeri 1 Dompu good enough to supervise the conduct of the school community such as controlling the presence of students, teachers and administrators, check the neatness clad students, control student actions for example a student who allegedly rang the firecrackers in the school environment be processed so that events are not reaching the other students and check items or equipment in the bag students.

Supervision is done school SMAN 1 Dompu on the behavior of the school community, especially the supervision of the student's behavior influenced the creation of a school environment that is safe, orderly, and no fights between students. Supervision is the school as a precaution to prevent students to act or behave negatively ended violation of rules and norms.

While monitoring the behavior of students at SMAN 1 Kilo ketidakhadiran received less attention as students, teachers and administrators at the school, students are late and leave early, teachers rarely enter teaching, grooming students, student behavior in schools to prevent the negative actions of the student such as fighting in school, active learning process, structuring the school environment is not good, the cleanliness of the school and classrooms.

This condition indicates a lack of understanding of the importance of school supervision as a school community to change behavior for the better, other than that the supervision is done school to create a safe school atmosphere, orderly, and no students were fighting in school. Supervision of the implementation of character education through school culture by schools to prevent school community commit acts that violate the norms and provisions do not conflict with school norms, surveillance is used as repair materials and further action. This is in accordance with the principles of management education (Husaini Usman, 2006:49) who said

supervision can be a matter for the school to conduct an evaluation for corrective action and follow-up from the previous plan.

d. Evaluation

Evaluation is an important step taken to determine the success of the school and further action in the implementation of character education through school culture.

Evaluation of development of school culture held in SMA Negeri 1 Dompus as student behavior evaluation, utilizing data from a credit point violations books of every student is held by teachers BP/BK. Student evaluation of data obtained from the late builder teachers disciplinarian.

Evaluation done in SMA Negeri 1 Dompus seem not only limited to the behavior of the school but also the evaluation of the school's physical facilities and the messages posted in the school environment. Evaluation of student behavior performed by the assistant principal, guidance counselor, homeroom teacher and disciplinarian coach subject teachers as well as evaluation by the administration of each business as business infrastructure. Evaluation results delivered through school meetings and decisions of the meeting followed up through socialization at the ceremony and lecture at any school activity so that all citizens know and do the repair facilities, improved behavior and increased the number of messages posted in writing at the school.

While the evaluation of the development of school culture SMAN 1 Kilo is still lacking, this is evidenced by the absence of improvements in school infrastructure such as no religious activity, no repair bathroom/WC school, students stay late and get home schools, teachers were late arriving School and rarely enter teaching, administration coming in late, no posts made in writing posted at the school to build the culture of the school so as to create a school culture can shape the character of students. Evaluation at SMA Negeri 1 Kilo conducted by the principal only notes the absence of teachers in teaching every first hour but not followed up with efforts to repair or discussed in the meeting of the school in order to obtain alternative solutions to the problem of teacher absenteeism, as well as the behavior of students who are late and leave early, fighting in school was not a result of evaluation such deviant behavior that has become common place in SMA Negeri 1 Kilo.

The evaluation is conducted to assess the success of the implementation of character education through school culture, therefore, very important to evaluate the school. In accordance with the principles of management education (Ara Hidayat and Imam Machali, 2010:317) who said the evaluation was conducted to determine the level of success of the program. In implementing the principal evaluation must include every element involved in the program, especially the teachers and other personnel so that they can animate any assessment and provide alternative solutions. The participation of outside parties in the evaluation of school so they know how to make an outside perspective when compared with the results of internal assessment.

Implementation of character education through school culture in SMA Negeri 1 Dompus runs conducted jointly by the school through a variety of activities programmed by the school and the activities of the initiative of students, teachers, builder himself. The support of the school committee, parents and the community are sufficient to refraction students not only performed during school hours but also outside school hours.

Implementation of character education through school culture in SMA 1 Kilo not run well even on certain aspects of the way, this is due to the lack of application of the values through activities at school. The values there awakened at SMA Negeri 1 Kilo are traditional values that become habitual and routine daily behaviors such as mutual respect, mutual respect which tend to be less reform. Support the school committee, parents and the community is very less because schools rarely make informal and formal communication with the school committee through meetings with the board committee and meeting with parents.

Successful implementation of character education is strongly influenced by the role of the school principal. The role of the principal professional can provide a positive effect for the school as the teaching and learning environment and the image of the school, a good school citizen behavior, improved performance and a positive response from the public. Instead the role of the principal is not professional it makes the atmosphere less conducive school, the learning process and the image of a bad school, behavior is less exemplary school citizen and the emergence of the phenomenon of the counter-productive, negative response from the public.

The strategic role of the principal in the implementation of character education in schools as a leader able to build a culture of schools to create a school culture that direction and encourage the commitment of all parties to respect the values of the school through everyday life with the behavior of the principal always gives the example the teachers, administration and students.

According Mulyasa (2012:74) who said that the successful implementation of character education is largely determined by the principal's leadership in the planning, implementation, and evaluation of the implementation of character education in the schools as a whole. For the purposes of these principals are required to have commendable character and be able to implement it in the execution of its duties and functions in the school and its environment.

