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School environment role towards elementary school students' moral and cultural literacy

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Article Info

ABSTRACT

This study aims to determine the role of the school environment on moral and cultural literacy of elementary school students. This is descriptive qualitative research. Data collection techniques are observation, interviews, questionnaire, and documentation. Data analysis techniques are data reduction, data presentation, and conclusions. Data validity using triangulation. Triangulation is to ensure the data validity that takes into consideration aspects of credibility, transferability, dependability, and confirmability. The subjects are 3 teachers and 27 students of 4th, 5th and 6th grade in Muhammadiyah School of Sleman Regency. The results of this study are (1) teachers-students' relationships have role to foster the character of honesty, fairness, caring, and teachers as role model for students; (2) students-students' relationships also have role to habituate good behavior to students; (3) school discipline contributes to the students' moral and cultural formation such as self-awareness, honesty, justice, responsibility, obedience to the rules, good commitment and unfazed by the changing era; (4) these learning implements have role in self-awareness, responsibility and care, because the teaching implements provided by the teachers becomes the students' responsibility.

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1.   INTRODUCTION

The social environment is a tool to interact with other people and form a personality; it also can affect human behavior [1]. The influence of the social environment is not only in the positive things but also harmful. It can affect person's behavior. In other words, the social situation will change and shape the human behavior within. School Environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of [2, 3].

The social environment is all people/ humans that influence us [4]. The influence of the social climate is direct and indirect. Direct control as in everyday life interaction such as family, friends, schoolmate, workmate and so on. The social environment is interaction environment between people, intercultural relationships between educator and learners, and other people involved in educational

interactions. Associations between academic achievement and characteristics of the school environment can result from direct environmental influences of the school, or from the placement of children into particular school environments based on prior [5, 6].

The social environment is an external factor affecting the development of learners [7]. The social context is made up of family, school, and community environment. Students spent most of their time at school so that interaction in school takes up a lot of time. The school environment is an external factor that comes from outside learners. School environment can shape the learners' moral and culture because they are often in the school environment for learning activities. School social environment such as teachers, school staff (headmaster and vice headmasters), classroom composition, extracurricular activity, and classmates can influence students' learning motivation [8]. Teachers who always show right attitude, behavior, and performance in learning can encourage positive activities on [9, 10].

At school, students learn about the values of the norm in the community so they can also determine which actions are right and can be done, of course with teachers' guidance [11]. Students tend to use the teachers as a role model in behaving; therefore, a teacher must have good moral. Personality inherent in a person can make the person have a good culture and bad culture. Culture formally defined as a whole of behavior pattern transmitted through social, artistic, religious, institutional and all human works and thoughts of a human group [12, 13]greatly fosters one's personality because of the culture studied from generation to generation; they grow and develop in the midst of a cultural environment. The environment around them will form the student's personality. Culture in every region is different and varies, then people's personality also different between one and other. In a school, environment culture is critical to help every learning process both inside and outside the classroom [14-16].

As well as in Muhammadiyah Elementary School in Sleman District, Indonesia, which implements regulations rule of moral and cultural practice, the regulations established by the school citizens themselves. The result of observations conducted on 3 August 2016 and according to interviews with the headmaster of Muhammadiyah Macanan Elementary School on 29 March 2017, the moral applied is from Muhammadiyah Students' Pledge. The regulation creates a culture that belongs to the school by using school academic rules which are tools to enforce morals and ethics in School by habituation in the school environment. Habituation is not easy to apply because usually the elementary school children age has a characteristic still likes to play; therefore, students who violate the academic rules are given the consequences.

There are three consequences, which are light, medium, and heavy. In addition to the implications, there are also rewards for students when they implement the academic rules. To monitoring the students' activities outside the school environment, the school provides a book of activity for each student whether the student has done a good thing or not. In Muhammadiyah Elementary School of Sleman district, there is a culture that is not owned by other Muhammadiyah elementary school, which is Fun School Movement. School is not a creepy or scary place. Instead, the school is a place for students and teachers to do the teaching and learning process. School is a safe, comfortable, entertaining, and profitable place. At school children can also express every potential they possess, accommodate all creativity, deepen their knowledge, strengthen their faith, provide play areas, and gain an appreciation of their achievements. This environment is what they want to be implanted to the students so that they always feel comfortable during the learning process at school.

Based on the above problem, the purposes of this research are to explain the school environment role towards students' moral and culture literacy at Muhammadiyah Elementary School in Sleman Regency, Indonesia. This result will be used as the consideration on the development of the policy to the school culture based on moral literacy.

