

SCHOOL CULTURE HABITUAL AS A STRENGTHENING OF CIVIC DISPOSITION OF STUDENTS AT KUTABIMA 01 OF ELEMENTARY SCHOOL, CIMANGGU DISTRICT, CILACAP REGENCY

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Abstract: This research is about habituation used in school culture to strengthen Civic Disposition in elementary school students. The subjects in this study were students at Kutabima 01 of elementary school, Cimanggu District, Cilacap Regency. This study aims to analyze the habituation of school culture as a strengthening of Civic Disposition and the implementation of habituation of school culture as a strengthening of Civic Disposition. The method used is phenomenology with a qualitative approach. Data collection techniques used direct observation of coming to school, interviews with school principals, grade V teachers, and students, documentation taken during observations and interviews, and research-data sources using primary and secondary data. The validity of this research data is the triangulation of sources and triangulation of techniques. Data analysis includes data collection, data reduction, data presentation, and concluding/Verification (Conclusions: Drawing/Verification) presented by Miles and Huberman. The results of the study stated that the habituation of school culture as a strengthening of Civic Disposition has a positive impact on the character of students and forms a good personality through habituation given every day without any time limit that can be involved in the school environment. The concept of habituation of school culture is included in the Civic Disposition indicator, which the teacher directs to students, and the implementation of habits contained in the school culture that the school applies consciously to strengthen student character. Students according to what is directed by the school.

Keywords: *Habituation, School Culture, Citizenship Character*

INTRODUCTION

Humans are the most perfect creations of Allah Subhanallah wa Ta'ala, bestowed with reason and thought. Education can aid in the development of human reason and mind. Humans must utilize education as a valuable tool. Education provides a wide range of knowledge needed to live a happy life. Education is said to be more than just providing internal knowledge; it must also provide external understanding in order to add broader knowledge, such as habituation in education, which is school culture.

According to Lictona (2013: 87), moral education for students requires repetitive activities in order to train students to become regular people, where a student deserves to be given the opportunity to speak honest, polite, and fair language, which will become a habit for students. The definition of a method is a way of doing something. Character education necessitates a method of effort to regulate and foster the right character values for students; the form of teacher considerations can develop character education values for students; therefore, understanding the methods applied to students to achieve goals and hopes of strengthening students' character is necessary.

According to Gunawan (2017: 93), habituation emphasizes humans as living beings who can carry out activities with habituation in human activities, habits will stick and be spontaneously carried out by humans. The habituation method is very useful in developing children's character and personality so that they are accustomed to behaving, disciplined, diligent in learning, working hard, sincere, honest, and accountable for all activities performed. Deal and Peterson explained in Maryamah et al. (2016: 89) that school culture underpins behavior, traditions, daily habits, and symbols practiced by school principals, teachers, administrative officers, students, and the community surrounding the school. School culture is a characteristic, character, or image of the school in the larger community.

Civic disposition, as defined by Budimansyah in Lestari (2016: 141), includes indicators such as politeness, respect for others, obedience to rules, honesty, an open mind, critical thinking, compromising on a desire, persistence in carrying out activities, compassion for others, patriotism and national spirit, and tolerance, which underpin the formation and character of citizenship. According to Andriani (2019: 16), civics subjects cover knowledge, skills, and values. Civics aims to develop appropriate students, namely piety and faith in Allah Subhanallah Wa Ta'ala, knowledge, skills, and values appropriate to Civics concepts and principles. Civics education, in essence, can have a nationalistic impact on ideal citizens.

According to the findings of a study conducted in 2023 of elementary schools, particularly class V, students' participation in carrying out school cultural habits as a means of strengthening Civic Disposition has not been optimal. In schools, there is a lack of assistance and support for instilling habituation activities as a means of strengthening Civic Disposition indicators. Implementing extra hours for students with limited literacy

before and after learning is less than ideal. Even though discipline is a standard rule, there are those who disregard it. The problems that exist are as follows: the concept of school cultural habituation and its implementation, as well as an analysis of school cultural habituation as a means of strengthening students' Civic Disposition. Creating problem formulation objectives to describe the concept of school cultural habituation, describe its implementation, and analyze school cultural habituation as a means of strengthening students' Civic Disposition.

