

IMPLEMENTATION OF GOOD SCHOOL GOVERNANCE IN BUILDING SCHOOL CULTURE WITH CHARACTER AT MAN 2 PONTIANAK

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Abstract

This study aims to describe the implementation of good school governance in building a school culture with character at MAN 2 Pontianak. The research method used is descriptive analysis with a qualitative approach. Data was collected by using the observation, interview, and documentation techniques. The subject of this research is based on purposive sampling. The results of this study have shown that the principles of good school governance play an important role in building a school culture with character by applying the principles of good governance, viz participation, transparency and accountability in every school activity. This is reflected in the vision, mission, goals, school program and efforts to realize it. The conclusion of this study is the principle of good governance that is oriented to the needs of schools and communities would create an involvement, interaction, trust, and commitment to jointly realize akhlakul karimah as a educational goals which is carried out through planting, habituating, exemplary and leadership to integrate character values continuously in every school activity. So that the culture of character becomes the basis of a person's behavior that triggers a balance between IQ, SQ, and EQ of the school elements.

Keywords: Good School Governance; Character Culture.

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INTRODUCTION

School human resources are one of the elements that play an important role for the productivity of educational activities in schools. Every school organization certainly consists of individuals with a plurality of personalities, characteristics, behaviors, and backgrounds. However, there must be an awareness or value that becomes the principle for each element, so that the school organization could run well, effectively and efficiently. This value is called culture. According to Schein, 2004 culture can be defined as a pattern of shared basic assumptions that was learned and considered valid by an organization to solve its problems of internal integration and external adaptation as the correct way perceive, think, and feel.

Every school has its own culture. School culture is a value system that presents meaning and underlies the behavior that practiced by all elements of the school. Each school organization certainly has its own unique culture to support the teaching and learning activities. School culture is also a reflection as well as the most important tool in managing a school to achieve school vision, mission, and goals. This is because the application of school culture is reflected through rules, interactions, policies, habits, and managerial activities that occur in schools. Therefore, a good school culture supports the active role of all elements of the school to be involved and carry out their respective roles. So that the relationship between internal and external schools will run conducive and could become a facilitator for school achievement. Then, from a good school culture will produce positive habits that could shape individual character within them.

The intended characters are morals, attitudes, and personality. According to Mubin, 2020"..." the character is related to moral strength which has a positive connotation". So, character is an *akhlak* and pattern of behavior in the sense of virtue, and is not something neutral. Therefore, the learning process in schools could be an effort to instill cultural values with character in every element of the school. This is in line with the National Education System (SPN) through PP No. 87 of 2017 and Permendikbud No. 20 of 2018. The policies talk about education that is oriented towards strengthening character which includes religious character (morals), nationalism, independence, mutual cooperation, and integrity (Wahyunianto, 2020).

Considering the complexity of the problems that arise along with the development of globalization, it shows the impact that leads to moral decadence which is increasingly visible from time to time. So that it raises new symptoms in the form of a crisis or deterioration in changing one's behavior patterns. These problems are evidenced by the increasing cases of juvenile delinquency by school-age children, such as; (1) low respect for parents and teachers; (2) juvenile delinquency; (3) sexual crimes (abuse); (4) free sex and abortion; (5) drug use; (6) acts of violence; (7) *bullying* and many more. According to the KPAI statistical data update as of December 31, 2020 which continues to be updated until May 18, 2021, there are around 437 cases of physical and psychological crime, 651 cases of pornography and cyber crime, 484 cases of sexual violence (premarital sex and abortion), 70 cases of health and drugs, 1567 educational cases (brawls, bullying, expulsion due to pregnancy, etc.), and many more (<https://bankdata.kpai.go.id/>). That phenomenon occurs due to low moral awareness and children's distance from character values and influences their lives to deviate actions. Of course, the lack of attention from parents and the environment is the main reason, because that is where children spend their more time. However, this problem also involves the role of the educational world.

As William Kilpatrick said (in Lickona, 2016), the problems that arise in schools, even those related to the development of science, depend on the results of the character education being taught. This is because the main purpose of education is not only to produce intelligent human beings, but also to behave well. So that how schools could educate characters is equivalent to educating intelligence. A culture of character could trigger academic and non-academic success in schools to become more meaningful. Given the high expectations of the community for education, this is the barometer for schools to increase the participation of school elements in developing potential. So that schools must involve the role of all related elements. As firmly stated by Lunenburg and Irby (in Rahman, 2014)" *to achieve the school vision, school stakeholders must establish goals based on the adopted value statements, faculty are active and valued participants in establishing goals with the principal and other stakeholders* ".

This shows that school management needs to place the principles of governance as an integral part in managing school education. To implement a school culture with character, interactions are needed that involve all elements of the school with good and proper governance. Good school governance could be interpreted as mechanisms, practices and procedures for managing school resources and solving educational problems that occur. Thus, good school governance is needed in order to strengthen governance, accountability and public image by both formal and non-formal education. With the optimal functioning of educational institutions, it will strengthen the principles of good governance and accountability in the delivery of education (Elyana, 2019 and Fattah, 2012). The implementation of the principles of good school governance, could be a problem solving method in building a school culture with character, and both of them will bind and determine each other. Because efforts to build school culture requires good governance, including participation, understanding and consideration in the pedagogical process. For this reason, the role of school elements, policies, programs and learning activities must be carried out optimally.