Moral literacy, Morals as sensitivity in thoughts, feelings, and actions are compared with other measures that are not merely sensitivity to principles and rules [17]. Parents pass on or produce psychic deformations that have morally untoward effects. The specific moral values one grows up into are social values, some of which are decent and wellfounded, while others are derived from the unjust or morally limited institution [18]. Thus, moral development is the development of rules and conventions about what man should do in his interactions with others.

Moral sensitivity is thus to a large extent a conscious process. Before the alert interpretation of a situation, a more unconscious process takes place: good perception, which pertains to how hypotheses about the world and information processes organize stimulation into some understandable form that is then consciously interpreted. Research on bystander reactions to emergencies has revealed considerable developmental, situational and personality differences in understanding the situations. The number of people present affects the probability to help in emergency situations [19]. As underlying factors, there were social psychological processes like audience inhibition and social influence [20]. Morals as sensitivity in thoughts, feelings, and actions are compared with other measures that are not merely sensitivity to principles and rules.

Based on the description above, the indicators of moral development according to [21] consists of: (1) moral comes from self-awareness; (2) honesty; (3) fair; (4) responsible; and (5) cares.

Culture literacy, Culture as all human power and activity will process and change the nature. Culture concerning the basic culture science is the creation, control, and management of human values. It includes self-humanizing efforts in the natural environment, both physical and social [22]. School culture and climate have a profound effect on students' academic achievement and behavior. Briefly, school climate is how students and staff feel about their school. School culture is why they feel the way they do. A school's culture is determined by the values, beliefs, and behavior of those in the school community and reflects the school's social norms. Stakeholders in the school include students and their families, teachers, administrators, counselors, social workers, parent coordinators, related service providers, school safety agents, cafeteria, custodial and bus staff. Thus, culture can be interpreted as the whole of human activity related to the culture of the system of ideas, actions and the human work to fulfill their life by learning, the school culture is determined by the values, beliefs, and behavior of people around the school.

Aspects of cultural literacy can understand the strength of the local culture spirit with indicators such as understanding local culture's norms/rules, having a good lifestyle commitment, difficulty in facing cultural change (electronic appliance, western culture, free lifestyle). Based on the above description, the indicators of culture according to [23] consists of: (1) Understanding norms/rules; (2) Having a good commitment; (3) unfazed by the changing era /cultures.

School Environment, The school environment is the second environment after the family environment because what has been planted in the family will be continued in the school environment. The knowledge, values, and skills provided at school are a continuation of what is given to the family but at a higher and more complex level [24]. Education in schools is more formal because in schools there is curriculum as education and teaching plan, more professional teachers, facilities and infrastructures to support the education process. The school district positively impacts teachers' ethical decision-making by offering active professional development and by creating an inspirational vision, which fosters a collective identity. These influences can be translated into a clear plan for school improvement with shared values and nurturing meaningful relationships with teachers with peers, mentors, staff, and administrators.

The school community positively impacts teachers' moral decision making by providing effective professional enhancement and by creating an inspirational vision, which fosters a collective identity. These impacts on can be translated into a specific plan for school development with shared morals and growing valuable connections with teachers with peers, instructors, staff members, and administrators [25].
Factors influencing the school environment and learning situation are:
a.   Learning method and strategies [26]
b.   Curriculum
c.   Teachers and students' connections [27]
d.   Students connectedness [28]
e.   School discipline [29]
f.   Learning Implement [30-32]
g.   School duration
h.   Learning Standard/ criteria
i.   Learning Facilities
j.   Students interest and motivation [33]
k.   Parent engagement [29]

In this study, school environment indicators only limited on the following restrictions: Teachers and students' connections, students' connectedness, school discipline and learning implement.

2.   RESEARCH METHOD

This study is descriptive qualitative research to explain the school environment role towards students' moral and culture literacy at Muhammadiyah Elementary School in Sleman District, Indonesia. Indicators of school environment role are represented by (1) teachers and students' connectedness; (2) student's connectedness; (3) school discipline; and (4) learning tools. Indicators of good literacy are represented by (1) moral comes from self-awareness; (2) honesty; (3) fair; (4) responsible; and (5) cares. While the Indicators of cultural literacy is represented by (1) Understanding norms/rules; (2) Having a good commitment; (3) unfazed by the changing era /cultures.

The participants were selected purposively, and they recruited directly in schools. After listening to the researcher explanation about the study, they have also filled the unstructured questionnaire. In the classroom, the researcher conducted an observation about learning activities. The participants were three teachers and 27 students from grade 4th, 5th, and 6th. The determination of subjects in this study based on the consideration that they are the parties in the school social environment which most understand the situation

and conditions related the research, this is because these parties are directly involved in the implementation of moral and cultural establishment in school.