Susanto E (2015) conducted a prior study on the effect of learning, habituation, and extracurriculars on the formation of Civic Disposition, which includes learning in Civics subjects to influence and impact students' character formation. Subjects that can direct character and dignity within the scope of educating in the field of education, with the relationship between Civics learning and the formation of students' character. It is understandable that civics education has become an integral part of the national education effort to teach students about citizenship character.

Wardani, K (2014) carried out research on the implementation of character education through school culture, namely intra-curricular activities such as shaking hands with parents before going to school, activities before learning, slogans displayed in the classroom, teacher's office, regulations covering student clothing, class picket schedules, and good and conducive family communication. Extracurricular activities demonstrate the application of school culture to character education. Discipline, fostering a sense of love for the motherland, nationalism, and nationality, obedience to worship, responsibility, democracy, caring, kinship, independence, and cooperation are the character values embodied in school cultural activities.

Suradi et al. (2022) conducted research titled Strengthening student character education based on school culture, which includes the apology that school culture can shape students' personalities, which is manifested in the school's vision and mission. The planning process for implementing school culture includes daily and weekly schedules, as well as habituation so that it is applied consistently. While daily activities such as gymnastics, morning routine, and shaking hands are usually carried out, weekly implementation includes ceremonial activities such as singing Indonesian Raya songs,

reciting prayers, mutual cooperation, and all school activities that are habitually involved in the school culture.

Ratnasari L. (2023) research Instilling religious values in students through school culture. The activities are related to the formation of student's character through habituation, instilling an attitude of tolerance and honesty, and habituation is applied to all subjects, and the teacher always discusses the understanding of tolerance involved from Social Sciences and Civics material, various routine activities before and after finishing learning. The physical provision to support religious character is the planning to cultivate religious character through the habituation of school culture. Other factors that contributed to the implementation of school culture included religious teachers implementing religion at school. It is a driving force in the successful implementation of habituation, in addition to the teacher's facilities.

RESEARCH METHODS

This study employs a qualitative research approach based on phenomenological research. Creswell (2019: 90) defines qualitative research as a technique for studying and understanding something that happens to several people or groups of people and is suspected of being caused by social or humanitarian issues. This qualitative research process entails consequential efforts such as asking questions and procedures, gathering specific data from participants, inductively analyzing data, and interpreting data meaning. The main technique in collecting observational data is the observation of exposure by Ibrahim (2018: 80), which allows researchers to observe the conditions that are occurring in the field. Interviews and documentation, according to Yusuf (2014: 372), data collection techniques involve interacting or building communication; interviews can also be interpreted as direct conversations. Documentation is a data collection technique that can be used to help obtain research data. It can take the form of images such as photographs, sketches, or live drawings.

According to Ibrahim (2018: 68), primary data are information data and facts related to very specific and ongoing research. This secondary data is supporting information where the information obtained cannot be decisive but can clarify the research description. Principals, Class V teachers, and students provided primary data. Data validity checking sources were triangulated by comparing data obtained from various sources. Method

technique triangulation is accomplished by comparing the results of data from various techniques. Miles and Huberman's data analysis includes data collection, data reduction, data presentation, and drawing conclusions/verification (Conclusions: Drawing/Verification).

RESULTS AND DISCUSSION

Schools are not only required to teach academic material, but they are also required to instill good character values in the school environment, understanding and strengthening habituation to students on a continuous basis, with no time limit. Students' attitudes in carrying out daily activities require character. Early-life conditioning is even controlled by the field of education. Cultural habit formation in schools as a means of strengthening Civic disposition is a concept that does not only provide educational plans or students' understanding, related to learning and activities in schools but also supports students in carrying out habits that provide understanding. students about the morals and character of their behavior. Habituation occurs during school activities through literacy activities and school rules, namely discipline.

