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Character Development of Students in Public High School 4 Surabaya Through The Role of School Culture and Parenting Style

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ABSTRACT

This study aims to explore the influence of school culture and parenting on students' character building at SMA Negeri 4 Surabaya. School culture, based on ethical and moral values as the main pillars, creates a supportive environment for students' character development. Parenting, which includes attention, emotional support, and open communication, is identified as a crucial factor to shape students' character. The two independent variables determining student character will be the focus of this study. With a quantitative approach using the regression analysis method, this study proves that school culture and parenting significantly contribute to students' character formation. The findings of this study provide a strong theoretical basis and have practical implications for educational policy development. This study provides guidance for schools and parents to design educational strategies to support students' positive development. The conclusions of this study provide a foundation for the implementation of educational policies that support students' character at SMA Negeri 4 Surabaya.

Keywords: *School Culture, Parenting Style, Character Formation, SMA Negeri 4 Surabaya.*

INTRODUCTION

The formation of student character at SMA Negeri 4 Surabaya is the main focus and strong foundation in implementing the independent curriculum, creating a solid foundation for producing the next generation who is not only academically superior but also has high integrity. Education at SMA Negeri 4 Surabaya is directed at forming individuals who are able to not only master academic knowledge, but also shape the character and personal qualities of students. This concept is not only a philosophical basis, but also the main view that education has an integral role as an important means in forming positive character and attitudes.

SMA Negeri 4 Surabaya clearly depicts the complex interactions between education, character and student abilities, forming a complementary relationship. Believing that academic knowledge and character formation are two sides of the same coin, this school emphasizes the importance of integration between academic intelligence and emotional intelligence. In this way, students are not only prepared to face academic demands, but are also trained to become individuals with character, morals, and able to make positive contributions to society.

One indicator of student success in the learning process at SMA Negeri 4 Surabaya is the development of their character which is specifically directed at supporting life and behavior in society in the future. Character formation is not just an additional goal, but is the main goal of education. SMA Negeri 4 Surabaya is committed to designing education that is responsive to student needs, giving each

individual the opportunity to achieve their full potential in various aspects of life. Achieving optimal learning outcomes at SMA Negeri 4 Surabaya creates a strong foundation for lifelong learning and sustainable self-development (Sutarjo et al., 2007). The interaction between education, character and students' ability to contribute positively to society (Ismaya et al., 2023). Teachers and staff at this school are committed to creating a learning environment that supports students' character development, involving them in enriching and in-depth experiences to form positive values and ethics.

Thus, SMA Negeri 4 Surabaya sees student success not only from the aspect of academic achievement alone, but also from their ability to apply the values, attitudes and skills that have been formed at school in everyday life. Through this approach, this school becomes not only an educational institution, but also an agent for building strong character, preparing students to become strong and highly competitive individuals in a society that continues to develop.

In an effort to ensure the success of the educational process, focusing on factors that can influence student learning outcomes is very important. Two factors that received main attention in this research were school culture and parental Parenting Styles.

At SMA Negeri 4 Surabaya, building student character is not only a goal, but also the core of school culture. Culture in educational institutions plays a role in forming academic citizens within them (Yuliana et al., 2016). Culture is a characteristic of an organization (Darmawan, 2010). This educational environment is designed to produce the next generation who not only have academic excellence, but also high integrity. This concept is reflected in the belief that education is not just the transmission of academic knowledge, but also a vital means of forming students' character and personal qualities.

In the complexity of the interaction between education, character and student abilities, SMA Negeri 4 Surabaya views teachers as the main model of behavior. They not only teach material, but also become examples for students to follow. This school culture ensures that the behavior and values demonstrated by teachers become a positive foundation for the formation of student character (Idris, 2022). School norms and values also shape student character. If school culture emphasizes values such as cooperation, integrity, responsibility, and tolerance, students will be more likely to internalize and apply these values in their daily lives. These positive norms form a strong basis for student character (Astuti, 2015).