In this qualitative research, data collection techniques are observation, depth interviews, opened questionnaire, and documentation. The unstructured observation is used in this study, which is all observer activities are not limited by a particular framework. Depth interviews were conducted with teachers to explore the school environment role, students moral literacy, and students culture literacy. The questionnaires were given to the students. Also, researchers also collected documentation of the moral and cultural establishment process that existed in Muhammadiyah Elementary School of Sleman district.

Data Analysis in this research used the interactive model from Miles and Huberman; the component is data reduction, data display, drawing and verifying conclusions [34].

Qualitative research quality can be maintained with four indicators as Guba guidelines, namely credibility, transferability, dependency, confirmability. Credibility refers to what extent the collected data reflect the reality. Transferability means research's theoretical parameters and the applicability of the findings to other conditions. Dependability examines to what degree the data represent the changing conditions of the studied phenomenon; and confirmability ensures the "objectivity" of the researchers, namely to what degree other researchers confirm the study from the same data [35-37].

3. RESULTS AND DISCUSSION

Social environment factors such as teachers and students' connections, student's connectedness, school discipline and learning implement have an important role in the moral and cultural development of children. Based on the interviews and questionnaire, obtained that teachers and students' connections have the role of honesty, fairness, and care. Teachers as role models for their students so that teachers provide examples and guidance to students so that students can imitate the good behavior of teachers that can always be applied at school and home than can be a good habit.

Students connectedness also contribute to the children's moral and culture such as obeying to the rules and have a good commitment; they will be happy when they have a good friend, helpful, and obedient to school rules. When children have good friends around them, they will get used to good behavior and applied it every day to create good moral and culture.

The school discipline is very important for students to guide them in school. The school's discipline plays the moral and cultural role such as self-awareness, honesty, justice, responsibility, obedience to the rules, good commitment and unfazed by the changing era. School discipline can make students well behave; the regulation can make good moral, then good moral can become a habit that students do continuously.

The learning implements that teachers use in learning inside and outside the classroom also play a role in the children's moral and culture, this has the character in self-awareness, responsibility, and care. The learning implements are students' responsibility while in the learning activities when the learning is finished students tidy up the learning implements that have been used and they are responsible for what they have used. When there are students who have not cleaned up or tidied up the learning implement, the other students remind them to tidy up immediately. It is where the sense of care for friends formed. In the discussion will be discussed the school environment, moral and culture existed in Muhammadiyah Elementary School in Sleman district. Here is a more detailed description:

3.1. School environment
3.1.1. Teachers and students' connectedness

Based on the description of the research results can be seen that the connections between teachers and students in Muhammadiyah Elementary School in Sleman well established and have a role in students' moral and culture, it can be seen from the answers expressed by classroom teachers. Teachers who have good connections with students will affect the student. The students will love the teacher also. The teachers who are less interact with students will cause students less open so that students are less free to convey ideas/opinions/ problems. The result is that the process and outcomes of learning are less than the maximum [38].

It is agreed that good teaching involves excellent communication between the teacher and students and also among students. The best productivity in a classroom comes from active co-operation between the teacher and the students. Therefore, teachers' roles can be vital to the efficiently of the language learning. Teachers need to be supportive. A supportive teacher is one who creates efficiently a positive classroom environment, which encourages students to behave well in the classroom and to be motivated [39].

3.1.2. Student connectedness

Based on the data analysis, it can be seen that student's connectedness with their classmates well established and have the role in the students' moral and culture. It can be seen from the student's opinion that they are happy when having a friend that good, helpful, and obedient to the rules. Good friends will make a good influence and vice versa, the influences of friends are more quickly entered into person's personality [40]. Students' perceived competence and motivation are important for their characteristics, children's social skills in school settings are also worthy of exploration [41]. In an academic achievement study that investigated the relationship of children's social skills with cognitive development and academic achievement.

3.1.3. School discipline

School discipline is crucial for students so that students will behave in the school environment and have a role in the students' moral and culture. Teachers in applying discipline to students are by giving comprehension and good examples to students so that students understand the meaning of discipline and apply it inside and outside the school environment. All school staff who follow rule and discipline will make students become discipline as well; it also gives a positive influence on learning [42]. Schools fail to understand that maintaining safety, including the correction of misbehavior, is a prerequisite for developing self-discipline, but it is not sufficient. Schools and other institutions that are effective in establishing and maintaining order and safety are not necessarily effective in developing self-discipline or in preventing future behavior problems. This process is most evident when adult supervision, systematic rewards, clear rules and expectations, and consequences for misbehavior are the primary techniques used to manage behavior. When those external techniques are later removed, individuals are expected to function independently after having learned little other than 'don't get caught'. Prisons provide an excellent example of reliance on external control, as do many schools that adopt a similar zero tolerance mindset [43].

