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## Can The Pro-Social Character Be The School Culture?

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### ABSTRACT

*The swift flow of globalization has encouraged the development of technology and information that has so massive a negative impact on people's willingness to realize their pro-social. Schools as educational institutions that carry out the character education mission are one of the main keys to dealing with these problems. The character of pro-social is very important to be instilled and strengthened through school culture. The purpose of this study was to analyze the strategy of strengthening the character of pro-social of students in developing school culture through the five-pillar student program. This study used a qualitative approach with a case study method at Darul Hikam Middle School Bandung. The results of the study show that the character of pro-social can be strengthened into a school culture that is carried out routinely and incidentally through the five pillar student program. Pro-social as a school culture was carried out in several activities which included book waqf (school literacy movement), infaq jum'at, distribution of qurban animal meat, saba desa, garbage picking movements, orphanage visits, social institution visits, ramadhan charity, social online work book, alms, assistance and disaster visits. Through various activities, strengthening the character of pro-social plays an important role for schools in the development of character and school culture.*

**KEYWORDS:** *School Culture, Pro-Social, Strengthening Character Education*

### INTRODUCTION

The world of education especially schools has problems in terms of character education. As a character strengthening institution, schools and the world of education are broadly overshadowed by various challenges. Various challenges in the world of education include lust for selfishness, despair, arrogance, lust, anger, forgetfulness, just pretending, no attention and ability, jealousy, hypocrisy or all the pretense (Sanusi, 2016).

The idea shows the weakness or fragility of the national character experienced by students today. The existence of a self-controlled ego, easily discouraged, easily jealous of the achievements of others and hypocrisy into a number of notes on the fragility of the character of students. Self-controlled ego and easy despair can be seen from the still high rates of violence in the world of education. Reporting from the VOA (12/27/2018), in 2018 KPAI noted an increase in violence in the world of education where there were 144 cases of student brawls.

Hypocrisy and jealousy towards other people's achievements provide a shortcut for students to get high academic values through cheating. Cheating is not what arises as a result of these feelings which cannot be resisted through achievement, finally covered by cheating which is clearly a violation of the norms of decency. Cheating is a reflection of the low honest character

in a person. In one large scale survey, most students (76%) admitted that they had cheated at least once in high school or college (Alan, et al., 2019; Davis, et al., 1992).

The problem of fragility or the low character of students should be a serious concern. Students as the next generation of the nation must have good character in themselves. Good character is absolutely needed as a young generation that carries many national development missions. If the fragility of the character of students will become a burden on national development and even become a threat to the destruction of the country.

Lickona (1992) mentions 10 signs of human behavior that show the direction of destruction of a country which includes (1) Increasing violence among adolescents; (2) Cultural dishonesty; (3) Increasing disrespect for parents, teachers, and leader figures; (4) Effect of peer groups on acts of violence; (5) Increased suspicion and hatred; (6) The use of language is deteriorating; (7) Decreasing work ethic; (8) Decreasing sense of responsibility of individuals and citizens (9) Increasing self-destructive behavior; and (10) the increasingly blurred moral guidelines.

Facing various threats and the fact that students are weak in character, education can be used as a solution to various problems and threats that exist. Education is not only oriented towards output or results in the form of intelligence but also character development. Educational institutions are no longer a place to transfer knowledge, but also a place to shape young people's attitudes, behavior, character and leadership (Rokhman et al., 2014).

The swift flow of globalization that drives the development of massive technology and information has a negative impact on people's willingness to realize their pro-social. These changes are not able to respond wisely, giving rise to a new problem that has never happened before. Communities always experience change because of their dynamic nature, changes and developments in society produce new needs, events and problems in time (Türkkahraman, 2014).

A new era of digital technology has a negative impact on the pattern of human social interaction in almost every part of the world. The ease that can be accessed with technology makes people tend to close themselves (exclusivity) to social reality. This worsens human relations with each other, because of diminishing social interactions.

Such conditions if not immediately addressed and realized, it will result in the greater individualism of each society. The attitude of individualism will give rise to one's own ego and the absence of a sense of belonging and togetherness with one another. People who have the attitude of individualism will feel that they do not need and do not care about others. This is very dangerous for community life in a country.