Further said Mulyasa (2012:67) the principal has a very important role in the implementation of character education in schools, especially in coordinating, mobilizing, and harmonize all available educational resources. The school principal is the supreme leader of the most influential and determining school progress. In

simple terms the principal's leadership can be defined as a way or effort in the principal influence, encourage, guide, direct, empower, and mobilize teachers, staff, students, parents of students, the school committee, board of education, and other parties involved in the development school culture to achieve the goal of character education

The principal's role SMA Negeri 1 Dompu in implementing character education through school culture tends to show the role of the leader (leader) not as a bureaucrat that can be seen from the behavior of a democratic nature, like to give the example / example, empower and motivate the school community, always communicating with the school and the school committee, is responsible for the physical state of the school and the school building cooperation. This behavior when associated with leadership theories, including the type of democratic leadership.

Type democratic leadership by Veithzal Rivai (2004:57) is the type of leadership that puts people first and foremost as a factor in any group / organization. The leader looked at and put the people they lead as a subject who has a personality with many aspects, like him, too. Decision making is very concerned with deliberation are realized at every level within each unit. Principal's behavior SMA Negeri 1 Dompu positioned itself as a leader. According Wahjosumidjo (2011:118-119) says the school principal as a leader among other things: (1) is responsible for ensuring the teachers, staff and students are aware of the purpose of schools that have been established, (2) provide all the support, equipment, facilities, regulations and the atmosphere that support activities, (3) understand the motivation every teacher, staff and students, (4) a figure which is always appreciated, reliable, exemplary, obeyed every command that principal as a leader actually serves as a source of inspiration subordinates, (5) maintain a balance between teachers, staff and students on the one hand and the interests of the school and the public interest, (6) provide guidance, coordination of activities, hold control/supervision and guidance in order to hold individual members/ subordinates to obtain a reasonable job in the expenses and results joint venture.

The concept of leadership is capable of providing great influence for the sustainability of the implementation of character education through school culture in SMA 1 Dompu, for any activities conducted at the school without the support of the principal is unlikely to succeed even if the principal is not the only determining factor or factors that affect the activities carried out in schools but should be recognized where the principal activity is very important in implementing such an example, evaluate the activities and decision-makers at the school that morning if the principal is considered as the main responsible in school.

While the principal role of SMA Negeri 1 Kilo in implementing character education through school culture act as bureaucrats (managers) as indicated by the behavior that tends to open less authoritarian, less empowering the school community, not communicating with the school community and the school committee, lack of attention to the school's physical facilities, less attention planting values in school, are less cooperative and less developed culture of the school.

The behavior shown Negeri1 Kilo High School head tends to be bureaucratic because managing school based solely rule no development as well as the implementation of character education through the culture of the school is done only by the rules is not to innovate or develop when the successful implementation of character education through the school's culture of innovation is needed in order behavior at school could form the character of students. As noted Jamal Ma'mur Asmuni (2009:96) who says bureaucratic leadership style emphasizes on the effectiveness on the basis of rules and procedures. Leaders strongly tied to rules and procedures. Which is often only effective against the implementation of rules and procedures, not necessarily effective against organizational goals.

It also affirmed Hadari Nawawi and Matini Hadari (1995:87-88) said behavior bureaucratic leadership has tried to keep the characteristics of the leader and the employment situation in accordance with the rules of formal leadership in realizing the theoretical. Relationship system is distinguished form of official relations are governed by the procedures and mechanisms are static and rigid. While the relationship outside the office of a personal nature held for affairs that are not related to the life of the organization. Less active in carrying out their duties and are waiting for each other. This condition occurred because the leaders prioritize procedures and mechanism of action according to the rules, so that the activities can only start when the decision has been made and ordered its implementation. Without orders mean nothing can be done.

Principals as managers are more likely to be bureaucratic melaksakana school activities only appropriate mechanisms and rules that have been set without doing business innovations, as mentioned Handayani (1988:69) who says bureaucratic leadership is a leadership submissive and obedient to the rules regulations set by the government. Organizational behavior displayed by the principal SMA Negeri 1 Dompu and SMA Negeri 1 Kilo in the process of implementing character education through a school culture of organizational behavior in the form of a leader (leader) and managers (bureaucrats). The difference between the principal leadership behaviors SMA Negeri 1 Dompu with principal SMA Negeri 1 Kilo in the process of implementing character education through school culture reflects the principals do not understand the philosophy and the existence of a leader as mentioned Harbani Pasolong (2010:101) if the striking difference between a

leader. In the field shows that many leaders act like a manager, this is because most of them do not understand what the philosophy and the existence of a leader so caught up in the wrong role.

While Bill Creech (Harbani Pasolong, 2010:101) says the difference between leaders and managers are: (1) the leader of the output form, the manager was busy chasing input, (2) the leader is busy focusing on the product group, the manager focuses on individual work, (3) leaders stimulate the right things, managers impose an old idea, (4) intense competition forged leader, manager little talk about competition, (5) provide leadership authority to others to make decisions, strictly controlling manager's decision process, (6) thought leaders improve initiative and innovation while managers think improving compliance and customs, (7) leaders shaping the character, culture and organizational climate whereas none of the managers consider important and everything it was not his job, (8) leaders make things better sedangkan manager to run it.