Based on the results of initial observations, MAN 2 Pontianak is one of the public schools that implements good school governance which has been built in stages and systematically since the founding of MAN 2 Pontianak. MAN 2 Pontianak is a school that implements School Based Management (SBM). MAN 2 Pontianak refers to the national education curriculum with additional Islamic content under the auspices of the Ministry of Religion. With the vision, mission, goals and efforts to implement school programs that are in line, making MAN 2 Pontianak accredited "A" and able to achieve various achievements. Both academic and non-academic achievements, without neglecting the moral development movement. These achievements will certainly be difficult to achieve and maintain if there is no good governance and a culture of character within them.

MAN 2 Pontianak optimizes all aspects it has, including human resources and the school environment. Thus, the role of school culture and good school governance is an important concern in building and realizing the school's vision, mission and goals. Leadership communication that is established is also good, making communication between school elements at MAN 2 Pontianak also good. Reflected by the existence of creativity, loyalty and great responsibility towards the school. That is what makes researchers interested in doing this research. Hopefully, other schools will also implement it good school governance and school culture with character. This research aims to describe; 1) implementation of the principles of good school governance in building a school culture with character; 2) objective conditions to build a school culture with character; and 3) the influencing factors, at MAN 2 Pontianak.

METHODOLOGY

This study used a qualitative approach with a case study research type, the research was conducted on a system unit. This unit could be a program of activities, phenomena, groups, places or certain times. In which researchers are directly involved in this research starting from obtaining initial data, data collection, data analysis and to drawing conclusions. The data sources or participants in this study were determined using purposive sampling. The considerations in determining the participants of this study were: 1) the head of the madrasa as the leader who regulates and carries out school governance and builds culture in schools; 2) the teacher as the implementer of governance in schools, as well as the holder of full control as a learning leader in the classroom in instilling a culture of character in students; 3) committees as school partners in carrying out school governance and supporting learning activities that could build a culture of character in schools; 4) students, as elements of the school who have experienced school governance and culture at school. Then that will be the output to see the achievement or success of governance and character culture in schools.

The data collection technique was carried out by triangulation by combining techniques 1) observation, to obtain initial data to determine the general condition of the school and school culture which can be directly observed. Both directly and indirectly regarding behavior, processes, symptoms, circumstances, and phenomena at school; 2) interviews, using semi-structured interviews to dig up as much information as possible according to research needs; and 3)

documentation, which relates to literary documents and documents including important notes, interview results, pictures of research conditions/locations and research results related to the problem under study as well as reinforcement of previously obtained data.

Data analysis techniques in this study used descriptive analysis methods. This is because the researcher aims to provide an explanation regarding the application of good school governance in building a school culture with character by conducting a case study at MAN 2 Pontianak. This research was conducted through three stages of analysis, namely: 1) first, conducting a descriptive analysis. Starting from selecting data that is considered important and in accordance with research needs. Then describe or interpret the data that has been obtained to obtain new ideas related to the research being carried out; 2) second, do a category analysis. Which answers and information obtained are grouped by category according to the research questions to be answered. 3) third, relationship analysis. Namely by connecting between the categories studied by constructing the findings. Relationship analysis is carried out by finding pattern relationships between variables and research indicators to finally draw conclusions.

RESULTS AND DISCUSSION

Implementation of the Principles of Good School Governance in Building a Character School Culture at MAN 2 Pontianak

The concept of good school governance, actually adopted from the term of good governance which is widely used in the concept of government or company. According to Prabhu (2017) good governance can be realized if human needs are fulfilled. By fulfilling the necessities of life, it can be the first step to realizing a holistic good governance model. As for according Fattah (2012) *Good governance* contains two meanings, first, values that contain the will of the people and values that can increase the ability of the people to achieve national goals, sustainable development and social justice. Second, the functional aspects of government that are effective and efficient in carrying out their duties to achieve these goals.

Good school governance produces policies which is the form of the hopes and needs of school elements that derived in the mechanism for carrying out the school's vision, mission, goals and programs. The condition that determines the success of the principles of good school governance is the formation of awareness and a value-laden culture in schools, as well as efforts to prioritize educational interests in the context of managing all school activities.

Researchers found that the implementation of the principles of good school governance at MAN 2 Pontianak has been running according to the orientation of needs. Both the needs of schools, students, parents, and society. In this way, it shows that the essence of good governance which includes the value of the needs and functional aspects of the school runs effectively and efficiently based on its principles. This is marked by participation, transparency and accountability in schools, included learning activities and school services to all elements of the school. According to Satpathy et al. (2013) the characteristics or principles of good governance, it consists of: 1) consensus oriented; 2) participatory; 3) following the rule of law; 4) effective and efficient; 5) accountable; 6) translucent; 7) responsive; 8) equitable and inclusive.