In situations like this, character education is one of the keys to solving these problems. Education has been regarded as the center of excellence in the preparation of extraordinary human characters (Rokhman et al. 2014), noting that character education is not only based on moral knowledge but requires moral feelings which include conscience, empathy, kindness, self-control, and humility (Pane & Patriana, 2016). Character education is also related to the level of expression of love, integrity, compassion, and higher self-discipline (Jeynes, 2017).

Character education or moral education have positive implications for the morale of students. Berkowitz and Bier (2007) found evidence of effectiveness in 48% of programs that intended to influence personal morality (for example, honesty, respect), 43% intended to influence social

awareness behaviors (for example, volunteering, sharing), and 62% intended to affect relationships (for example, friends, family).

The efforts of character education are arranged in a five-pillar student program at Darul Hikam Middle School in Bandung created to become a school culture and learning culture of students in terms of the pro-social character. Strengthening the pro-social character is one of the goals of programmed character education, in other words the pro-social character becomes a school culture that is applied and is expected to be a good culture for students in their lives.

## **METHOD**

This study aims to explore information and in-depth knowledge about the pro-social character as a school culture at Darul Hikam Middle School Bandung. Based on these objectives, this study uses a qualitative approach using case study research methods. Information and in-depth knowledge about the pattern of strengthening pro-social character of student's as a school culture in Darul Hikam Middle School Bandung was obtained from the principal, deputy head of the student section, deputy head of the curriculum section, PPKn teachers, and 8 students through observation and interviews deep.

## **RESULT AND DISCUSSION**

Strengthening pro-social character of student's in the five-pillar student program is a character education program at Darul Hikam Middle School. In the vision and mission of the school, one of them aims to establish a school of character, achievement and environmental insight. For this reason, the school implements character education through a five-pillar student program. One character that is considered important and contributes to the social life of students is the pro-social character.

Strengthening the pro-social character which is included in one of the pillars of the five-pillar student program is a character value that is often discussed in the Qur'an. In line with the vision and mission of the school that wants to create a school with character, character and environmental insight. The moral concept raises the pro-social character in the five-pillar student program. In its implementation, it is expected that pro-social can become the character of students. Characters are imprinted moral and moral virtues and become intrinsic values in human beings that underlie their thoughts, attitudes and behavior (Sitorus, 2015).

Darul Hikam Middle School is committed to the development of a character school culture so that education orientation does not only cover academic aspects but also character strengthening. In various activities that have been carried out the school upholds values and character so that the activities carried out are oriented towards the character development of students. Educational institutions are not only a place to transfer knowledge but also a place to shape youth attitudes, behavior, character and leadership so that education has been regarded as the center of excellence in the preparation of extraordinary human characters (Rokhman et al. 2014).

Strengthening the pro-social character of students in the five-pillar student program shows that character education at Darul Hikam Middle School focuses on the social competence of students. Through various activities that have been carried out the students are directed and guided to

increase their social sensitivity such as for example in visiting orphanages. The activity shows an example of the existence of social development carried out by schools in implementing pro-social of student's. In other words, schools provide space for students to strengthen social competence. Character education should meet the needs of early adolescents (students in grades 8 and 9) to strengthen social competence. In addition, the involvement of adolescents in character education is an integral part of their learning from education (Cheung & Lee, 2010). Strengthening the pro-social character of students' in the five-pillar student program is carried out in a variety of activities that are continuously carried out in one school year. Darul Hikam Middle School as an education organizer that has set various activities to be held in one academic calendar year except activities that are tentative (unpredictable) such as social service in natural disasters.

Activities organized by schools are divided into two, namely routine and incidental. Routine activities in the sense of these activities are activities that have a definite schedule and are carried out at a certain time period, namely activities in the odd, even and even semester. Meanwhile incidental activities are activities carried out at certain times such as natural disasters that cannot be predicted when they will occur. However, even incidental activities are basically activities that are included in the plan of activity, only in the implementation, they cannot be ascertained when they are implemented. Based on this, the forms of activities can be divided based on the time taken as follows.

