
THE INFLUENCE OF SCHOOL CULTURE AND LEADERSHIP OF SCHOOL HEADS TO CHARACTER EDUCATION OF STUDENTS IN BASIC SCHOOL

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Abstract. This research is motivated by the many students who do not obey the rules such as being late when attending a ceremony, not wearing ties and hats, littering, not doing the tasks given by the teacher, the inability of the picket team, the low level of student politeness and the level of students' care and independence low. As well as the role of school principals who are less focused on subordinates so that the organization in the school does not go well. The purpose of this to determine the influence of school culture and leadership of school principals towards character education in elementary schools. This research method uses quantitative research, research subjects include: Principal and fourth grade students in elementary school Gebog district, taking samples into 11 elementary schools namely SD 1 Rahtawu, SD 2 Menawan, SD 10 Gondosari, SD 5 Jurang, SD 1 Kedungsari, SD 1 Karang malang, SD 2 Besito, SD 3 Gribig, SD 3 Padurenan, SD 5 Klumpit, SD 7 Getasrabi. Data collection techniques used were questionnaires and documentation. Sampling technique uses Cluster sampling (Area Sampling). Data analysis techniques used correlation data analysis techniques, Multiple Linear Regression. The results show that there is an influence of school culture and the leadership of school principals on character education of students in elementary schools by 65%. The conclusions of this study are there is an influence of school culture and the leadership of school principals on student character education in elementary schools.

Keywords: *School Culture, Principal Leadership, Character Education*

INTRODUCTION

Education currently only prioritizes the mastery of the scientific aspects and intelligence of students. If students have achieved grades or graduated with adequate academic value above the KKM (Minimum Completion Criteria), then the education is captured already successful. The formation of the nation's character and cultural values within students is increasingly marginalized.

The fragility of character and culture in the life of the nation can bring a decline in the face of the nation. In fact, people's lives that have strong character and culture will further strengthen the existence of a nation and state. According to Foester (in Doni Koesuma, 2009), the purpose of education is to shape the character manifested in the essential unity of the subject with the behavior and attitudes of life he has.

Today's life is increasingly conducive and uncontrolled as if it is

uncontrolled causing various problems, including gang guards, thuggery, fights between citizens, theft, sexual harassment, vigilante, and harassment of state symbols and others. Mulyasa (2013: 1) states that the political climate that is less conducive, even tends to lead to uncontrolled freedom has caused various problems in various fields of life, including education.

Tarmizi.wordpress.com (2008) states that the level of discipline of students is generally still classified as poor. This can be seen from the large number of students who skipped school hours, fights, were late in attending school, were lazy to study, often did not go to school, did not do the tasks given by the teacher, did not do homework, smoked, etc.

Of the various problems experienced by the Indonesian people, a change is needed that can truly change towards a better direction to build the nation's character. The research will focus on School Culture and Principal Leadership on student character development according to previous research, namely the first research journal by Ruyadi entitled "Local Culture-Based Character Education Model" (2010) which investigates the character of discipline with deviant indicators of noble character such as motorcycle gangs, student fights (brawls), fights between students, brawls among female student gangs, free sex, and abortion.

The world of education in Indonesia is also still colored by acts of fraud. The actions of students such as cheating on exams because they want to get good grades or because they are afraid of not graduating, are still found as if they have become a culture. This is the same as the research conducted by Elis Rahmawati (2015) which states that during the exam only the success of the exam is not on the knowledge gained. Someone when they don't

want to study hard, lacks diligence, and feels less confident in their abilities, but wants to get high grades, they can be encouraged to cheat.

Research will be carried out in elementary schools that are worth researching, because in those elementary schools there are still many students who are religious, nationalist, integrity, independent and mutual help, as well as the influence of low principals' leadership.

From the description above, it is interesting to do research with the title "The Influence of School Culture and Leadership on Character Education in Primary Schools, Especially in Elementary Schools in the Regency of Kudus Regency". It is very important to do because the character development process in the school becomes very urgent in the formation of a stronger student character, with conditions in the countryside and in the city it is possible to improve the formation of student character, especially in Religious, Nationalist, Integrity, Independent, and Mutual Cooperation, and leadership The headmaster who feels less than optimal.

METHOD

The type of research used in this study is quantitative. Sugiyono (2015: 11) also explained that quantitative methods as research methods based on the philosophy of positivism, are used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing predetermined hypotheses The research data analysis technique used is descriptive statistics, descriptive statistics are statistics used to analyze data by describing or describing data that has been collected as it is without intending to make conclusions applicable to the public or

generalization. The location of the research was carried out in the Elementary School of the Gebog Regency of Kudus Regency.

The population in this study were the Principal and Elementary students of the Gebog District, with the number of Gebog district principals of 55 and the fourth grade students of the Gebog Subdistrict totaling 1023. Based on the Cluster Sampling theory, From the Number of Population 55 both elementary school and the number of principals, the number of samples as many as 11 elementary schools and principals, with the number of fourth grade students namely 153. Researchers used primary and secondary data sources. Data collection techniques by means of interviews, questionnaires and documentation. Data analysis techniques researchers used validity test, reliability test, normality test, homogeneity test, hypothesis testing using multiple linear regression test.