Good school governance encourages schools to make an optimal use of all resources. The relevance of implementing good school governance refers to the principles that demand patterns of interaction behavior that must be followed by all elements of the school. So that parents and society must participate and learn not to be exclusive by considering themselves not as part of the educational world. But as a school partner that is inclusive by considering itself to have the same interests and have the same opportunity to convey ideas and input in order to improve the quality of schools and education. As Deal & Peterson (2016) said that the school culture needs to be deeply connected to the community through communications and activities, like holding several events to build school-parent links. Openness and authenticity of dialogue creates a relationship of trust. It's removed barriers and developments a sense of community.

To ensure that the needs for education governance are fulfilled, school elements must know the programs and activities that will be carried out by the school. Including non-academic aspects involving the community environment, such as access to traffic around schools, social cooperation,

and others. This can foster sympathy, increase awareness, and provide opportunities for the community to have a stake in education. So that the involvement of all elements of the school creates a synergy that has an impact on building a culture with character. Moreover, the culture at MAN 2 Pontianak emphasizes religious character as a characteristic in responding to community needs. This character is a major capital in supporting good school governance interaction patterns in building a school culture with character. Because, MAN 2 Pontianak believes that religion has regulated all aspects of life without exception, including regarding relations with humans to help each other in goodness. This is in line with the explanation from one of the teachers, Ms. Nurlaily Fajar, S.Sos., that:

"... from a religious standpoint, it is in accordance with the wishes of parents and society."

MAN 2 Pontianak applies an educational approach by combining general subject matter with religious education in one curriculum. So that all school activities are inseparable from the guidance of Islamic values. The involvement of parents is very important, because they are part of the community who communicate the most intensively with the school. The involvement of parents' participation is manifested by the existence of a school committee. Committee Chairman, Mr. H. Ibrahim, S.Ag. representing the parents also supports the entire implementation of the school program. Especially those related to the potential and abilities of students. In addition to learning in class, to develop interests and talents, as well as support students' affective, cognitive and psychomotor abilities. In fact, parents suggested that the program at MAN 2 Pontianak could be added again, in the sense that educational activities are more optimal, so that children are increasingly motivated to compete positively. For this reason, the school facilitates parenting activities through the *Whats.App group* to accommodate parents to be more proactive in asking about their child's progress through the homeroom teacher.

MAN 2 Pontianak is also very open in receiving input, both in the form of criticism and suggestions. This can be conveyed directly through the school bureaucracy or through social media and the school's website. Students are also free to convey their aspirations for the school through the OSIS and MPK administrators. In submitting criticism and suggestions students are facilitated by; 1) OSIS and MPK work programs that accommodate all input, namely MANDASPIRASI; 2) Instagram social media accounts @oska.manda and @info.man2ptk; 3) class groups, so that these aspirations can be collected by each class leader to be conveyed to the OSIS and MPK. This shows that the higher the participation of the school community in the development of the school, the more inspiration and motivation to develop the school. According to Nugrohadi (2016) participation built on the basis of conditions of freedom of association and speech and participate constructively. Participation can also be said as a driving force for all school resources owned in achieving goals. In other words, in the principle of participation there are parties who are affected by decisions made based on interests. That the school community, community and stakeholders are actively involved and have the opportunity to provide input, criticism and take a role in decision making. Hofman et al., (2010) also said that school community participants involvement can influence school choice more in academic quality performances. Because, of course, the involvement of school elements will provide real aspirations regarding the needs of parents of students and the community.

Schools as a place for the educational transformation process to take place, of course, need to consider various views and ideas from all elements of the school. In other words, the participation of school elements will make a positive contribution in organizing educational activities at MAN 2 Pontianak. Especially in serving students so that they can go to school well. Based on the results of the observations and interviews as mentioned earlier, the researcher can say that MAN 2 Pontianak is very concerned about serving the school elements. Not only to students and parents, but also to alumni, KKM (Madrasah Working Group) schools, higher education institutions, and others. MAN 2 Pontianak is also active in involving stakeholder participation, both in the form of joint research, training, lending of infrastructure, and other collaborations. The head of the Madrasah said that:

this is the strength as well as togetherness with stakeholders that we carry out well. We maintain relationships, because after all we cannot live without our surroundings. Especially in the religion "khairunnas anfa'ubum linnas", the best human being is one who is useful to others.

Schools as the responsible part for carrying out educational activities certainly need the participation of school elements, especially parents and the community. This is because parental participation is an important consideration regarding what kind of education and behavior patterns are needed and are believed to be able to help their children's education. At MAN 2 Pontianak, the participation of school elements is accommodated by optimizing the role and function of the school committee to achieve the principles of good school governance. With the existence of a conducive system and culture, the participation of every element of the school goes according to how it should be. From there, partnerships and openness will be built, so that the principle of transparency in good governance guarantees the ease of obtaining information.

The implementation of the transparency principle opens access to information for parents and the public regarding school activities. According to Dasor (2019) transparency in schools can be seen in three aspects: 1) an open policy towards supervision; 2) an access to information so that the public can reach every aspect of policy in education; and 3) the application of checks and balances principle among education stakeholders. Transparency aims to build mutual trust between elements of the school. With the principle of transparency, it can also show school policies in providing clean and responsible services. This provides clarity on the boundaries of the roles and responsibilities of each element of the school in school management. Mulyasa (Nugrohadhi, 2016) explained that being transparent in good school governance means being open in managing an activity through information and guaranteeing ease in obtaining regulatory and adequate information. Transparency ensures the availability of accessible information starting from policies, regulations, as well as the implementation and reporting of school activities. Supported by an adequate control system, MAN 2 Pontianak reports all activities every month. The conformity of the information reported is also monitored by the authorities on a regular basis.