*Table 1*  
*Activities to Strengthen Social Concern Character Based on Implementation Time (2018/2019 Academic Year)*

Activity Time	Type of Activity
Odd Semester	Fire that has happened in Dago
	The earthquake in Palu
	Studies of Israeli and Palestinian wars and donations
	Waqf Book (School Literacy Movement)
	The practice of slaughter and distribution of sacrificial animals
Even Semester	Darul Hikam Cares Rancaekek
	Visit to Budi Istri Weda Nursing Home (Class 7)
	Visit to Al Kautsar Orphanage in Lembang (Class 8)
	Student Stay
	Social work book online
	Ramadhan Charity
Weekly	Trash Pick Up Movement
	Infaq Friday
Incidental	Visits and infaq for the sick
	Infaq, assistance and donations directly or indirectly to victims of natural disasters incidentally (when the disaster occurred).

Source: Processed by Researchers based on observations and interviews (2019)



As part of the character education process developed by the school, the implementation of strengthening the pro-social character shows the process of character education carried out. In various implementation activities strengthening the pro-social character as one of the pillars of the five pillar student program there are 4 stages in the character development process according to Kohlberg (in Suryadi, 2012). The four stages include the following:

1) Initial stage of character building

In the implementation of strengthening the pro-social character, students are invited to be involved in various activities without demanding that they understand what they have done. In its implementation, students are expected to understand for themselves what they have done so there is no element of coercion to understand something related to the activities carried out.

2) Values clarification stage

By being directly involved in various activities carried out by students, they claimed to be able to understand the reasons why they were involved in these activities. The implementation of activities that are more related to the community, especially those who have different backgrounds, make them reflect.

3) Application stage

The involvement of students directly in the implementation of strengthening the pro-social character contributes to their behavior in daily life. Based on the results of interviews with students, they said that there were behavioral changes where in real life they became more concerned about others and the surrounding environment.

4) Stage of meaning

By participating in various activities organized by the school, students are not only able to actualize pro-social in various conditions but also be able to interpret the behavior they do. Based on the results of interviews that researchers did, students consider themselves to be able to better understand the importance of sharing with others and respecting others.

In addition, the implementation of strengthening the pro-social character through the five-pillar student program is in accordance with the 3 stages of character education according to Koesoema (2007). Following this, the researcher identified the implementation of strengthening the pro-social character through a five-pillar program with 3 stages of character education according to Koesoma (2007).

1) Design of class-based character education

Darul Hikam Middle School applies TCB (Taqwa Character Building) subjects in the process of learning Citizenship Education which focuses more on daily practice. These subjects raise material about the seven values, one of which is caring. In these activities there is an interaction between the teacher and students where the teacher has a role to convey the core character that students must have in their daily lives.

2) School culture-based character education design

The five-pillar student program was formed to develop a school culture that has character, achievement and environmental insight. In other words, strengthening the pro-social character is

done to support the school culture with character. The activities carried out at the school were numerous and continued continuously such as infaq, waqaf books or school literacy movements, garbage collection movements, social work books, and qurban.

### 3) Community-based character education design

The implementation of strengthening the pro-social character as one of the pillars of the five-pillar student program is more dominantly related to the community. The activities carried out can be said to be almost all related to the community. Society as a social laboratory is expected to provide many lessons for students because life in society is a real life.

The implementation of activities to strengthen the pro-social character as one of the pillars of the five-pillar student program shows the success of pro-social character education. The researcher identified this success with indicators of the success of pro-social character education according to Fitri (2012). These indicators include;

#### a. Schools provide assistance to underprivileged students

Darul Hikam Middle School provides assistance and visits to school residents when a disaster or illness is affected.

#### b. Carry out social service activities

Social service activities were held at the Al-Kausar and Weda Budhi Wife social institutions and held social services for victims of natural disasters in Rancaekek during the 2018-2019 school year activities.

#### c. Make a visit to a marginal area or region

On 27-29 March 2019 Darul Hikam Middle School held a student stay activity held in Kp. Pasanggrihan, Kec. Cimencyan Kab. Bandung with the aim of providing assistance and usefulness directly to the surrounding residents.