The process of implementation of character education through culture can succeed if the principal function or act as a leader and not a manager because principals as leaders can develop a culture of schools and creating effective schools. Reynolds and Sullivan research (Sharafuddin, 2008:190) says the school is effective in organizing school perspective, implementing empowerment balance, low levels of physical punishment, the school principal to develop power, relationships with parents the school open, staffed with positive expectations of students, and forms of organization involving students academically and socially to work closely with students. Effective schools demonstrate a professional work environment with staff development, collaborative planning (in collaboration), superior teaching and low levels of school climate, effective schools also share the facilities and the high expectations of the lesson.

So the behavior of principals in implementing character education through school culture in the form of behavior as the leader (leader) is not principal as managers (bureaucrats) so as to create the school culture in shaping the character of students.

2. Impact on Character Formation

The impact of the development of school culture on the formation of character as follows:

a. Loves cleanliness

School as an educational institution while maintaining the cleanliness of the school environment in order to be a comfortable place for students to do a variety of activities and receive an education. Cleanliness of the school is the responsibility of the whole school community are realized through programs of cleanliness and hygiene behavior throughout the school. Implementation of character education through school culture school teaches residents to always behave and act clean so loved the cleanliness is a part of their lives.

SMA Negeri 1 Dompu so keeping the school environment for school hygiene interpreted by students as a state free from all kinds of trash, students can breathe fresh air and healthy and will be free from all diseases. A clean environment creates awareness of students to dispose of waste in place. A clean environment makes students become aroused and excited to be at school. This is in line with the meaning of hygiene expressed by teachers about the cleanliness of the school that can provide comfort in learning activities.

For the school SMAN 1 Dompu, school hygiene is not only manifested in the form of the school's physical environment clean but also the physical and spiritual cleanliness of the school community for the physical and spiritual cleanliness of the school community can be motivated to think and act positively. Are otherwise not visible in SMA Negeri 1 Kilo, where environmental hygiene schools received less attention from the school. Some parts in the school environment less kept clean. This describes the condition of the school community still do not understand the benefits of cleanliness for the creation of a comfortable school atmosphere. Loved the cleanliness not be interpreted as an attempt instill physical and spiritual hygiene behavior possessed by each individual and is the practice of religious values.

To inculcate hygiene behavior among residents love the school SMAN 1 Kilo should create activities that are positive so that the meaning of love cleanliness can be realized in action everyday at school with the realization of hygiene are maintained school every day.

b. the beauty and neatness

Beautiful school environment and facilities neatly positive impact on the school climate. This is achieved if the school has a loving and happy behavior on the environment beautiful and immaculate. Beautiful surroundings and neat it also reflects the behavior of the school community who love the beauty and neatness.

The beauty school is not only understood as the school's physical beauty but also the environment with all the facilities of the school, including the beauty in a higher level, touching the deepest dimension of the man himself that determines the quality of human beings. The beauty and neatness are intimately connected with the application of religious values. Therefore, the beauty and neatness is not only a production process to produce a work of art but a human personality as a human being who has a strong religious consciousness. The beauty and neatness in the school environment is the impact of character education training.

The beauty and neatness in SMA Negeri 1 Dompu received the attention of the school. Visible manifestation of their love of the beautiful school and neat. For students beautiful environment makes students enjoy being at school, students can breathe fresh air, raise awareness of the students to keep the school environment so inspiring students to love school environment. As meaning is revealed that the beauty school

teacher is necessary because it is very influential at the implementation of teaching and learning between students and teachers and the beauty of it is highly recommended in religion.

Structuring the existing facilities at the school to provide comfort for the implementation of education and aims to provide facilities to teachers in supervising and controlling students during the learning process, to avoid boredom and burnout students in learning activities, facilitate the interaction of students in learning activities.

The impact of character education that values beauty and neatness of the school at SMAN 1 Kilo has not appeared, it is seen from the school (the school garden and garden classes) are not well ordered and the number of learning tools are broken, not well organized like tables, chairs, a classroom. And the beauty of the school environment and learning tools can make the neatness of the school community feel at home in the school environment, as described by the teacher, the classroom atmosphere nice, neat, clean, making the atmosphere comfortable learning. Arrangement of the room is also very important and affects the teaching and learning activities. If the room is good organized, students will learn to feel comfortable and more focused. This means that the school is very pleased with the beauty and neatness in both the school and the facilities therein.

The beauty and neatness of the students is paramount. Students will be comfortable and at ease to linger in school, is not easily bored. The teachers also want the school beauty looks at the cleanliness class at any time, there are trees and landscaped gardens. This reflects the expectation that the school be able to understand the importance of a wonderful school atmosphere and neat in teaching and learning activities, only it is not realized in action.

So the implementation of character education through school culture providing great influence for structuring a better school environment. Structuring a good impact for the appreciation of the values of beauty and neatness of the school and the educational infrastructure in schools.

c. Obedience worship

Worship Almighty God is the embodiment of the practice of religion professed and believed by each individual. To improve the practice is done in various ways that individuals understand the importance of worship which has implications for the attitudes and behaviors that promote religious values.