The implementation of good school governance principles places the authority to manage schools in an integrated functional system that is accountable. So accountability principle makes the school a party that holds the trust to provide accountability, present, report and disclose all activities that are its responsibility to parents and the community. All programs, activities and activities are carried out and reported (progress reports) in accordance with the applicable Standard Operating Procedure (SOP) from KMA, both the City Ministry of Religion and the Provincial Ministry of Religion. Then City Services, Provincial Services, SISDIKNAS education laws, and others. So that the authority in decision making really pays attention to policies by taking into account the needs of school elements.

The principle of accountability at MAN 2 Pontianak is realized by participation and transparency in attracting the participation of parents and the community, as well as receiving input in managing the school. Mc. Ahsan (Fattah, 2012) saying that accountability in the field of education concerns; programs and personnel management that lead to goals, emphasizing effective and efficient management, program development, personnel development, improving community relations and management activities. The dimensions of an accountable school, including: 1) goals that can be translated into specific goals; 2) activities that can be supervised so that they are always directed precisely at achieving goals; 3) process of achieving goals based on effective and efficient utilization of resources; 4) results of effective and efficient achievement of goals; 5) feedback and evaluation process as a refinement step.

With the existence of measurable school performance standards in carrying out Main Tasks and Functions (TUPOKSI), it forms a conducive atmosphere in providing educational services that are responsive, friendly, and easy for students and the community. Through these efforts, it could be seen how the principles of good school governance reflect the character culture at MAN 2 Pontianak. The community could also judge this from how the vision, mission, quality of school resources, program priorities, services and targets to be achieved in school development. Therefore, the participation of parents and the community through the committee as a school partner needs

to be oriented in line with a school culture with character. Not only in a formal administrative form, but also in a moral bond in character. As explained by the Teacher, that:

It is very important to shape the character of students who will become leaders in the future. Well, the beginning of its formation must have been at school. Teaching them to have commitment, learn to socialize, learn to be a leader, learn practical politics through student council, that's a form of character learning. Very important, and it was implemented in MAN 2.

For this reason, school programs aimed at the interests of students must have a support, so they could run well. In short, between schools, parents, communities, and *stakeholders* need to foster a synergistic relationship. This is because it will affect school output in the form of affective, cognitive and psychomotor abilities of students, especially behavior and habits when children enter society.

The effective and efficient application of good governance principles can produce a high belief system on school performance. The governance system that is embodied in the school committee partnership must take alignment with the interests, needs and aspirations of parents, the community and stakeholders. Thus, the responsibility for education is also felt as a shared responsibility in building a school culture with character.

Objective Conditions of Building a School Culture with Character at MAN 2 Pontianak

Culture is closely related to a value system that is taken and applied based on consideration, whether involving individuals or groups or organizations. Bagia (2015) defines organizational culture including compatibility of values and norms shared by individuals and groups so that the organization could achieve its goals effectively and efficiently. According to Efendi (2017) school culture, these are the dominant values supported by the school that guide school policies for all elements and components of the school, including education stakeholders. Character is morals, manners, psychological traits, and basic traits that distinguish one person from another. In philosophy, discussion of character is included in the realm of *axiology*, namely about values and ethics. As is the view of contemporary philosophers regarding inner character, Sudrajat (2014) namely the mixture or combination of all good values originating from religious traditions, experiences and stories of wise men. This statement is also in line with what is stated by Goodman (2019) that character consists of good firm, reliable, stable and abiding moral virtues which have moral principles, and an integral part that encourages a person's inclination to act.

A school culture with character is an effort to instill good habits and internalize them so that school elements are able to act based on character values. So that a school culture with character becomes the basis for behavior that can support the achievement of the school's vision, mission and goals. A school culture with character is manifested from a psychological totality that includes all potential (affective, cognitive and psychomotor). According to Mubin (2020) the embodiment of this character, it includes psychological and sociocultural processes in: (a) feeling/heart processing (SQ & EQ development); (b) thought process (IQ development); (c) sports; and (d) exercise feelings and intentions (the power of the soul that drives a person to act). Then from this configuration will integrate with each other in turning on the values in a person.

Based on the results of observations and interviews, researchers found that the culture of character at MAN 2 Pontianak emphasizes religious values that characterize the school. In which all aspects of character have been regulated in religion integrally and couldn't be separated, that is to become human beings with good morals. This is certainly in line with the vision, goals, and programs in MAN 2 Pontianak. As said by the Head of Madrasah Mr. H. Edi Setiawan, S.Ag., S.Pd., that:

Characteristic of MAN 2 is morality – which we emphasize. So good morals among themselves, to their parents, and to others. That's what we prioritize. Including getting used to worship... being mentored and guided.