Student participation in various extracurricular activities and volunteering is also an integral part of the school culture. Involvement in such activities provides students with experiences and opportunities to develop their character (Sinambela et al., 2014). A school culture that supports active student participation strengthens values such as leadership, cooperation, and responsibility. Apart from that, SMA Negeri 4 Surabaya adopts a special approach to educating student character. These programs include special activities, character training, and the integration of character values in the curriculum. A school culture that explicitly supports character formation creates an environment conducive to students' positive development.

The commitment of parents, school staff and the local community is also an important part of the school culture. Collaboration between all these stakeholders creates an educational environment that is consistent in teaching and reinforcing positive values. Through the interaction of all these factors, the school culture at SMA Negeri 4 Surabaya becomes a strong foundation for the formation of student character. In this context, education is not only about transferring knowledge, but also about forming individuals who have character, morals, and are ready to make a positive contribution to society.

The parenting style applied by parents has a huge impact on the formation of children's character (Harmilasari et al., 2021). Apart from that, parents have a crucial role in shaping and guiding their children through their educational journey. The support and attention given by parents can play an important role in shaping children's motivation and interest in learning (Yanti & Darmawan, 2016). Children who feel support and attention from their parents tend to have higher motivation to learn (Purwanti et al., 2014; Darmawan et al., 2021). They may feel encouraged to achieve better because they feel recognized and appreciated by their parents. Conversely, a lack of attention can create a feeling of lack of motivation and interest in education (Ra'ufuatun, 2015). The impact of the level of parental attention on student learning outcomes is very significant (Sumiyati, 2017; Ul Latifah, 2022). This can be understood from the psychological, social and cognitive background which is the basis for forming a child's personality (Syarbini, 2014). These factors involve the modeling role played by parents as the main role models in children's lives. The attitudes, values and behavior demonstrated by parents are very strong examples that children tend to imitate.

Open discussions about values and ethics in the family provide a strong foundation for the formation of children's character. Discussions regarding integrity, honesty, and other moral values help guide children in developing their personal value systems (Vermeer, 2014). The family environment, including the way parents respond to conflict, interact with each other, and create a household atmosphere, also has a direct impact on a student's character development. Parents who are actively involved can help form good study habits and provide guidance when students experience difficulties (Qomaruddin, 2017). In addition, parental involvement also creates an open channel of communication between home and school, allowing the exchange of information about student progress and problems they may encounter. A safe, supportive, and loving environment provides emotional security that supports positive character formation.

A parenting style that provides responsibility and freedom of responsibility forms independence and a sense of responsibility in children. They learn to make decisions and take responsibility for their actions, which helps form strong characters. Effective communication between parents and children also plays an important role. Open dialogue and mutual listening help children feel heard and valued, shape their communication skills and develop positive social character. The way parents manage conflicts and challenges in everyday life also influences the formation of children's character. Parenting that teaches constructive conflict resolution skills helps children

learn to deal with difficulties in a positive way. Consistency in teaching and upholding certain values provides a clear framework for the formation of children's character. Consistent expectations help children understand and internalize these values well. Through a combination of all these factors, parenting creates an environment that shapes students' character from an early age. This shows that the role of parents is not only as caregivers, but also as mentors who are very influential in shaping children's personalities. By paying attention to these factors, parents can help their children grow into individuals of positive character, ready to face various situations in life with integrity and courage.

Research on the impact of school culture and parenting styles on the formation of students' character has high urgency for a number of reasons which include educational, psychological and social aspects. School culture and parental parenting are two factors that are interrelated and interact in shaping student character. Students spend significant time at school and at home, and both provide different but significant contexts for character development. Research that investigates the interaction and concurrent influence of these three factors will provide a more complete understanding for developing student character development programs. Overall, research on the impact of school culture and parenting styles on the formation of students' character is urgent because this not only contributes to academic knowledge, but also forms individuals who are highly competitive, ethical and resilient in facing life's challenges.

THEORITICAL REVIEW

School culture is a set of norms that develop in the school environment (Hargreaves, 1995). Meanwhile, according to Ryu et al. (2022), school culture is a collection of values that are held together and create a moral and ethical foundation within the school. These values guide the decisions and actions of school members who shape identity and create an environment for learning. School culture consists of the procedures adopted by students that create a distinctive atmosphere in the school. It involves the way people interact, communicate, and resolve conflicts. This atmosphere provides characteristics that differentiate the learning environment from school. Indicators based on the opinions of Yanti et al. (2013) are social norms, educational values, communication, rituals and traditions. School culture influences the formation of student character (Astuti, 2015; Idris, 2022; Yampap, 2023).