Implementation of character education through school culture in SMA Negeri 1 Dompu done through activities such as Friday prayers together, midday prayer, prayer duha, read yasin together, and other spiritual activities. Habituation-habituation is expected to be continued in the home and community environment.

Jum'atan with school activities, according to the admission of students, foster a sense of unity among them, strengthen friendship and to increase faith and piety to Allah SWT students. Thus, students will not be lazy anymore Jum'atan prayer in school. It also means that activities Jum'atan be one worship diligent effort to improve behavior. If students are already accustomed to Friday prayers at school most likely will continue to carry that habit when they were out of school. In view of the teacher, the Friday prayers in school makes students can order fulfilling their prayers congregation, ah when completed in high school. To that end, teachers who are absent elsewhere, remain in prayer Friday at the school.

Prayer is an obligation for every Muslim, which remain to be implemented as well as performed together at school. For students such activity is understood as a fulfillment of obligations, strengthen ties, and trains students is effective, because if they've done midday prayers at school, when I got home students will quickly carry out other activities such as learning and others.

Obedience worship is also manifested by the school through yasin read together at school. For students this can increase the faith and piety to Allah SWT, the growing awareness of the importance of reading the Qur'an and the formation of the character of the students in carrying out its obligations. With Yasin reading in school makes students diligently studying the Koran at home. Such rituals are not only able to improve adherence to God Almighty, but also creates a sense of caring fellow citizens of the school. Ditampak caring attitude by students of SMAN 1 Dompu of which help students who received disaster by collecting donations spontaneity.

Formation of student character through religious activity in SMA Negeri 1 Kilo not optimally implemented does not even exist. Religious activities such as prayer jum, at school together, pray together and read yasin noon every jum,at morning no implemented in SMA Negeri 1 Kilo except religious instruction. Nuanced religious activities aimed at improving the understanding of religious knowledge and getting the school to serve diligently in their daily lives. However, this activity is not programmed by the school religious. This fact was perceived by students. The teachers at SMAN 1 Kilo also regretted the non-performance activities Friday prayers at the school when the school is 100% Muslim. Friday prayers together is a means to foster togetherness among the school community, increase the values of faith and belief in God and increase religious knowledge. Similarly, with midday prayer in school is important so that the school was held faith and good deeds of worship. In addition, these activities can train regularly worship in a timely and congregation. Moreover, if the reading or readings Yasin short letters are also held at the school, the students are trained and more smoothly or even memorized passages of the Qur'an.

This expectation implies that the school is very pleased with the activities of the religious, but because they can not facilitated the program in her school. Therefore, the school should pay attention to religious activities through regular programmed activities. The conditioning environment and a more mainstream example of principals, teachers, it is important that students get a real lesson and learn firsthand through these behaviors.

d. Compliance with regulations

Each individual in the school must follow the rules set by the school, so that their behavior according to the norms in force. Residents schools considered to comply with the school community who are obedient to the rules.

Complying with the rules is one of the characters that were implanted in character education through school culture. Residents who are not school discipline rules will lead to actions outside the regulations. Complying with the rules are part of the discipline of the school owned. Application of credit point violations books students at SMAN 1 Dompu greatly impact on improving student discipline, especially in the discipline comes on time and the absence of violations that are considered beyond the norms prevailing in SMA Negeri 1 Dompu.

The existence of the book credit point may increase compliance and student compliance with applicable regulations. Students become accustomed to not do things that are prohibited school. On the other hand the credit point violations book aims to inculcate awareness of students about the importance of discipline. For teachers, the book is intended for students credit point more carefully in behave and act outside the provisions of the school, especially in following the teaching and learning activities in schools. This means the existence of credit books point both to educate and nurture all students so that students get used to the discipline and conduct a deviant behavior and actions in school. Compliance with the school against school rules for the enforcement of strict rules at the school so they are used to carry out activities in accordance with regulations exist but do not limit the activities of the school community, the result is very little tendency to commit abuses and no disciplinary action. Besides understanding the consequences acceptable if it violates the rules of raising awareness of the school to comply with school rules.

Implementation of character education are realized with the attitude of regulatory compliance has not been seen in SMA Negeri 1 Kilo. This condition is attributed to lack of enforcement specifically, the absence of tough sanctions, as well as the belief that the existence of regulation is still seen as a complement to purely administrative. For student discipline is an obligation that must be met in both punctuality, attitude and look appropriate school discipline. Discipline is a major priority and a key to success. For teachers, discipline is a benchmark in being and doing. Discipline of the school community to make responsible and hard working. To be worth the worship, discipline must be done with full sincerity.

Understanding the meaning of discipline above show the school SMAN 1 Kilo already understand the importance of discipline. But in reality, the attitude of regulatory compliance is lacking, and not realized in daily actions. And so, for the school SMAN 1 Kilo has a high discipline, the role of the principal is essential to change behavior by applying the discipline to discipline school rules clearly with all the consequences and sanctions that information available to the school in violation of school rules That way the school SMAN 1 Kilo will obey the rules and have discipline.