In essence, religion is a guide that has regulated the order of life. So, a school culture that emphasizes religious character will direct someone to be more positive and meaningful, as well as worth worship. This school culture with character also inspires the motto of MAN 2 Pontianak,

namely "*Sholih, Creative, Achievement, Allahu Akbar!*" and "*Alhamdulillah good, Insyaallah better!*". In the sense of being a reminder that MAN 2 Pontianak has one passion, namely to be good and always change in a better direction. Such is the enthusiasm of MAN 2 Pontianak to build a culture of character that is based on akhlakul karimah in accordance with the commands of the Qur'an and Sunnah.

Building character isn't only teachers' task, but also all of elements including parents and society. Building character requires role models, teaching, habituation, and guidance from all elements through a conducive school culture. So, steps need to be taken to improve the relationship between the school and parents and the community. As said, Deal & Peterson (2016) through convening, conveying, and collaborating.

Based on the results of interviews and observations, the researchers found that the culture of character formed at MAN 2 Pontianak consisted of a culture of discipline and responsibility, school rules, implementing 5S and 5K culture, as well as various forms of programmed and routine activities, as well as spontaneous activities that support character culture at MAN 2 Pontianak.

1. Disciplined Culture and Responsible Culture

MAN 2 Pontianak has a culture of discipline and responsibility that contributes to building a school culture with character. The researcher found that in MAN 2 Pontianak the culture of discipline and responsibility is the result of values, norms and rules that must be followed by all school members. It is no exception for school principals, committees, teachers, staff, and students, even cleaning and security officers, all of whom must be disciplined and responsible.

The aspects that are always emphasized are related to discipline and responsibility which include: a) the rights and obligations of each other; b) fulfill predetermined standards; c) obey the rules; d) maintain the good name and environment of the school; e) learning and helping smooth learning activities; f) appreciate and respect each other; etc. Always reminded that actually as a Muslim, every human being is a leader at least for himself. So, discipline and responsibility for life is something that must be done so that life is more organized. This value is a reference that could be used by parents and the community in assessing the integrity of the school in managing the school and conditioning the elements of the school.

2. School Rules

School rules are a series of regulations to create a conducive environment, especially in supporting the implementation of teaching and learning activities. The rules include obligations, prohibitions and sanctions that are binding and must be obeyed. Through documentation, the student rules of MAN 2 Pontianak discuss matters such as: a) study time (intracurricular and extracurricular); b) attendance; c) learning process; d) permissions; e) implementation of worship; f) clothing requirements; g) maintain the cleanliness and security of madrasas; h) morals, ethics and manners; i) coaching and sanctions; j) prohibitions; and k) other provisions. In accordance with its purpose, discipline is an effort to discipline and learn in order to become an individual with character.

The implementation of the rules is carried out by giving rewards and sanctions as a consequence of efforts to comply with the rules. MAN 2 Pontianak also monitors the implementation of the rules, especially in cases of violations through the case book which is reported to parents at each distribution of report cards. The head of the Madrasah explained that:

The purpose of scoring is so that the character of the child is formed through the rules. Then proceed through the daily application.

Regarding awarding students, it is usually in the form of freeing committee money. Especially if you often get achievements, you will be given a *reward* as appreciation from the committee representing the school and parents. Likewise, teachers who succeed in educating and guiding students who compete to the national level will receive incentives as a form of appreciation. Apart from regulating, the main lesson of discipline is to get used to good character values,

such as being responsible, disciplined, honest, creative, respectful, independent, religious, and so on.

MAN 2 Pontianak not only regulates the rules for students, but also has rules for the school principal, as well as all teachers and staff. Because, according to the head of the madrasa, the function of developing the madrasa is a shared mandate. Moreover, the head of the madrasa and teachers as role models for students. For this reason, building students character must start from how the head of the madrasah, as a leader who sets an example to teachers and staff first. As stated by the Chairman of the Committee, that:

...of course the principal first. As a leader, you must lead by example. Teachers also do not go around. There are manners, a child's efforts to imitate. Child maybe No talk but he sees.

Which rules for madrasa heads, teachers and staff are regulated based on KMA Regulations, Minister of Administrative Regulations regarding ASN, and their respective TUPOKSI.

3. 5S and 5K culture

Apart from the culture of discipline and responsibility, at MAN 2 Pontianak there is another culture that is applied as habituation of character values in everyday life. The culture consists of 5S (smiles (senyum), greetings (salam), greetings (sapa), courtesy (sopan), manners (santun)) and 5K (safety (keamanan), cleanliness (kebersihan), order (ketertiban), beauty (keindahan), kinship (kekeluargaan)). This effort was carried out as one of the efforts to realize the mission of MAN 2 Pontianak regarding directed, gradual and comprehensive development in the framework of building akhlakul karimah. From the results of observations and interviews, the researchers found that the implementation of the 5S and 5K was embedded in every interaction between school elements.

The integration of character values in the 5S and 5K shows that there is effective and conducive communication in every learning activity. Thus forming a friendly attitude, open and mutual respect for another. These values also become a school reference in providing services to school elements. So that there is interaction, support, and commitment from parents and the community to realize the same mission regarding a culture of character at school.