The concept of habituation in students who are expected to have Civic disposition strengthening includes the character of students in learning guided by the class teacher as a teacher in the class and the example of the principal who is an example to teachers and students. Budimansyah describes Civic Disposition in Lestari (2016: 141). Politeness, respect for others, obedience to rules, honesty, open mind, critical thinking, compromise on a desire, persistence in carrying out activities, compassion for others, patriotism, and the spirit of nationalism are indicators that underpin the development and character of citizenship. According to Andriani (2019: 16), civics subjects cover knowledge, skills, and values. Civics aims to develop appropriate students, namely piety and faith in Allah Subhanallah Wa Ta'ala, knowledge, skills, and values appropriate to Civics concepts and principles. Civics education, in essence, can have a nationalistic impact on ideal citizens. This habituation is used during the teaching and learning process in and out of the classroom, in accordance with the series and concepts that already exist, and in accordance with the habituation indicators that have been agreed upon by all school individuals. Aisyah R.A. states that Rasulullah SAW said: "The practices that Allah likes

are the practices that are done on a lasting basis (become a habit), even though the practices are few" (HR. Muslim).

According to Lictona (2013: 87), moral education for students requires repetitive activities in order to train students to become regular people, where a student deserves to be given the opportunity to speak the honest, polite, and fair language, which will become a habit for students. The definition of method is a way or technique for doing something, a way that regulates the course of education including in-character education, a form of teacher consideration that can develop character education values for students, so it is necessary to understand the methods applied to students to achieve the goals and expectations of strengthening the character of students.

The establishment of a school culture habituation, namely programs carried out in the field of education, particularly elementary schools, with the goal of strengthening basic character in students, the implementation of this habit is the goal of a concept designed to try to implement habituation in students. Habituation implementation is typically seen from local wisdom and the characteristics possessed by the school; habituation implementation is not only applied in learning but can also be applied outside of learning. The implementation of habituation also has an impact on the formation or strengthening of students' character. According to Gunawan (2017: 93), habituation emphasizes humans as living beings who can carry out activities with habituation in human activities, Habits will stick and spontaneously carried out by humans. The habituation method is very useful in developing children's character and personality so that they are accustomed to behaving, disciplined, diligent in learning, working hard, sincere, honest, and accountable for all activities performed. Deal and Peterson explained in Maryamah et al. (2016; 89) that school culture underpins behavior, traditions, daily habits, and symbols practiced by school principals, teachers, administrative officers, students, and the community surrounding the school. School culture is a characteristic, character, or image of the school in the larger community.

The concept of habituation is also related to the existence of various student characters, but it must be consistent in applying school habituation in relation to what is explained about student characteristics. Magdalene (2021:17) defined four distinct characteristics: ethnicity, culture, social status, and interests. Ethnic refers to the right of schools to accept students of any ethnicity as partners in learning. Culture is something that is passed down

from generation to generation, so it is not surprising that each individual has a different culture. Students may have their own culture, but they also have different beliefs, habits, and customs. *Allah Subhanallah Wata'ala*, of course, has a different level of life compared to humans, such as background and social status, which illustrates distinctions between students but does not become a barrier for them to continue studying.

Elementary school culture is a program developed by schools to guide students to the proper habits in understanding and applying it. Habituation is carried out through routine activities at school, strengthening Civic Disposition through school culture Habituation is accomplished through daily/weekly activities, spontaneous activities, exemplary activities, and school-required activities. This statement is consistent with Mulyasa's (2013: 168) belief that habituation activities used as school culture are carried out through routine, spontaneous, exemplary, and programmed activities. School culture can provide opportunities for all school members to be maximally useful, precise, energetic, have high enthusiasm and will be able to continue to grow.



Flag ceremony as a programmed activity, exemplary



Learning routine in class with prayer, discussion, and study



Information boards regarding rules and literacy activities

The habituation activities carried out in elementary schools as a result of interviews with the principal is 3S (*senyum, salam, sapa*) to teachers and students, habituation is also taught in attitudes such as respecting teachers, respecting friends, and teaching habituation that is in school rules in accordance to Yanti, DE (2017: 21), habituation is a process of forming the character and character of a person who is certain to settle down and behave spontaneously through a continuous learning process that is carried out outside of the learning time. Character education includes habits, which shape a person's good or bad behavior. Daily activities can help to foster school culture. Daryanto and Suryatri (2013: 17) define school culture as beliefs, values, norms, and habits developed

in collaboration and agreed upon by all school members to serve as a guide in the continuity of learning.