#### d. Providing assistance to the poor community

Providing assistance to the surrounding community by Darul Hikam Middle School students through Ramadan Charity activities and distribution of qurban animal meat.

#### e. Providing charity or donation boxes

Darul Hikam Middle School conducts weekly infaq activities on Fridays and Infaq as well as assistance for victims of natural and humanitarian disasters.

Based on this analysis it can be said that the implementation of activities to strengthen the pro-social character as one of the pillars of the five-pillar student program at Darul Hikam Middle School has been a success. On the other hand, the implementation of Darul Hikam Middle School also involved all school people, parents and the community. Pro-social can be carried out effectively through the support of school administrators, colleagues, parents and the community associated with the school (Narinasamy & Mamat, 2013), besides that it also requires a strong and genuine commitment from all stakeholders (Fitri, 2012).

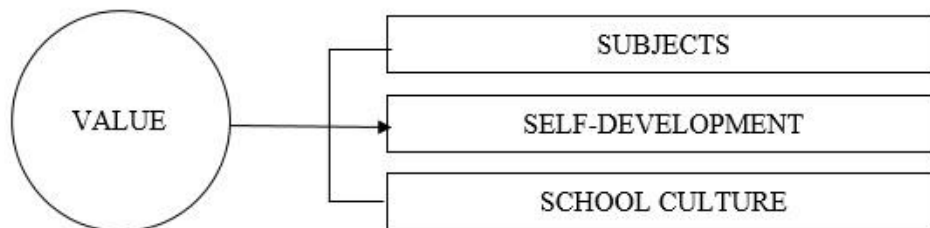
The activities carried out are in accordance with the principles of character education as a habit. Character education can be successful if done continuously and in collaboration with various

parties with the school as a community of character. Character education is a habit so that the formation of one's character requires communities of character, schools as communities of character in character education through learning, habituation, extracurricular activities, and working with families and communities in their development (Komalasari and Saripudin, 2017).

In terms of strengthening the pro-social character of students' as one of the pillars of the five-pillar student program, students are conditioned to be in the community of character. The school organizes various activities that support the achievement of the goals of character education by optimizing the role of various supporting parties such as parents and the community as social laboratories. This character education aims to develop a person's ability to make good decisions, maintain what is good and realize that goodness in daily life with all his heart (Komalasari and Saripudin, 2017).

Character education in addition to aiming to develop oneself is also an effort to transform the values that can be upheld by self-development and school culture, in addition to through Citizenship Education subjects which are basically of value. The value focused on this research is the value of pro-social character in which the value of pro-social is developed not only on subjects and self-development, but also a process and results developed as a school culture.

Figure 1  
*Culture and Character Development (Fitri, 2012, p. 33)*



Based on this picture, SMP Darul Hikam designed a five-pillar student program, especially in terms of pro-social, not only integrated with the PPKn subjects, but also as part of the student's self-development and civilization processes in schools. Self-development as part of the expected output in each activity carried out. Whereas school culture is shown through activities in the five-pillar student program, especially those related to pro-social that is carried out routinely and incidentally as part of habituation.

Thus, strengthening the pro-social character as one of the pillars of the five-pillar student program at Darul Hikam Middle School in Bandung is a description of the school's vision and mission. The school strives to develop an academic culture with character, achievement and environmental insight. Morals (characters) are seen as more urgent to implement, besides there is a paradigm that character influences achievement. One character that is considered very necessary is pro-social. In various five-pillar student program activities, the activities carried out are inseparable from the aim of strengthening the pro-social character of student's.

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**CONCLUSION**

Strengthening the pro-social character plays an important role for schools in developing the character and culture of the school. The implementation of activities to strengthen the pro-social character as a school culture is carried out through a variety of routine and incidental activities. Routine activities are carried out every year in the odd, even, and middle semester. Whereas incidental activities are carried out every time a disaster occurs, both during natural disasters and humanitarian disasters. The activities that have been carried out include direct assistance to victims of natural and humanitarian disasters, waqf books (GLS), the practice of slaughtering and distributing qurban animals, visits to nursing homes and orphanages, student stay, online social work books, ramadhan charity, garbage collection movements, and infaq Friday.

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