Orderly school is a prerequisite students can learn optimally. Discipline of students can be grown if the school climate showed good discipline. If the situation of the school discipline the students will take discipline. Comply with the school rules make the process of education in the school run in accordance with applicable regulations. Abide by the rules does not make the school feel constrained but it makes people uncomfortable school activities at school. Comply with the rules is one of the characters created by the school through the school culture.

e. Mutual respect, manners and family

The presence of individuals in the school who come from various backgrounds of social status, economic, ethnic, religious and cultural rights is a natural thing. The difference it into something good and positive, but also be very negative when the difference it becomes a tool to highlight the group or the individual, especially in interaction. The difference in the schools opens up the possibility of conflict due to lack of mutual understanding, mutual respect, mutual understanding between the citizens of the school. Therefore, schools need to conduct activities that make the school community can respect each other, respect each other differences.

SMA Negeri 1 Dompu an educational institution located in the central government Dompu. With a location so he would not be faced with the issue of the development and dynamics of community life that could directly or indirectly affect school life but also the character of students is different. This condition can make school very susceptible to the action outside the applicable norms. Therefore, the school should seek to prevent the emergence of conflicts among the citizens of the school.

Behavior of the school SMAN 1 Dompu friendly, like greeting, shaking hands with every other school community meeting is a form of respectful behavior. The value of mutual respect interpreted by the students as an attempt to induce harmony, tolerance arise between students and social tension. Understanding these students show that they understand the many differences that exist in the school, so there is no other way except to be

taken to align thoughts, attitudes and actions with others. Thus, tolerance appears that the difference does not cause conflict at school. Moreover, polite communication can provide a sense of mutual respect and create a sense of kinship. In formal situations any family values can be fostered so that the interaction between the school community for the better. Being polite is understood by students as an attempt to put themselves in order to be appreciated by others, facilitate or expand social relationships.

The teachers at SMAN Dompu mentioned that mutual respect and be polite to shake the feeling pompous in a person. The absence of mutual respect would be very detrimental. Without mutual respect, it would appear selfish, as well as if there were no behavioral manners, arrogance will arise among us. None of the little respect towards the elderly or the award of a parent to a child. The SMA Negeri 1 Kilo is a school that is far away from the county seat of course Dompu frenzy and dynamic community around the school can be said to be so influential. However, the school is still faced with the question of the social dynamics and behaviors of diverse student backgrounds social, economic, and cultural.

Behavior hello when you meet people in other schools is the impact of the investment value of mutual respect. Similarly, how to dial by name by local custom is a tribute and enhance family values among the citizens of the school. This pattern of inter-personal able to close the school. Mutual respect, courtesy and familiarity by students is seen as a behavior that needs to be developed. Therefore, the principal, teachers should familiarize students to respect and polite behavior, for example through actions kissed the teacher, greet, and other behaviors. These practices can create intimacy between students and teachers.

The value of mutual respect, courtesy and familiarity is also important in view of the teacher to create a conducive atmosphere. Conversely, if there is no mutual respect, good manners will make school life in shambles, people will take its own course, there is no respect between the students with teachers, teachers with a teacher or a leader. We will never be respected by others if not polite, even if it's a leader. School is a place to nurture and develop morality, where adopting moral values and good religion. Meaningful manners manners to speak and act according to religious law and social.

Thus, the value of mutual respect, manners and family owned by each individual and can be understood as an interaction between the individual and creating a pattern for the better. Therefore, through the school culture needs to be developed so that the attitudes and behaviors and interactions conducive school atmosphere. It is thus not mutually deprecating behavior that can damage the interactions and conflicts at school.

f. Honesty and responsibility

Implementation of character education through school culture committed SMA Negeri 1 Dompu already apparent from the behavior of the school community to instill the values of honesty even use a pattern or system to implement systems such as sitting cross-exam activities is a way instill the values of honesty and a sense of personal responsibility to the students. This implementation is very effective to foster student honesty. In the assessment of students, the system is in addition to making students do not feel pressured at the time of the exam also reduce cheating during exams. For the teachers themselves, the application of this system is actually just a tactic or a way for students to help each other with other friends.

This system is temporary and initial steps to familiarize students behave honestly in the hope and purpose is ultimately the presence or absence of the introduction of a system of primary school students were people always behave honestly, as an honest student conduct financial transactions with officers school cafeteria. Value honesty has a close relationship with the value of responsibility. When someone behaves honestly in fact he has been responsible for the task to be done, without value honesty very unlikely a person can carry out their responsibilities well. Someone who would be responsible for carrying out duties in accordance with its mandated, it means that he has upheld the values of honesty in performing their duties.

Implementation of character education through school culture as honest and responsible to be missing in SMA Negeri 1 Kilo as in the learning process, there are still students who cheat during exams, lack of transparency in the management of school finances, and did not perform the task well. It is an indicator of a lack of awareness about the value of honesty and responsibility. And for students, fairness, and responsibility means not lie to yourself or others, be open and frank, act and speak according to rules and facts. Students also felt sorry and guilty for teachers because they can not fulfill their obligations as students. The task for students is a means to measure the ability of the students themselves.