The foundation, which is an example for students, includes teachers and all school individuals who act as a benchmark for students in carrying out and practicing habits that are performed at school in accordance with the opinions expressed by Deal and Peterson in Maryamah, et al. (2016: 89) who states significant change from the habituation carried out by students while at school. Change can be seen objectively because there must be a standard to emulate in behavior and exemplary behavior, habits can be seen in the treatment of a school principal and teacher to students, and school culture has a goal of improving and fostering every behavior students are applied in the habituation taught in schools.

The statement that describes literacy learning methods in the classroom is related to the habituation that the fifth-grade teacher does to students, namely the learning method that the teacher teaches; this statement is consistent with the theory put forward by Darmadi's statement (2017: 184-238) that explains the learning method, namely: The demonstration method is an effective teaching method, one that allows students to find answers with their own efforts based on true facts. An assignment is a type of teaching method in which a teacher gives evaluations to his students to work on outside of learning activities. Assignments allow students to put their newly acquired skills to use while also mastering and study of related material.

Implementation of habituation centered on students through the application of rules and literacy activities at school; not all schools carry out and instill these school cultural activities. However, SD Negeri Kutabima 01 implements habituation, which seeks to help strengthen the character of students by providing services through habits taught at school, in accordance with Agustina (2018: 11), who states that student is another term for a child while at school, as someone who is still in the developmental stage and requires some potential to help his growth. Students have a high level of curiosity and activity because they are just entering the real world of education; they can learn while playing, they can learn inside or outside the classroom, and they can easily obtain knowledge anywhere. As a motivator, the teacher must be truly creative in organizing learning so that students are not bored or discouraged, as well as direct and guide them throughout the learning process.

According to Andriani (2022: 16), characteristics of students namely patterns of nature and habits and abilities possessed by students from nature and environment determine how to achieve the desired goals. Civics education is a component of habit-based learning practices. Civics learning, according to Andriani (2019: 104), encourages students to participate as effective and responsible citizens, think critically, engage in problem-solving activities, and inquire and learn collaboratively. The civics curriculum aims to make citizens responsible citizens, both as members of the Indonesian nation and as members of the global community.

Character education in schools is implemented through exemplary and habituation. Hendrina, Evvina C. (2018) study aims to apply character education in school-based habituation. Character education habituation will be linked to school learning by adopting a religious attitude, being honest, and being tolerant of working in groups. Have a disciplined approach to achieving learning objectives, a hard work attitude in attaining learning outcomes, a creative attitude that is presented from ideas when talking in class, and an autonomous attitude that does not burden others with their own work. A democratic attitude of respecting friends' opinions, an attitude of active curiosity in the classroom while learning, a spirit of nationalism by attending routine school ceremonies, love for the motherland expressed through singing the national anthem, and appreciation for achievement through giving compliments for the student's achievement. Communicative, using polite language with everyone, valuing peace among peers, and avoiding making noise. Likes to read, participates in the reading literacy movement on a regular basis, cares for the environment, specifically by cleaning the environment and disposing of waste in its proper place, social care, specifically respect for others, and responsibility, specifically carrying out the class regulation schedule on the stated day. In schools, a routine mentality is applied through habitual behavior.

The Importance of School Culture in Improving Student Character in Elementary Schools. According to Labudasari E and Rochman E (2018), character education research is implemented through school culture habituation activities. School culture is formed in the process of routine, spontaneous activities, conditioning, and exemplary school residents' activities carried out during class hours, so that character education is strengthened from the existence of school habits. It can be started by compiling a daily or

weekly schedule. This is accomplished to ensure that activities aimed at facilitating character development can proceed as planned and are not excluded from other activities. Making a school-designed schedule that can be applied and socialized to students to support the success of the school program.

