

The Role of Culture *Mentabeq* in Shaping the Character of Class 1 Students at SDN 2 Selengen

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Abstract

This study aims to determine the role of mentabeq culture in shaping the character of students at SDN 2 Selengen. This study is a qualitative study with a qualitative descriptive analysis model. The data and data sources in this study are primary and secondary. Primary data is data that is directly obtained from the source, namely the principal, class teachers, and students, while secondary data is supporting data that is useful for supporting primary data. Data collection techniques in this study are observation, interviews, and documentation, and the analysis techniques use data reduction, data classification, and drawing conclusions. In this study it was found that mentabeq culture can have a major influence on the formation of student character such as, good, polite, ethical, and obedient to the norms that apply both at school and in the community, because this culture is able to foster a sense of mutual respect between each other.

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1. INTRODUCTION

Education is a conscious and planned effort to realize the learning process so that students have piety, faith, personality, intelligence, noble character, and can play a role in society. This is stated in law number 20 of 2003.

Viewed from a process point of view, education is a process in order to influence students so that they are able to adapt themselves as best as possible to their environment and that will cause changes in themselves so that they function according to their competence in society. Thus, education is a conscious effort carried out by the family, community and government through guidance, teaching and/or training activities that take place at school and outside school. This conscious effort is carried out in the form of learning where there are educators who serve their students in carrying out learning activities, and educators assess or measure the level of learning success of these students using specified procedures.

Educators basically have the task of teaching, educating and guiding students through formal education institutions according to standards determined by the government through the applicable curriculum. The teaching process carried out by educators to students is a direct process of transferring knowledge, while educating is a process where educators teach ethics, etiquette, morals and manners to students directly, and guiding is a process of teaching students to obey the rules and norms that apply in the school environment as well as in the family and community environment.

The formation of ethics, etiquette, morals and manners is very important for educators in schools because this is related to the formation of students' character, therefore, getting used to good culture taught by educators to students is very necessary to do in any condition. .

In general, every school teaches good culture to its students, such as cultivating greetings, smiles and greetings at school and at home. Instilling character values in schools as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 is carried out by organizing school culture which is embedded in the Education Unit Level Curriculum (KTSP) and standard operating procedures (SOP) for its activities. In the KTSP and SOP, a foundation of culture-based character values is laid out which will be encouraged by all school equipment. Teachers translate this into planning, implementing and evaluating learning. Students understand and actively participate in the activity program. School principals and education staff encourage smooth operations and program success.

Model good character education, laying the foundation of values in the vision of the educational unit, then the core character values contained in the vision are socialized to the large population of the educational unit, they then build a joint commitment to realizing the vision (Hidayah, 2014: 12). Schools can measurably translate cultural values into real forms of activities of teachers, education staff, students and all parties involved in the educational process they organize.

Etymologically, culture or culture, in the Big Indonesian Dictionary (1988: 130-131), is "thoughts, reason, results." Meanwhile, civilizing is "teaching to have culture, educating to be cultured, getting used to something good so to be cultured. Culture is defined as the idea of human work carried out through habituation. This habituation is done so that carrying out obligations and tasks does not feel difficult because they are used to it.

The culture applied in schools is a combination of values, beliefs, assumptions, understanding and hopes that are believed by school residents and are used as guidelines for behavior and as solutions to solving the problems they face. The existence of culture in schools is able to make school members carry out their obligations and duties and be able to solve problems consistently. The existence of values, attitudes, beliefs and so on that are summarized in school culture will certainly improve the quality of education expected in the school community.

According to Deal and Peterson (in Maryamah, et al, 2016; 89) state that the culture applied in schools is a set of values that underlie behavior, traditions, daily habits and symbols practiced by school principals, teachers, administrative officers, students and community around the school. School culture is the characteristics, character or disposition, and image of the school in the wider community.

The culture implemented in schools can strengthen character education for students. Strengthening school culture-based character education focuses on habituation and the formation of a culture that represents the main character values which are the priority of the education unit. This habit is integrated into all activities at school which is reflected in a conducive school atmosphere and environment.

