

Implementation Of The Positive Culture Of Seven Days Of Special Education At SDN 1 Pasanggrahan

Agustina Retnoasih STKIP Pasundan Cimahi

Tita Nurhayati STKIP Pasundan Cimahi

Purwanto STKIP Pasundan Cimahi

Lili Halimah STKIP Pasundan Cimahi

Abstract

Education is the place where the seeds of culture are sown within society. Through the educational process, good character traits develop within individuals, equipping them to face life with physical and spiritual happiness. Education is a place for character formation. A positive culture involves good habits encompassing activities fostering students' character. The Government of Purwakarta Regency issued Regent Regulation Number 69 of 2015 on Education, laden with Sundanese philosophy through the "7 Poe Atikan Istimewa" (Seven Days of Special Education). This program features themed education with a different character-based theme daily and is implemented in schools across Purwakarta Regency. This study aims to describe and recognize the implementation of the positive culture of Seven Days of Special Education at SDN 1 Pasanggrahan. This research uses a qualitative method, with subjects being all students of SDN 1 Pasanggrahan from grades I to VI. Data collection methods include interviews, observations, and documentation. Based on the interactions between students and teachers and interviews with students, teachers, and the principal, the researchers describe ways to address student issues by implementing the positive culture of Seven Days of Special Education. This program, implemented by all primary and secondary education units in Purwakarta since 2015, effectively fosters a positive culture in schools, including at SDN 1 Pasanggrahan.

Keywords:

Education, Positive Culture, Seven Days of Special Education.

INTRODUCTION

According to Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. Education aims to shape spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by individuals, society, the nation, and the state.

Ki Hajar Dewantara stated that education is where the seeds of culture

are sown within society, developing children's natural strengths to achieve the highest happiness. A teacher, like a farmer, must create an environment conducive to the growth of students, ensuring that school is a safe and enjoyable place to learn.

Education is the key to creating civilized Indonesian individuals. The Government of Purwakarta Regency established Regent Regulation Number 69 of 2015 on Character Education with the program "7 Poe Atikan Istimewa" (Seven Days of Special Education) to

foster a positive school culture. Each day of the week has a specific theme that teaches character values.

This study aims to describe implementing the positive culture of "Seven Days of Special Education" at SDN 1 Pasanggrahan. This research uses a qualitative method, with subjects being all students of SDN 1 Pasanggrahan from grades I to VI. Data collection methods include interviews, observations, and documentation.

The study results indicate that this program, despite facing challenges, effectively fosters a positive culture in the school. Implementing a positive culture helps develop independence, responsibility, confidence, discipline, and mutual respect, which are essential for the Pancasila Student Profile. This research is expected to contribute ideas for similar studies and assist the authors in graduating with satisfactory grades. The research problem formulated in this study is: How is the Implementation of the Positive Culture of Seven Days of Special Education at SDN 1 Pasanggrahan?

This study aims to understand the Implementation of the Positive Culture of Seven Days of Special Education at SDN 1 Pasanggrahan.

In this research, we hope to contribute to various related parties. The expected benefits are to offer ideas for other researchers conducting similar studies on implementing the Independent Curriculum in Social Studies learning. For the authors, this paper is expected to be a quality piece of writing that helps them graduate with excellent grades.

RESEARCH METHOD

This study employs a qualitative research approach. Qualitative Research Methods emphasize an inductive thought process based on the objective experience of participation in the phenomenon being studied. Qualitative research uses methods grounded in post-positivist philosophy, resulting in descriptive data that do not require statistical procedures involving numbers, thus yielding profound conclusions from a set of generalizations (Wijaya, 2018). This approach was chosen to understand various events occurring in the research object (Kaharuddin, 2020). Qualitative research is used to comprehend the Implementation of the Positive Culture of Seven Days of Special Education at SDN 1 Pasanggrahan. This qualitative phenomenological approach is also expected to reveal the situations and problems encountered in the participatory activities between the researchers, teachers, and students.

The subjects of this research are all students of SDN 1 Pasanggrahan from grades I to VI. Data collection methods include observations, interviews with teachers and students at SDN 1 Pasanggrahan, documents, and mobile phone recording devices. Data collection techniques involve three types:

1. Observation: The researcher conducted observations to understand the learning conditions at the school.
2. Interviews: They were held with teachers and students to obtain information on implementing the positive culture of Seven Days of

Special Education at SDN 1 Pasanggrahan.