3.1.4. Learning tools (media)

Learning tools have the role in the students' moral and cultural development. It can be seen from the learning process, students will be happier, and when the learning has been completed, then the students will be responsible for tidy up the learning tools by themselves. When there are students who have not cleaned up or tidied up the learning tools, the other students remind them to tidy up immediately. Working out proper and complete learning tools is essential for teachers. They can teach well then students will receive lessons well and learn clearly. As a rule, educational experiences that involve the learner physically and that give concrete examples are retained longer than abstract skills such as listening to a lecture. Learning tools help of contextual concept for instance, including pictures or highly involved computer simulations in a talk. Learning tools can be used to support one or more of the following instructional activities: Gain attention, Recall prerequisites, Present objectives to the learners, Present new content [44].

3.2. Student's moral literacy

Based on the data analysis described by students of 4th, 5th, and 6th grades, students' moral at Muhammadiyah Elementary School in Sleman District is good enough. The student's behavior s by the norm, the rules that exist in the school environment and not deviate. The students have self-awareness, honesty, fairness, responsibility, and care for the school environment and the school community. It is happening because the role of teachers and students' connectedness, students connectedness, school discipline and the learning tools to support the process of proper moral literacy for students.

In learning process, the development of moral literacy must be instilled from an early age. The moral literacy development can conduct in some aspects such as honesty, a sense of responsibility and care each other. Apart from the moral development at family, school environment also supports the occurrence of children' moral development. When the children' school environment is right, then the righteous will be formed well and vice versa. If the school environment does not support proper moral development, then the children will be difficult in establishing an excellent moral.

Firstly, in moral behavior, there must be some interpretation of the particular situation. The first component called moral sensitivity includes consideration of which actions are possible in the condition, who are the parties concerned, and how they would be affected by the consequences of each activity. Secondly, one must be able to make a judgment about which course of action is morally right or fair, thus choosing one possible line of work as what one ought to do in that situation. Thirdly, one ought to give priority to moral values above other personal values such that an intention to do what is morally right is formed. The third component is called moral motivation in the sense that values motivate individuals to achieve goals and guide their behavior. Finally, the fourth component - moral character - involves having courage and implementing skills to carry out a line of action even under pressure [45].

3.3. Students' culture literacy

Students' culture at Muhammadiyah Elementary School in Sleman district is good enough. It seen from the description submitted by the students that they have been following the rules that exist in school have an ethical commitment in the school environment and unfazed by the changing era when they are at school. They follow school rules because it is their duty as good school citizens, therefore, they try not to violate the laws. They also have a high commitment to the school environment by showing a right attitude and self-awareness.

They are also and unfazed by the changing era when they are in school such as not carrying mobile phones and coloring their hair because in the school environment is not allowed. Culture includes rules that contain obligations, prohibited actions, and permitted acts.

School culture and climate have a profound effect on students' academic achievement and behavior. Briefly, school climate is how students and staff feel about their school. School culture is why they feel the way they do. A school's culture is determined by the values, beliefs, and behavior of those in the school community and reflects the school's social norms. Stakeholders in the school include students and their families, teachers, administrators, counselors, social workers, parent coordinators, related service providers, school safety agents, cafeteria, custodial and bus staff.

4. CONCLUSION

School environment such teachers and students' connectedness, student's connectedness, school discipline and learning tools in Muhammadiyah Elementary School in Sleman district as seen from teachers and students' terms are reasonable.

Moral and culture existing in Muhammadiyah Elementary School in Sleman district especially students' moral and culture are good. Good students' moral can be seen in the answers to the open questionnaire where students already have good moral. Students also have a good culture can be seen that students obey school rules and do not violate them, have a right attitude and unfazed by the changing era, it makes the lifestyle or habits are suitable for students.

Teachers and students' connectedness have the role in honesty, fairness and care, teachers as role models for their students and not contra to school rules so that it can always be applied at school and home. It can be a good habit. Student's connectedness also contributes to the children's moral and culture, and they will be happy when they have a good friend. When children have good friends in their surrounding environment, they will get used to good behavior and applied it every day to create right moral and culture. Discipline in school is essential for students to guide them in school. The school's discipline has role in students' moral and cultural establishment such as self-awareness, honesty, justice, responsibility, obedience to the rules, right commitment and unfazed by the changing era. The learning implement that teachers use in learning inside and outside the classroom also have a role in the children's moral and culture; this has role in self-awareness, responsibility, and care, the learning implements provide by teachers are students' responsibility.

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