The habituation applied to students aims to accustom students to behave in a commendable manner, be disciplined, study hard, work hard, be honest, be independent and be responsible for the tasks they carry out. The following are cultural values that must be built in schools according to Amin (2009), namely; (1) Clean living habits, (2) Ethics, or noble morals are rules for being able to live with other people, (3) Honesty, (4) Compassion, (5) Love of learning, (6) Responsibility, (7) Respect laws and regulations, (8) Respect other people's rights, (9) Love work, (10) Like to save, (11) Like to work hard, and (12) Be punctual.

Getting used to a good culture at school basically cannot be implemented without the support of all parties. This suggests that there is a need for cooperation between all parties to build better education. Every school certainly wants the best for its students, as happened at SDN 2 Selengen, Selengen Village, Kayangan District. At this school, since grade 1, culture has been taught mentabeq. Culture mentabeq is a culture that has long been taught by the Sasak people to their children and grandchildren with the aim of forming good character in the younger generation of Sasak. This is

what then inspires schools to implement this culture in the school environment in order to shape the character of students to be better and respectful towards teachers at school and parents at home.

2. RESEARCH METHOD

This research is qualitative research with a qualitative descriptive analysis model. The data and data sources in this research are primary and secondary, primary data and data sources are data and data sources obtained directly from the source, namely, the principal, class teachers, as well as students and people who are considered key informants in the institution. , while secondary data and data sources are supporting data and data sources that are used to support primary data such as other class teachers, books, journals, documents and other supporting data that might be able to provide supporting data for primary data. Data collection techniques in this research are observation, interviews and documentation. Observation is the first step carried out by the researcher to find out the initial conditions of the school environment and what the school lacks in the teaching and learning process as well as what its strengths are in the process of implementing culture in the school, while interviews are an activity carried out by the researcher to obtain actual information from key sources at the school, and documentation is the process of collecting other important documents to support data from observations and interviews. Meanwhile, the data analysis technique in this research was carried out by data reduction, data classification, and drawing conclusions. This is important for researchers to do to obtain valid data and its validity is recognized.

3. RESULTS AND DISCUSSION

Based on the results of interviews conducted with school principals and teachers, it was found that generally students Which Schools at SDN 2 Selengen come from lower middle-class families who can be said to be economically disadvantaged and educationally, it can also be said that the parents of students at SDN 2 Selengen are more likely to have not finished elementary school and most of them are not attending school. This can certainly influence parents' mindset regarding their children's education and future.

Mindset Parents can influence the education that students' parents undergo, so that is the reason why educators' duties are a bit difficult because they have to be able to teach, educate and also guide students so that they can reach the golden generation in the future. According to the principal of SDN 2 Selengen, the education system applied at SDN 2 Selengen is generally the same as that applied in other schools, the difference is that at SDN 2 Selengen, besides being taught general science, they are also taught about the local culture of the Sasak community, which is a system of local wisdom. as well as becoming the identity of the Sasak community in general. Apart from Mentabeq culture, at SDN 2 Selengen there are several things that are used as culture or habits that must be followed by all school members, the first of which is religious culture. Religious activities in schools are supported by example and the habit of good attitudes in instilling character in students. This example can be shown by a teacher at school. Apart from that, teachers also need to implement habits related to religion. Religious activities that can be implemented at the elementary school level start from effective school hours. The activity starts with reading prayers together in class. The reading of learning prayers in class can be continued with the reading of short letters from the Qur'an which are adapted to the class level. The higher the class level, the more verses are chanted.

Next, the activity continued with Dhuha prayers and midday prayers in congregation. Of course, this cannot be carried out en masse but can be carried out alternately and on a scheduled basis for each class. This is because each school has a different capacity for prayer room facilities. The culture that is then implemented at SDN 2 Selengen is the culture of healthy living. The culture of healthy living is usually carried out by doing morning exercise together, getting used to washing hands and doing community service. This activity can help students maintain physical fitness and create a healthy lifestyle. Activities in this school culture support the creation of cleanliness, beauty and

comfort of the school. After participating in this activity, students are expected to have a strong awareness and a sense of responsibility to always maintain the cleanliness of themselves and the environment without needing to be asked by the teacher.