RESULT AND DISSCUSSION

Descriptive statistics are statistics used to analyze data by describing or describing data that has been collected as it is without the intention of making generally accepted conclusions or generalizations. Descriptive statistics in this study refer to the mean (standard) and standard deviation (standard deviation), minimum values and maximum as well as from all the variables of this study namely, leadership of principals, culture and character education which includes Religious, Nationalist, Integrity , Independent and Mutual Assistance in Elementary Schools in the number of 55 gogog districts.

School culture

From Table 1 it can be seen that the school cultural variables have a mean value of 109.7712 and a standard deviation of 82.6175, with a

minimum value on school culture of 78 while the maximum value is 126. Based on these data the results of the study use descriptive analysis of student school culture in elementary schools. random sampling has an average of 109.7712 and a standard deviation of 82.6175 with a minimum value of 78 and the maximum value of 126. Relates to this data that the mean value is greater than the standard deviation, so the results are good. Because the standard deviation is a reflection of a very high deviation, so the distribution of data shows normal and good results, then there is no habituation.

Principal Leadership

From table 1 it can be seen that the principal leadership variables have a mean value of 64.3636 and have a standard deviation of 29.7566. then the minimum value is 58.00 and the maximum value is 76.00. Based on the data obtained, the results of the study using descriptive leadership of the principal of the Gebog Primary School have an average of 64.36.36 and have a standard deviation of 29.7566 with a minimum value of 58.00 and a maximum value of 76.00. Based on these data that the mean value or average has a value greater than the standard deviation value, so that the results can be categorized as better. This is because the standard deviation is a reflection of very high deviations. So the distribution of data shows normal and good results.

Character building

From Table 1 it is known that character education variables have a mean value of 106.6415 and a standard deviation of 85.9359. The minimum value of character education is 86 and the maximum value is 125. Based on the research data using descriptive analysis of character education in Gebog Primary School has an average of 106.6415 and a

standard deviation of 85.9359 with a minimum value of 86 and a maximum value of 125. This proves that the mean or average is greater than the standard deviation, thus indicating that having good results can occur because the standard deviation is a reflection of normal results.

Normality test

From table 2 it is known that character education variables have a mean value of 106.6415 and a standard deviation of 85.9359. The minimum value of character education is 86 and the maximum value is 125. Based on the research data using descriptive analysis of character education in Gebog Primary School has an average of 106.6415 and a standard deviation of 85.9359 with a minimum value of 86 and a maximum value of 125. This proves that the mean or average is greater than the standard deviation, thus indicating that having good results can occur because the standard deviation is a reflection of normal results.

Homogeneity Test

Homogeneity Test results show school culture, principal leadership and character education that Levene statistics show that 1.429 with a significance of 0.091. And the value of the three variables greater than 0.05 means that both the school culture, the principal's leadership has a homogeneous variant of character education.

Hypothesis testing

From table 3 it was concluded that between the variables of school culture and the leadership of the principal towards character education had a very strong relationship because it had a correlation value of 0.765. In accordance with the interpretation of the r values contained in Riduwan and Kuncoro's books that show > 0.75 - 0.00 shows a very strong correlation.

Influence of school culture and leadership of school principals on character education.

In table 4 the correlation value is 0.255. The influence of school culture and the principal's leadership on character education can be seen in the square R value of 0.65 if it is made as a percentage of 65%. with provisions If the sig value <0.05 or t count > t table then there is an effect of variable X on variable Y.

The results of the t-test between school culture and the principal's leadership of character education can be seen in table 5, If t count is greater than t table then Ha is accepted and Ho is rejected. From the results of the calculation of t count of 1.654 above compared with t table (db = 33) which is 0.654 and 0.44 significance level of 5%. So t count. t table then Ha is accepted and Ho is rejected. In other words reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha). This means that there is a significant influence between school culture and the leadership of school principals and character education.

Table 1
Variable Descriptive Statistical Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
leadership of the school head	11	58.00	67.00	64.3636	2.9756
school culture	153	78.00	126.00	109.7712	82.6175
character building	153	86.00	125.00	106.6415	85.9359
Valid N (listwise)	153				

Tabel 2

Normality testing
ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	14.787	2	7.393	802	481 ^b
Residual	73.759	8	9.220		
Total	88.545	10			

- a. Dependent Variable: leadership of the school head
b. Predictors: (Constant), school culture, character building

Table 3
Results Correlation of school cultural relationships and leadership of school principals towards character education

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.255 ^a	.065	-.169	7.04767	.065	.277	2	8	.765

- a. Predictors: (Constant), leadership of the school head, school culture

Table 4
The results of the test of the influence of school culture and leadership of school principals on character education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.255 ^a	.065	-.169	7.04767

- a. Predictors: (Constant), leadership of school principals, school culture

Tabel 5

Koefisien Regresi linier Berganda Budaya sekolah dan kepemimpinan kepala sekolah terhadap pendidikan karakter.

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
1 (Constant)	23.860	155.808	.153	.882
School culture	.726	1.106	.246	.530
leadership of the school head	-.044	.820	-.020	.959

- a. Dependent Variable: character building

CONCLUSION

Based on the results of the research that has been done, there is a significant influence between school culture on the character of social care by 26.2%. There is a significant influence between the

principal's leadership on character education by 95%. There is a significant influence between school culture and school principal leadership on character education of 65%. So that the school culture and the leadership of the principal

can influence the school in the level of progress especially in character education for students in elementary school.

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