According to Chan et al. (2009), parenting style is the approach and style used by parents in educating their children. Parenting involves all forms of interaction and guidance provided by parents to their children throughout the development process. This involves the way parents encourage, provide direction, and provide emotional and physical support to their children (Darling & Stainberg, 2017). Measurements of parenting styles are parental involvement, parenting style, communication and emotional support, and involvement in developing values and ethics (Lembong et al., 2015). Where, in the opinion of Basso et al. (2019); Sari and Handayani (2022);

Sugiarti et al. (2022), parenting styles have a significant influence on the formation of students' character.

Student character formation is a systematic effort to develop moral and ethical values in students (Chowdhury, 2018). In addition, student character formation is a series of activities and interventions aimed at developing positive attitudes which involve developing attitudes such as self-confidence, cooperation, perseverance, and respect for other, which can help students succeed in education and life (Dufresne & Offstein, 2012). Indicators of character formation are moral values, positive attitudes towards learning, the ability to adapt and overcome difficulties, and social skills (Akhmad, 2011).

RESEARCH METHODS

This research will use quantitative approach with careful and comprehensive research methods to investigate the relationship between school culture, parenting styles, and student character formation. This research begins with setting clear and specific goals. Researchers identified the need to understand the impact of school culture and parenting styles on the character of students at SMA Negeri 4 Surabaya.

Before starting the research, researchers conducted a literature review to understand the conceptual framework and related previous research findings. This helps form the theoretical basis for the research. This research chose variables to be the main focus, namely school culture, parenting styles, and student character formation. These variables were selected based on their relevance to the research objectives. The research uses a quantitative research design to collect data that can be measured numerically. Surveys and questionnaires were used to collect data from 886 students of SMA Negeri 4 Surabaya. A sample of 85 was taken from class XI. Researchers developed a valid and reliable questionnaire to measure school culture, parenting styles, and student character. The questionnaire was designed to include questions relevant to both school and home contexts. The following is an explanation of the research variable indicators as a basis for preparing the questionnaire.

1. School culture (X.1) can be defined as the norms, values and procedures that develop in a school which form the unique atmosphere and characteristics of the learning environment. The constituent indicators are social norms, educational values, communication, rituals and traditions (Yanti et al., 2013).
2. Parenting style (X.2) refers to the parenting style and interaction of parents in educating, guiding and shaping children's development. The constituent indicators are parental involvement, parenting style, communication and emotional support, and involvement in the development of values and ethics (Lembong et al., 2015).
3. Formation of student character (Y) refers to the process of developing positive values, attitudes and behavior in students during the education period. The constituent indicators are moral values, positive attitudes towards learning, ability to adapt and overcome difficulties, and social skills (Akhmad, 2011).

Data was collected through distributing questionnaires to students at SMA Negeri 4 Surabaya. After the data was successfully collected, this research involved in-depth statistical analysis using various methods to understand the relationship between school culture, parenting styles, and student character formation at SMA Negeri 4 Surabaya. This data analysis process involves critical steps and uses statistical software, namely SPSS, to produce more detailed results.

Before carrying out regression analysis, this research ensures the validity and reliability of the measurement instruments used. Reliability testing was carried out to ensure that the questionnaire developed could provide consistent results. The validity of the instrument is tested to ensure that the questions asked actually measure the variable in question. The collected data was then input into SPSS (Statistical Package for the Social Sciences) statistical software. SPSS provides the ability to perform various statistical analyzes with high efficiency, including regression analysis, validity tests, and reliability tests.