4. Forms of Supporting Activities

Based on the data, the researcher found that there were several activities designed to support learning in building a culture of character at MAN 2 Pontianak. This activity is also a flagship program at MAN 2 Pontianak in supporting a school culture with character. The forms of activity at MAN 2 Pontianak consist of routine activities, programmed activities and spontaneous activities that are carried out in each lesson.

Table 1
Forms of Cultural Character Support Activities at MAN 2 Pontianak

Forms of activity	Information
Routine Activities	<ul style="list-style-type: none"> - Welcoming students every morning by picket teachers. - Kiss hands when meeting between teachers and students (female teachers with female students, male teachers with male students). - Tadarus in the morning. - Pray before starting the lesson. - The teacher gives wisdom or inserts Islamic values in each subject matter. - Flag ceremony (every Monday 06.45-07.15). - Dhuha Prayer (in a <i>munfarid way</i>) - Congregational Zuhr prayer. - <i>Qabliyah</i> and <i>ba'diyah</i> sunnah prayers. - Kultum after the Zuhr prayer in congregation.

	<ul style="list-style-type: none"> - Friday prayers in congregation (every Friday where the <i>imaam</i> (priests) are students from class X, XI, and XII in rotation). - Female students muhadhoroh (every Friday, during Friday prayers, students are then directed to pray Zuhr in congregation). - Extracurricular activities.
Programmed Activities	<ul style="list-style-type: none"> - MATSAMA (MAN 2 Students Ta'aruf Period). - Commemoration of Islamic Holidays (PHBI): Hijri New Year, Isra' Mi'raj, Birthday of the Prophet Muhammad saw. - Ceremony or commemoration of National holidays: Independence Day and Pontianak Anniversary. - Intracurricular and co-curricular activities. - Dhuha prayer in congregation (every Ramadan). - Infaq/alms (in every Ramadan). - B'TAQ (Reading and Writing Al-Qur'an) content for class X and in every Ramadhan. - Guidance Counseling (BK) as a subject class (every week). - Study group: physics, chemistry, mathematics, English, Arabic. - Basic Student Leadership Training (LDKS). - MANDASPIRATION. - MANDA Islamic Boarding School (every Ramadan). - <i>One day one juz</i> (every Ramadan). - Art performance (Pensi) and/or <i>class meeting</i>. - Da'i and Da'iyah training and competitions. - Gotong royong (every second week of the month specifically for OSIS and MPK, before PAT for school members). - Teacher study/recitation. - Farewell class XII students.
Spontaneous Activities	<ul style="list-style-type: none"> - Implementing 5S and 5K. - Visiting friends/teachers who are sick. - Sharing takjil (during Ramadan). - Visits from stakeholders or other agencies/institutes. - Training, workshops, and cooperation. - Counseling from stakeholders or other agencies. - Fundraising action for misfortune or disaster victims. - <i>Takziyah</i> when a friend/teacher/family dies. - Remind or reprimand students who make mistakes.

Source: Research Results of Rizky I'malia Sari (2022)

The various activities in the table above show that the habituation of character values could be built easily, especially if school elements are involved and play an active role. The balance between religious knowledge and general knowledge is unique in all activities supporting character culture at MAN 2 Pontianak. What is an interesting finding in activities supporting character culture is the thickness of the inculcation of the religion being taught. Starting with the habit of kissing the hands of teachers and 5S and 5K culture, teaching respect for elders and each other. This is also in line with what the Headmaster said, that:

"...usually when they come, the children kiss the teacher's hand. The male student with the male teacher, the female student with the female teacher. To accustom them to ta'dzim to the teacher."

Then tadarus and praying together in the morning before starting lessons, praying in congregation and others to teach religious values to obey worship, and make religious values the foundation of life. Not forgetting also the existence of ceremonial activities, which are based on the value of nationalist character as a form of respect and love for the motherland.

Supported by learning activities which certainly including character values in each implementation. In every intracurricular and co-curricular learning the teacher always inserts character values and their meaning in everyday life. This is because character (morals) is not only the responsibility of religious teachers. The Chairman of the Committee emphasizes that: *in fact these religious teachers should provide an approach to general subject teachers. That teaching must include Islamic content, even though he is a general teacher... Must be able to combine verses from the Qur'an.*

Likewise extracurricular learning, guiding and improving the quality of schools by channeling and developing the interests and talents of students. This extracurricular activity also led MAN 2 Pontianak to various achievements, even at the national and international levels. In which the teacher actively participates in helping to carry out coaching. So that all elements contribute to building and developing religious character, always accompanying the school's academic and non-academic abilities. This character culture is what makes MAN 2 Pontianak different from SMA and SMK.

In addition, the achievements of MAN 2 Pontianak are also very many. This shows a high spirit to compete and produce changes in both the academic and non-academic fields. This will not happen if there is no culture of good character in schools. There are efforts to accommodate and optimize all the abilities of students with the motivation that madrasas do not only produce human beings who have morals, but also are intelligent and have integrity. So that there is a balance between Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ).

Optimizing school activities to be oriented towards cultural values with character through a series of learning, coaching, habituation and supervision in schools will not only have an impact on academic intelligence, but also on non-academic intelligence of school elements. It could also help develop potential, especially for students as cultural *output* with character in five ways, namely academic, character, social, arts, and athletics. So that what initially forms character as a basis for behavior could become the basis for developing potential, and ultimately generates encouragement to continue to have a spirit of achievement and support the realization of achievements. Governance efforts in mobilizing and utilizing school resources solely to support this.