For teachers themselves, honest and responsibilities understood as an appropriate act of conscience. Dishonest to make sense of sin and uncomfortable. Honest means not breaking the rules, doing good things, and especially should not lie either on others, especially to his own conscience. Values of honesty and responsibility of the concept and meaning can be perceived and understood by the students and teachers but the lack of understanding can be realized with the attitudes and actions that values honesty and responsibility. These conditions provide cues that honesty and responsibility not only delivered through advice or lectures, but more important to be demonstrated through the example of the principal, teachers, and administrators. That way the attitudes and behavior of honest and responsibility will be followed and practiced by students. Values of honesty and responsibility is the key to success in creating a school atmosphere conducive to honest and responsible

behaviors not only formed by the rules or policies in the school system but the awareness of the benefits of honesty and responsibility in everyday life.

g. Togetherness.

Togetherness is one of the effects of character education in schools. Togetherness has significance for the school in completing each job in order to get good results. Cooperation in carrying out the activities carried residents SMA Negeri 1 Dompu is a manifestation of the sense of school community. Together the school SMAN 1 Dompu happens driven awareness that an activity will be successful if it involves all of the school.

The cooperation has been part of an attempt to resolve activity in SMA Negeri 1 Dompu, so it becomes a habit and character of the school SMA Negeri 1 Dompu. It can be seen from the expression of students who understand cooperation as a means to foster togetherness among others, strengthen silaturahmi, mutual aid, instill a spirit of mutual support and love each other. Common understanding shared by other teachers. According to them, the same work can be mild and work can be completed more quickly. The cooperation also teaches us to appreciate the work of others.

Different circumstances occur in SMA Negeri 1 Kilo. Implementation of character education through the school's culture of cooperation between the school are less visible. Some of the activities carried out in SMA Negeri 1 Kilo was done by certain people that tend to be less successful. Cooperation has not become a habit that is expected to be the character of the school community.

The above conclusion is known of understanding on cooperation which revealed students. They understand cooperation as togetherness. If there is no cooperation there is no cohesion and solidarity among students. Meanwhile, the teachers explained that the cooperation is very important, because with it the relationship will be more solid and easier for the school to work/solve the problem. Without the cooperation or unity in doing a job, definitely heavy. Cooperation means hand in hand with the obligations on the basis of common goals and interests. Togetherness in a school environment that is displayed by the principal, teachers, administrators and students can affect a student's personal one to always work together and need each other. There is no feeling more than others. Someone trained to be able to control the selfishness of individuals with respect the abilities of others. Together the school in the school will also have an impact on school life atmosphere conducive, safe and orderly.

h. Structuring documents and educational infrastructure neat

Implementation of character education through school culture in addition to an impact on the behavior of the school is also an impact on the document. Education facilities and infrastructure better, neat. Because it is handled by the school in order to motivate students to learn and change behavior. For example, maintenance of school buildings SMA Negeri 1 Dompu to keep them clean and beautiful will certainly affect the mindset of the school community to maintain the cleanliness and beauty of the school, with no action deface or litter. Document the results of the national examinations of well-appointed useful to motivate students to study even harder.

Instead, documents and educational infrastructure has not laid out well can not be used as a tool to change student behavior. Document existing national examinations in SMA 1 Kilo, for example, can not be a tool for motivating students. The document was merely ordinary stapled, no cover or name as identity. The same happens with the school's physical infrastructure such as a bathroom/WC. Because schools do not improve these facilities, schools can not teach students to be clean, discipline, and maintain facilities. Waiver of this would bring negative actions such as crossing out, writing things that can interfere with the beauty and cleanliness of the school environment.

i. Participation and involvement of stakeholders

The involvement of stakeholders in the school is very important that the activities carried out at school support. Character formation of students is not only a school but also a duty of the school committee, parents, and society as a continuing student-refraction refraction is taught in schools.

Implementation of character education through school culture in SMA Negeri 1 Dompu involving stakeholder participation shown by the school committee in support of the school steps, planning school programs and the provision of financial support and non-financially. The involvement of stakeholders such as has not been seen in SMA Negeri 1 Kilo, the presence of the school committee and parents in school activities just in case settlement fight between students, new students and the receipt of funds BSM alone. Reality illustrates the relationship and communication with the school committee school, parents and community substandard, but both parties have the same interest in their children's education.

Relations with the public schools is essentially a tool that plays an important role in fostering and developing personal growth of students in the school. In this case, the school as a social system is an integral part of the larger school system that is society. Schools and communities have a very close relationship to the school or educational goals effectively and efficiently. Instead schools should support the achievement of goals or the needs of people, especially the educational needs (Suharno, 2008:31).

Participation and involvement of stakeholders is essential for the formation of the character of the students, so the school will not remove themselves from participation and involvement of stakeholders. The higher the participation and involvement of stakeholders in the school, the more harmonious atmosphere of the

school and external support to the development of the school will increase. Conversely, if the participation and involvement of stakeholders in the school is less then the atmosphere is less harmonious relationship between the school and the activities carried out schools lack of support. As a result, the school runs itself and apart from the involvement of other parties, so that schools are not able to achieve better success.

The impact of the development of school culture on the formation of the character as described above shows the school has a culture of effective and good impact in shaping the character of any individual or group, of course, if the school culture development done properly, constantly and consistently by the school because culture can contribute to the effectiveness and productivity of the school, the school community in a collaborative activity, motivation and strengthen the vitality of the school community, and to improve the behavior of the school for the better.