Before involving regression analysis, this research examines the classical assumptions required for the validity of regression results. This includes checking the normality of residual distribution, heteroscedasticity test, multicollinearity test, and residual independence test. These steps are necessary to ensure that the regression results are reliable. By ensuring that the data meets classical assumptions, this research then uses regression analysis as the main statistical method. Regression analysis is used to identify the causal relationship between school culture, parenting styles, and student character formation. The results of this analysis provide information about the extent to which the independent variables (school culture and parenting styles) can explain variations in the dependent variable (character formation). The results of the regression analysis are then interpreted carefully to conclude the relationship between the variables studied. The use of SPSS allows researchers to see statistical significance, regression coefficients, and the level of contribution of each variable to the formation of student character.

RESEARCH RESULTS AND DISCUSSION

From the existing population, 85 students were accepted as respondents at SMA Negeri 4 Surabaya. This number of students will be respondents to this research who have contributed to providing relevant responses.

Validity testing steps were carried out on research data with the variables tested, including school culture variables and parenting style variables as well as student character formation as the dependent variables. The values for corrected item total correlation and Cronbach's Alpha were not found to have values less than 0.3 and less than 0.6 respectively. All variables consist of school culture, parenting styles, and student character formation with a score of 0.786; 0.889; and 0.839. These results explain that the variables tested can be used as measuring tools because they are declared reliable.

Table 1. Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.818a	.670	.662	1.846

The next step, through the coefficient of determination, is involved in analyzing the research. This research found that there was an interrelationship between the observed variables, namely school culture and parental parenting styles with the formation of student character. The illustration from Table 1 shows an R value of 0.818. After that, the R Square value was 0.670 and the Adjusted R Square was 0.662. These results state that around 67% of the variation related to student character formation comes from variables such as school culture and parental parenting styles at SMA Negeri 4 Surabaya. Other factors not included in this study played a role of 33%.

Table 2. ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	566.730	2	283.365	83.111	.000b
	Residual	279.576	82	3.409		
	Total	846.306	84			

The F-calculated value obtained was 83.111 according to table 2 of the F test results which also show the achievement of significance with a value of 0.000. This regression equation is considered significant because the significant achievement is no more than 0.05. Therefore, these results prove that the character formation of SMA Negeri 4 Surabaya students is influenced jointly and significantly by. As for this explanation, the factors that play an important role in forming the character of SMA Negeri 4 Surabaya students are simultaneously due to the impact of school culture and parenting styles.

Table 3. t Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.531	1.084		3.258	.002
	X1	.974	.176	.408	5.519	.000
	X2	1.478	.206	.531	7.187	.000

This regression model was produced from research results which can be represented as follows: Y = 3.531 + 0.974X1 + 1.478X2. The explanation of this model is that if all variables have a value of zero (school culture and parenting style), then the predicted value is 3.531 for the student character formation variable. Another result, there was a significant score obtained for school culture of 0.000 and the parenting style variable for the parents of SMA Negeri 4 Surabaya students which reached a significant value, namely 0.000.

The overall significance achieved is no more than 0.05, this result can explain that there is a role of school culture and parenting styles in realizing the character formation of students at SMA Negeri 4 Surabaya significantly. Apart from that, table 3 shows the coefficient value obtained for each variable. It can be concluded that parental parenting has a larger coefficient value, namely 1.478 compared to the coefficient value of 0.974 for the school culture variable. This also reveals that the dominant variable that influences parents' parenting style compared to school culture on the character formation of students at SMA Negeri 4 Surabaya.

School culture at SMA Negeri 4 Surabaya is not just an educational environment, but an entity that significantly plays a central role in shaping students' character and values. This is in accordance with studies from Astuti (2015); Idris (2022); Yampap (2023). In this context, a strong school culture filled with ethical and moral values not only creates a positive atmosphere, but also provides a solid foundation for the formation of student character. This is in accordance with the study from Ansar et al. (2020). A school culture that reflects ethical and moral values creates the foundation for positive interactions between school members, from students to teaching staff. Culture can be a specific guideline for organizations (Santosa, 2002; Mardikaningsih, 2012). In this case, teachers become communicators and role models regarding school culture which should be absorbed by students through their competence in learning and daily behavior (Darmawan, 2014; Djazilan et al., 2022). This is what produces an inclusive learning climate, where every individual is valued and recognized. Through the appreciation and implementation of these values, students are not only encouraged to achieve academic excellence, but are also empowered to develop attitudes and behavior that reflect high morality. In a school culture based on ethical and moral values, students at SMA Negeri 4 Surabaya are not only taught to understand moral concepts, but are also invited to apply these values in their daily actions. They are invited to participate in activities that promote solidarity, justice and social responsibility. In this way, students not only gain knowledge, but also feel and implement these values in practical experience. The importance of a school culture that focuses on ethical and moral values can be seen in its impact on life at school. Students not only become reliable learners, but also individuals who are caring, empathetic and have high integrity. They carry these values not only in academic settings, but also in everyday interactions, creating an environment that supports positive character development.