The researcher found that MAN 2 Pontianak also conditioned parents regarding a culture of character through joint deliberations from the very beginning students entered. This aims to build commitment and equate the mindset regarding the rules and behavior that students must follow. So that parents could trust and support school decisions in carrying out educational activities. Parents could also see how exemplary the madrasa head and teachers at MAN 2 Pontianak are.

Building a school culture with character at MAN 2 Pontianak is carried out by applying the principles of good governance, including establishing school regulations, as well as compiling school curricula and programs. According to Berkowitz & Hoppe (2009) to build a character school culture begins with an institutional emphasis, viz: a) it needs to be central to the mission and essence of the institutional identity; b) then the school needs an authentic vision and mission statement to enunciate clearly and underscore its priority of character culture. Such authenticity will depend upon how resources are allocated, how teacher performance is evaluated, and the communication used by school representatives.

The follow up of the various activities above was monitored through guidance from the head of the madrasa and teachers. Then through the BK teacher, students are given guidance that includes social personal aspects, educational aspects and career aspects. Includes how to organize themselves, motivate to compete healthily and excel in academic and non-academic

matters, overcome learning problems, help find interests and talents according to each other's passions, help solve student problems and so on. This activity as explained by the Head of Madrasah, that:

"...we also prepare psychologists. It's not just those who have problems, those whose performance has decreased are also faced with positive therapies. Now the homeroom teacher as the spearhead in the class, also conducts coaching. Every Monday, we give the homeroom teacher the MANDATORY time to come to class, apart from teaching hours. To provide direction, so before any negative events surface, we anticipate from the start."

Researchers consider that various activities at MAN 2 Pontianak could build and familiarize character values easily, especially if school elements are involved and play an active role. Then these various activities could be designed and utilized properly to support a culture of character. Viz by integrating and developing character values in the school curriculum as a provision and habituation for every element of the school. This is in line with a study conducted by Handayani & Basariah (2022) which indicates that the goals of character values taught and accustomed to all elements of the school will be realized according to the vision, mission and goals of the school. That way, school elements are expected to make character the basis for behaving and applying knowledge in everyday life. From this activity it can also be reflected on how good governance builds cultural conditions with character at MAN 2 Pontianak.

Influencing Factors Implementation of Good School Governance in Building a School Culture with Character at MAN 2 Pontianak

Based on the results of research at MAN 2 Pontianak, researchers found that there were supporting and inhibiting factors from implementing good school governance in building a school culture with character at MAN 2 Pontianak, including:

1. Supporting Factors

Based on the results, researchers found that the implementation of good school governance succeeded in building a school culture with character at MAN 2 Pontianak. This success was supported by several factors, including: first, the successful implementation of good school governance in building a school culture with character at MAN 2 Pontianak was manifested in the absence of conflict at school. Between teachers and students all feel a strong sense of togetherness and brotherhood so that there are never any fights and so on. MAN 2 Pontianak also utilizes senior teachers as mediators to resolve internal conflicts before reaching the headmaster of the madrasah if necessary. As said by the Head of Madrasah, that:

Interpersonal problems, of course we have to be careful, because after all they must feel the most right... we certainly involve senior teachers to make an approach, because I am sure that among the senior teachers, God willing, all of them are wise and wise...

Then there are no teachers who have received a Warning Letter (SP), which means that no violations have been committed. In fact, the school itself has never received an SP, neither from the Ministry of Religion, nor from the Kanwil in Madya Municipalities. This is an indication that the character of MAN 2 Pontianak is in good condition. The same goes for relationships with *stakeholders*.

Second, building a culture of character generally starts from themselves. Student input is influenced by the educational background and financial situation of parents and the environment where they live. At MAN 2 Pontianak, most of the students' parents have good educational and financial backgrounds. So that many have awareness and concern for their children's education. Parents also certainly value morals and knowledge as an inseparable unit. For this reason, parents must support their children by choosing the best environment. Because, milieu is very closely related to the child's character when the child leaves the house. So choosing MAN 2 Pontianak as a place of study is the right choice, because the output of MAN 2 does not only produce academically intelligent children, but also those who have good morals.

Education in the family, relationships within the family, the economic situation of the family, the distance from home to school as well as the environment and association are the first hand in instilling character. So that when students enter school, students are required to adapt to the culture that exists in school. Therefore, according to Lima (2020) the school as an organization of pedagogy, it is necessary to collaborate with families to give the same action about character culture. In the other hand, the family is faced with how to integrate character values at school into their daily life at home.

Third, apart from the involvement of school elements, leadership aspects are also a supporting factor. Of course the role of leadership in managing schools is also very strong in building a school culture with character. Ideally, every individual in the school is a collective leader. In the sense that everyone is a leader who will work together in forming, familiarizing and motivating character values for oneself. For broader needs, good school governance concerns the ability to manage resources in increasing school effectiveness and efficiency. As explained by the Chairman of the Committee, that:

"How could the head of the madrasa manage and embrace the system so that it could move forward."