The next culture is artistic culture. Arts activities that can be carried out at elementary school level are dance and choir. Dance is an element of beauty created by humans through whole body movements accompanied by music. A common musical art at the elementary school level is singing in the form of a choir. For singing activities, it is not uncommon for schools to create choir groups. Generally, this is done due to the need for routine ceremonial activities. With this activity in school culture, students are invited to work together in groups. Suppressing a sense of individualism which can have negative impacts. Apart from that, this activity also supports students to establish personal relationships between students because each art activity requires students to collaborate and communicate in order to create unity.

The culture that is then implemented at SDN 2 Selengen is mentabeq culture. The Mentabeq cultural learning system basically refers to a culture that is very simple but has a big influence on the formation of ethics, morals and character of students. The culture referred to here is Mentabeq culture. Mentabeq culture in the life of the Sasak community is generally a combination of Islamic religious teachings with local wisdom values in the Sasak community. The application of mentabeq culture in the school environment begins to be implemented when a new child becomes a student at school and the teaching process begins with oral theoretical teaching and is exemplified directly through actions by the educator.

As from the results of interviews conducted with class 1 teachers. He said that Mentabeq culture can basically stimulate students' feelings of sympathy and empathy for other people, with this feeling of sympathy and empathy students can care about others because what is taught in this culture is a form of respect. and respect for others. The word mentabeq is a form of ethics, morals and etiquette shown by a person towards another person as a form of respect and appreciation for the status and glory of a fellow human being.

In the school environment, mentabeq culture is taught starting from small things such as respect for teachers, parents at home and respect for elders. This form of respect is applied by bowing when students walk past parents who are sitting when there is an event at school or at home. Paying respect by bowing is not only done to parents or teachers but it can also be done to fellow students. So, the benchmark for implementing mentabeq culture in schools is not only for older people, but for all groups large and small, because the essence of implementing this culture is equality of rank and position and the same form of treatment, namely respect and appreciation.

Mentabeq culture in schools can also basically encourage a sense of affection between students and a sense of mutual concern between them. When this sense of compassion and concern for others has emerged and become part of the culture, the goals of education can be achieved well. This culture also basically teaches the importance of mutual respect between each other, which will ultimately create a young generation that is ethical, has character and has good manners. The application of this kind of culture not only affects the psychological condition of students, but also affects the psychological condition of educators who provide learning in the classroom.

Basically, the impact that arises from the Mentabeq cultural teachings implemented at SDN 2 Selengen is that it is able to provide a sense of security and comfort for students, there is no mutual insult, bullying and teasing between students. This culture is also able to eliminate the distance between smart students and less intelligent students because everyone is united in the same feeling, namely they both have affection for their friends. Apart from that, through implementing this culture in schools, the task of educators is helped a little in shaping the morals, mentality, character and ethics of students. Educators no longer need to give punishment to students, because students know their duties and responsibilities as students. Educators also easily direct their students to study well without having to talk a lot in class.

The formation of good character in students cannot be separated from the cultural influence of the family, school and community environment. These three things are very influential in the mental and emotional development of a student. Therefore, cooperation between parents and teachers in schools needs to be further improved.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the mentabeq culture implemented at SDN 2 Selengen is a combination of Islamic religious teachings with the local wisdom of the Sasak community. The mentabeq culture implemented in schools basically teaches students to respect each other and respect each other, both with each other and with parents and teachers. This culture shapes the character of students to be better, ethical, moral, with good manners and courtesy towards others.

Apart from that, the culture implemented in the school is also able to provide a sense of security and comfort for other students because each student has a high sense of affection for fellow school members and is able to eliminate the distance between smart and less intelligent students and between students. educate the rich and the less fortunate, because this culture also teaches equality and dignity between one human being and another human being.

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