The parenting style applied by parents of students at SMA Negeri 4 Surabaya has proven to be the main pillar in shaping their children's character. This supports the findings of Basso et al. (2019); Sari and Handayani (2022); Sugiarti et al. (2022). In this context, the role of parents is not only limited to providing physical needs and formal education, but further includes significant influence in guiding and shaping the values, attitudes and behavior that form the core of their children's personalities. The concept of parental attention does not simply include physical presence, but also reflects the emotional and intellectual involvement of parents in their children's education (Andayani, 2004). They are not only material support, but also mentors in the journey of character formation. The parenting style applied by parents reflects the

desired moral values, ethics and norms, creating a solid foundation for the development of positive character in their children. With awareness of this critical role, parents take on the role of spiritual leaders and role models who provide examples in everyday life. The time provided by parents to guide children's learning is a real manifestation of their attention to education. This time not only allows for the transfer of knowledge, but also creates valuable moments for establishing in-depth interaction and communication between parents and children. This provides space to share learning experiences, answer questions, and stimulate children's interest in learning (Yanti et al., 2013). In a parenting style that involves providing attention, emotional support, and open communication, parents create a space where children feel accepted and loved. Through this relationship, parents become the main facilitators in developing values such as empathy, cooperation and tolerance in their children. Students not only gain academic knowledge from the school environment, but also internalize positive values obtained from daily experiences and interactions at home. The importance of parents' role in shaping students' character is increasingly visible in the way they respond to and manage conflicts, challenges and failures that their children may face. By providing emotional support, guidance, and good problem-solving models, parents not only help students overcome difficulties, but also train them to become tough and empowered individuals.

CONCLUSION

The research findings are that school culture at SMA Negeri 4 Surabaya plays an important role in shaping student character. A school culture based on ethical and moral values not only serves as a guide for life at school, but also forms a solid foundation for character formation that will have a positive impact on students' lives after they leave this educational environment. The parenting style applied by parents at SMA Negeri 4 Surabaya has a significant impact in shaping student character. Through their involvement and active role in their children's self-development process, parents create a strong foundation for positive character development that will have a positive impact not only in the school environment, but also in their lives as a whole.

Based on research findings which show the important role of school culture and parenting styles in shaping the character of students at SMA Negeri 4 Surabaya, the following are several suggestions that can be proposed:

1. Encourage the development and strengthening of programs that support and promote a positive school culture, such as extracurricular activities, leadership training, and social activities aimed at strengthening ethical and moral values.
2. Encourage the involvement of parents in activities related to student character development, such as seminars, workshops or discussion forums regarding parenting styles that support the formation of positive character.
3. Implement a counseling program that supports students in character development, both in academics and personal life, involving teachers, counselors and parents to provide comprehensive support.

4. Implement the Merdeka curriculum appropriately to achieve the implementation of an integrated character education program in the school curriculum. The program may include materials that encourage reflection on students' values, ethics, and development of social skills.

5. Improve communication between schools and parents to ensure that values and expectations in character formation are clearly conveyed. Involving parents in the decision-making process can create a positive partnership.

6. Implement a continuous monitoring and evaluation system to measure the effectiveness of character formation programs. This can involve regular assessments of school culture, extracurricular activities, and the impact of parenting on a student's character.

By implementing these recommendations, SMA Negeri 4 Surabaya can strengthen the role of school culture and parenting styles in shaping student character, creating an environment that supports positive growth and student welfare in the future.

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