In this case the insight, skills, ability to regulate and manage governance and school culture from the principal of the madrasa greatly determine the direction of the school. Including establishing habituation and coaching, monitoring and evaluation of performance. So, educational activities could be carried out properly.

According to Rahman (2014) there are several leadership factors for school principals in implementing good school governance, i.e: a) policies in determining which direction the school will be taken (setting direction); b) develop the potential of human resources in achieving the vision and mission in schools (developing people); c) design and run the school (redesigning the organization); d) manage learning programs in schools (managing the teaching and learning program). In addition, support and commitment from elements of the school, produce strong leadership that is able to bring the school to achieve the expected goals.

Fourth, the spirit of not ever feeling enough with the various achievements that have been obtained. In the sense that it is not easy to be satisfied so that it stops producing changes and processes to become even better. Therefore, MAN 2 Pontianak continues to strive to maintain its success and improve it, especially in terms of achievement, service and exemplary.

2. Inhibiting Factors

Based on the results of the study, the researchers found that the implementation of good school governance in building a school culture with character at MAN 2 Pontianak had several obstacles. Even so, everything could still be handled well internally and as a kinship. Among these obstacles are: first, financial problems in carrying out school governance. This is because there is a dichotomy that is quite far between the funds owned by the Ministry of Education and Culture High Schools and the Ministry of Religion. Therefore, madrasas are permitted to ask for committee assistance, provided that it is voluntary and not binding. So, back to the good intentions of parents towards the school. It is the strength of this committee that provides assistance in building and supporting school activities.

Second, as previously mentioned by the researcher, that the input of students is influenced by the educational background and financial situation of the parents and the environment in which they live. This could also be an obstacle to the successful implementation of good school governance in building a school culture with character at MAN 2 Pontianak. The fact is, there are still parents who ignore their children. It could be the result of a less harmonious family relationship, busy parents, or an incomplete family. So that moral issues are not a priority and children's associations are given less attention, especially for participating in school activities. For this reason, the school pays special attention to establishing synergistic coordination through parent meetings. This aims to build commitment and concern regarding the habituation of character values taught at school so that they are also applied at home in everyday life.

Third, understanding, awareness, concern and exemplary of different teachers in responding to the behavior of students that affect personality, responsibility and discipline. As explained by the Head of Madrasah, that:

"When it comes to building a character named human, their character is different. There are those who could be aware of accepting change. There are also those who are still sacred. Back to each other. And that on all fronts there must be. We couldn't deny, including in this MAN 2 environment there are. Teachers and friends whose characters couldn't blend in"

Similarly, the explanation given by the teacher, namely:

teachers have their own activities, but if those who still have idealistic concerns, of course they still take care. Because, they realized that the teacher's role is not just teaching, but guiding, etc.

Then the handling of student problems is sometimes still generalized by teachers because teachers could not understand all of the student's character. Efforts to overcome this obstacle are to carry out teacher evaluations in regular meetings and monthly reviews, as well as giving reprimands to the teachers concerned by the head of the madrasah.

Fourth, the rapid development of technology. The flow of information that is so fast makes students far more concerned with information from the media whose truth is still doubtful. That also makes a person more individualistic and busy with their respective virtual worlds. Thus, schools, especially teachers, must be able to take an approach to direct students and be able to compete with social media. For this reason, teachers must be able to optimize their role as educators, create pleasant conditions so that they are not inferior to the media. Equip themselves more openly to keep updating their knowledge and skills to attract students' interest.

Building a culture of character is not only the responsibility of the school, but of all elements involved in education. Based on the explanation above, the researcher categorizes that there are several factors that could influence the implementation of good school governance in building a school culture with character, including: (1) level of conflict; (2) the internal condition of the school; (3) parental background and environment; and (4) leadership.

The output or success of applying the principles of good school governance in building a culture of character at MAN 2 Pontianak is supported by: (1) a formal organizational structure formed and determined by mutual agreement; (2) clarity of regulations governing the authority and duties of each, including cooperative relations with committees and stakeholders; (3) effective communication and open information systems; (4) program support and infrastructure facilities that are relevant to school goals; and (5) a balance between knowledge and abilities based on character culture in behavior. This makes the targets for short-term, medium-term and long-term planning more realistic and in accordance with the prevailing character school culture.

CONCLUSION

The implementation of good school governance in building a school culture with character at MAN 2 Pontianak is carried out through an activity mechanism in realizing the principles of good governance which consist of the principles of participation, transparency and accountability. Especially those that are oriented towards character school culture at MAN 2 Pontianak. I.e by implementing a culture of discipline and responsibility, implementing 5S and 5K, as well as various forms of school activities that are regulated in school rules. Thus, inducing a culture of character as a basis for everyday behavior that could support the achievement of the school's vision, mission and goals. Then, support the learning process to be able to produce a balance between IQ, EQ, SQ for each individual element of the school.

However, the implementation of the principles of good school governance in building a school culture with character at MAN 2 Pontianak does not always run smoothly. There are factors that influence the implementation of good school governance in building a school culture with character, which could not only support, but also inhibit, including: (1) level of conflict; (2) the internal condition of the school; (3) parental background and environment; and (4) leadership.

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