L. Conclusion

Based on the results of the study can be summarized as follows:

1. Development of school culture to character formation in schools include:
 - a. **Planning.** Development of school culture in SMA and SMA Negeri 1 Dompu 1 Kilo has a plan, but at SMA Negeri 1 Dompu have a clear plan outlined in the program of the school, while the SMA Negeri 1 Kilo has a cultural development plan but it is not clearly defined in the work program of the school.
 - b. **Implementation.** Implementation of character education through school culture in SMA Negeri 1 Dompu goes well supported by the whole school community and the school committee, parents. While SMA Negeri 1 Kilo not run smoothly due to the attention of the school and support the school committee and parents are very less, than that in SMA Negeri 1 Kilo very less activities that build a culture of the school so as not to create school cultures that make up the character of students.
 - c. **Supervision.** SMA Negeri 1 Dompu very concerned and supervise the conduct of the school community primary school students' behavior so as to quickly take action to prevent the actions of students who violate the rules or norms that apply. Unlike the SMA Negeri 1 Kilo, which is very weak in observing and monitoring the behavior of the school so that the behavior of the school does not change the significance and persists behavior that violates school rules such as the conflict between students at schools and other behaviors.
 - d. **Evaluation.** Successful implementation of character education at the Senior High School 1 Dompu not be separated from the evaluation conducted by the school on school infrastructure, the behavior of the school and the messages conveyed through written message and spoken message. Evaluation at SMA Negeri 1 Dompu followed up with efforts to repair and that they should all know the school community new things to do. While SMA Negeri 1 Kilo less to evaluate both the school infrastructure, school and citizen behavior tertulisan and verbal messages that do not create a school culture that shape the character better student.

The conditions implementing character education through school culture is different between SMA Negeri 1 Dompu with SMA Negeri 1 Kilo is determined by various factors. One of the most important factors affecting the success of the strategic and cultural development of the role and behavior of school principals. The role and behavior of principals as leaders (leader) to build a school culture so as to create a school culture that direction and encourage the commitment of all parties (teachers, administrators, students and the school committee) to appreciate the values instilled by the school in carrying out daily life to day.

2. The impact of the formation of character through school culture in schools, among others: a. loves cleanliness b. beauty and neatness; c. obedience worship d. regulatory compliance, e. mutual respect, manners and family f. honesty and responsibility; g. togetherness; h. structuring documents and educational facilities were immaculate; i. participation and involvement of stakeholders. The impact of the above is very different from what happens in SMA Negeri 1 Dompu with SMA Negeri 1 Kilo. In SMA Negeri 1 Dompu very visible effect on the culture of the school like atmosphere, the behavior of the people who run the school and the relationship between the school and the school committee should at SMA Negeri 1 Kilo less visible effect on the school culture.

M. Implication

The results of this study have the following implications:

1. Theoretical Implications

Implementation of character education through school culture can shape the behavior and character of the school community for the development of school culture include physical dimensions, dimensions and dimension values verbal messages or slogans to shape the behavior of the school community and become a daily habit that eventually became the character of the school community. Implementation of character education

through school culture would go well if it involves all of the school community including parents, school and community.

This is consistent with the view that says an effective process to build the culture of the school is to involve and engage all parties or stakeholders together for committed. The main belief of the school should focus on efforts sow and instill beliefs, values, norms, and practices that constitute each stakeholder expectations (the Ajat Sudrajat in Zuchdi, ed: 2011:144).

Implementation of character education through school culture is very hard to do when there is no will from the leadership of the school as the school's highest leadership in providing examples and show exemplary acts as a form of behavior that will be replicated and exemplary educators, administrative staff, students, school committee, the parents and the community. therefore, the principal must have religious behavior, discipline, mutual respect, mutual respect, honest, friendly or polite, responsible, cooperative, non-authoritarian, have concerns.

Implementation of character education through school culture is critical implemented by the school other than the school can create an atmosphere conducive conditions, also affect the quality of education (school quality). Improving the quality of school by Zamroni (2011:204) use the theory to improve the quality factor of four in which the variables are the values and culture of the school in addition to other variables. based on this theory suggests that the culture of the school is essential in the process of education in schools so they have to develop the school culture to confront the changes that occur in the middle of the community and the school can find a map of the school culture.

2. The practical implications

The findings of the study, the implementation of character education through the culture of the school in SMAN 1 Dompu runs fine otherwise implementation of character education through school culture in SMA 1 Kilo did not go well.