Integrating Multicultural Values of Religion and Culture in Schools Through Learning Islamic Religious Education research carried out by Irfan Mujahidin (2023). The research results explain teaching PAI material that combines multicultural values of religion and culture. Instilling multicultural values of religion and culture through religious education lessons presented by religious teachers, as well as managing a religious culture, can measure students' ability in learning outcomes that are seen as abilities. It is possible to achieve this by understanding and applying multicultural values, which include the ability to learn to live with differences in culture, race, and ethnicity, as well as social status at school and in society, mutual trust, understanding, mutual respect, an open mind, appreciation between students and society, and conflict resolution without violence through self-control.

Implementation of the Behavioristic Theory-Based Habituation Method in Fostering Student Discipline in North Curup Qur'an Literacy Ra Tunas research conducted by Putri, AO, and Sutarto (2023), the research finds that habituation taught by class teachers, cultivating habituation at school, really helps the role of parents at home. Habituation is an important method of controlling students, principals, teachers, and parents to feel a positive impact in teaching children; it is one of the applications that have a positive impact and fosters the child's personality. Habituation is a very important, good, and useful program. The use of habituation methods based on behavioristic theory in RA Tunas Literacy Qur'ani Curup Utara is thought to be effective at instilling Islamic values. Not only in class, but also through habituation: when students need to use the restroom, they become accustomed to queuing; when children arrive at school, they remember to shake hands, greet the teacher, and greet each other; and they become accustomed to the culture of queuing, among other things. Apply habituation to children with full responsibility and continue to collaborate with student guardians so that they can influence children both at school and at home.

Research conducted by Wahyuningsih, SR, et al (2023) entitled *Implementation of Daily Performance Monitoring in Improving Adab Education* results in determining the

achievement of the target of adab (Habit or behavior) education at the Azmania Ponorogo Islamic Boarding School can be carried out even though there are obstacles when applying it, but from the obstacles experienced it becomes progress to emphasize even more, for the whole of the students to follow the existing rules of order. However, the existence of the daily performance mentoring program has had a positive impact on strengthening Santriwati's adab education. Previously they did not understand the concept of adab in daily life but over time they were able to understand and implement it properly. Thus, adab education is getting better day by day and they become accustomed to implementing it. Adab education can be assessed from 3 stages, namely by way of example, good habituation, and provision of material as knowledge.

Research by Hendrowati, YT Suningsih, A. (2018) with the title Why Learning Scenarios Need Character Strengthening, finds that the implementation of character-laden learning is taught by the teacher with several stages namely planning, implementation, and evaluation. Learning is integrated into the RPP used by the teacher in teaching in accordance with the learning target. When students participate in learning, the teacher evaluates their character from cognitive, psychomotor, and affective perspectives. The school's goal is to apply the value of character education to students in order to create human beings with the greatest amount of knowledge and character.

Wakhudin. 2020. Character Education for Elementary School Students Towards the Industrial Revolution 4.0. The results of the study show that developing a religious attitude is a very important moral value for students to face the progress of the times. Religious attitudes are rarely a benchmark for teachers to assess children's character. Faith and devotion to God Almighty are linked to religious attitude. Teachers frequently do not know whether or not their students have said the five daily prayers. Based on the activities of each child in the congregation at school during Dzuhur prayers. The rest, the teacher cannot see his obedience in worshiping. Even if the teacher cannot keep the child under control all day, she can instill a sense of piety to God Almighty by emphasizing their special prayer in the morning or afternoon.

CONCLUSION

The existence of a habituation design with the desired goal of the school in strengthening and forming the Citizenship Character of students is deliberately made by the school as a school culture as a strengthening of Civic Disposition in students in elementary schools. Using school cultural habituation is an attempt to strengthen the character of students formed by habits taught by the principal, teachers, and the entire school. School culture can assist students in becoming accustomed to always behaving appropriately in the school environment.

Schools strive to improve the quality and quality possessed by schools that are applied through habituation and make habituation an intermediary and guide in applying very clear habituation to shape a person's attitude and behavior that is carried out repeatedly so that this behavior is formed and becomes a character in self. In school, habituation can be seen in the application of rules and learning activities. Habituation focuses not only on character but also on the academic fields that students receive.

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