If the school SMAN 1 Dompu and SMA Negeri 1 Kilo implement character education through school culture, there will be an increase in quality:

- a. Atmosphere of the school will be conducive to the growing awareness of the school community, especially the students to have the conduct and character for the better.
- b. The behavior of the school community, especially the behavior of students who will reflect religious behavior, discipline, mutual respect, mutual respect, honest, friendly or good manners, responsibility, and cooperation and behaviors into daily habits are held in the school so that in the end the school has a religious character, discipline, mutual respect, mutual respect, friendly or polite, honest, responsible, and cooperation.
- c. The involvement of all citizens of the school including the school committee, parents and the community for the school program for the better and improved.
- d. Structuring the physical dimensions, dimensions and dimension values verbal messages or slogans to get better and continue to rise.
- e. School management in a professional, transparent and accountable in accordance with the vision, mission and programs of the school.
- f. Leadership of the principal democratic, open and non-authoritarian and can be an example for other school communities.
- g. Communication and relationships between schools with school committees, parents and the community will be better.
- h. Enforcement of school rules as well as some tough sanctions based on the type and level of violations of the school community.
- i. Awareness of the school is not only due to the strict rules enforced school but because of the awareness that arise within the individual school communities.
- j. Support and participation in school committees, parents and the community both financial and nonfinancial.

N. Suggestion

Based on the results presented some suggestions to:

1. Government Dompu

To support the implementation of character education through school culture, government Dompu can do the following:

- a. Determining the scale of priorities for development of infrastructure of education required education units in order to provide education to run well and smoothly.
- b. Trying to gradually eliminate disparities availability of educational infrastructure at each educational unit in the entire district Dompu.

2. Department of Education Youth and Sports Dompu

To support the implementation of character education through the school culture, the Office of Education, Youth and Sports Dompu can do the following:

- a. Issued a policy on the implementation of character education through school culture in which one of them follow Regional Regulation No. 1/2001 about "Dompu the relegius" making a reference to the educational unit to prepare the implementation of character education programs through school culture.
- b. Incorporate cultural development program in the school's strategic plan Office of Education Youth and Sports Dompu that has a strong foundation for the school in the implementation of character education through school culture.
- c. Determine the values of special characters that match the characteristics of the Dompu to be implemented by the educational unit in addition to character values generally in order to provide characterizes the behavior and character of the Dompu.
- d. Provide funding for the development of cultural activities such as training schools, workshops strengthening implementation of character education programs through school culture.
- e. Implement monitoring and evaluation of micro strategy character education in schools.

3. Education Unit

a. SMA Negeri 1 Dompu

For smooth implementation of character education through school culture, SMA Negeri 1 Dompu can implement the following:

- 1) Schools are gradually reorganize the school's physical infrastructure in order to deliver a positive impact on the development of character education in the school culture.
- 2) Schools maintain and improve the school discipline patterns, especially present in the school discipline through supervision and guidance so that eventually grew self-conscious and not by force or the rules of the school.
- 3) Educational efforts involving all teachers, administrative personnel in religious activities such as activities yasinan Friday morning that togetherness will continue to increase.
- 4) School creates an atmosphere of religious nuance every day through the Qur'an tadarus about 5 (five) minutes each morning before school. School rebuild schools, especially inner courtyard gardens in front of the class in order to provide comfort to the students.
- 5) School optimize resources for the school environment school culture development in character education, especially the rear or side yard and the school.

b. SMA Negeri 1 Kilo

For smooth implementation of character education through school culture, SMA Negeri 1 Kilo can carry out the following:

- 1) Principals in developing school programs should involve all components of the school, including the school committee, parents and the community as well as to reflect and evaluate on an ongoing basis to correct deficiencies that have been compiled program.
- 2) The school principal components are able to be at the forefront as the initiator, motivator in implementing character education through school culture by example, and a firm, transparent.
- 3) Principals enforce strict school for students, teachers and administrators so that the discipline of the school community to be good, for that SMA Negeri 1 Kilo will need to develop the enforcement of discipline the school.
- 4) Principals urge and motivate teachers, administrators and students to perform the task well and responsibly.
- 5) Teachers and administrators in carrying out the duties and obligations is crucial attention to the rules and not leave this task arbitrarily for no apparent reason.
- 6) Teachers especially religious teacher or spiritual guidance SMA Negeri 1 Kilo and administrative personnel to be able to take advantage of educational facilities around the school, if the school does not have the means to take advantage of the mosque in front of the mosque and religious school for activities and school guidance IMTAQ activate yasinan shared reading activities and lectures every morning Fri at before the lesson begins.
- 7) Schools gradually improve school infrastructure to support cultural development in character education schools such as fixing a bathroom/WC damaged, repair damaged floor classrooms, repainted the school walls, repairing tables, chairs, doors, windows, ceiling.
- 8) Schools need to keep the school yard garden (front yard, side yard and rear yard school) and park in front of the classroom, providing trash and fix the side fence and the fence behind the school so that the school environment is safe and there are no opportunities for learners in and out of school through damaged school fence.
- 9) Schools make moral messages in writing the verses of the Qur'an on display at the front of the classroom and in the classroom in order to be read, understood and applied by the school.

- 10) Schools conduct an intensive communication with the school committee, parents and the community to support the implementation of school culture development in character education.

4. The school committee, parents and the community

To support the implementation of character education through the school culture of the school committee, parents and the community can do the following:

- a. School committees involved in preparing the program with the school.
- b. Parents and the community through school committees assist participating schools in the form of financial and non-financial support to the school.
- c. The school committee, parents and the community to establish communication with the school regularly to discuss the development of the infrastructure, the behavior of the school.
- d. School committees provide insight to parents and the community about the school programs that parents and the public understand and support school programs.

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