3. Documentation: It is related to implementing the positive culture of Seven Days of Special Education.

The data analysis technique in this study follows three steps: data collection, data reduction, data presentation, and conclusion.

RESEARCH RESULTS AND DISCUSSION

The research was conducted at SDN 1 Pasanggrahan, Tegalwaru Subdistrict, Purwakarta Regency, using direct observation methods, as the researcher is an educator at SDN 1 Pasanggrahan. Based on interactions in student-teacher learning, student-student interactions, and interviews with students, teachers, and the principal, the researcher describes how to address student issues by implementing the positive culture of "Seven Days of Special Education." This program was established by the Purwakarta Regency government in 2015 and has been implemented by all primary and secondary education units. The themed educational program, "Seven Days of Special Education," has proven effective in fostering a positive culture in schools, including at SDN 1 Pasanggrahan.

A positive culture comprises good habits performed repeatedly until they become ingrained. SDN 1 Pasanggrahan implements the "Seven Days of Special Education" program to create this positive culture. The components of this program are as follows:

1. Poe Senen / Monday - "Ajeg Nusantara"

Ajeg Nusantara means consistently fostering nationalism, love for the homeland and nation, and maintaining the unity of the Republic of Indonesia. Students are introduced to the archipelago's culture, potential, and natural wealth on Mondays. Routine activities at SDN 1 Pasanggrahan include flag ceremonies, arriving at school on time, singing national songs at specific times (e.g., before leaving school), and forming a line before entering the classroom.

Figure 3.1 Flag Ceremonies



Source: Personal documentation

Figure 3.2 Flag Ceremonies



Source: Personal documentation

2. Poe Salasa / Tuesday - "Mapag Buana"

Mapag Buana means "welcoming the world." Purwakarta students should know about global culture and knowledge. This theme aims to broaden horizons and prepare students to face the global civilization in the era of information technology. At SDN 1 Pasanggrahan, Mapag Buana is implemented through information technology in learning and a 15-minute literacy activity before lessons.

Figure 3.3 Learning with Technology



Source: Personal documentation

Figure 3.4 Reading Books



Source: Personal documentation

Figure 3.5 Sundanese Games



Source: Personal documentation

Figure 3.6 Communal Meals



Source: Personal documentation

3. Poe Rebo / Wednesday - "Maneuh di Sunda"

This theme encourages students to recognize their identity as Sundanese with noble culture amid Indonesia's diverse ethnicities and cultures. Implementation at SDN 1 Pasanggrahan includes using the Sundanese language, communal meals (Botram), playing traditional games like Galah, Egrang, and Encrak, and singing Sundanese songs.

4. Poe Kemis / Thursday - "Nyanding Wawangi"

This theme focuses on fostering students' sense of aesthetics, freedom of expression, joy, beauty, empathy, and sensitivity toward others and the environment. Implementation at SDN 1 Pasanggrahan includes morning greetings, the 5S activities (smile, greet, salute, polite, and courteous), decorating classrooms, drawing/painting, expressing through speech and writing, and the Beas Kaheman activity (collecting rice for underprivileged students).

Figure 3.7



Source: Personal documentation

5. Poe Jumaah / Friday - "Nyucikeun Diri"

This theme involves instilling spiritual values and environmental cleanliness. Activities include wearing Muslim attire, performing Dhuha prayers together, reading Surat Yassin together, giving religious talks, reading short Surahs and daily prayers, and learning Quranic reading and writing (for Muslims). Additionally, the school practices a "Clean Friday" routine.

Figure 3.8 Pray



Source: Personal documentation

6. Poe Sabtu / Saturday and Poe Minggu / Sunday - "Betah di Imah"

The theme for Saturday and Sunday is "Comfortable at Home." Activities include helping parents at home and bonding with family members.

Figure 3.9 Sweep the yard



Source: Personal documentation

With its varied themes, this structured program aims to instill a positive culture and character in students, contributing to their holistic development.

CONCLUSION

The research was conducted at SDN 1 Pasanggrahan, Tegalwaru Subdistrict, Purwakarta Regency, using direct observation methods, as the researcher is an educator at SDN 1 Pasanggrahan. Based on the interactions in student-teacher learning, student-student interactions, and interviews with students, teachers, and the principal, the researcher can describe implementing the positive culture of "Seven Days of Special Education." Established by the Purwakarta Regency government in 2014 and implemented in 2015 in all primary and secondary education units, this program has proven effective in fostering a positive school culture. One such example is SDN 1 Pasanggrahan, which has successfully applied the positive culture of "Seven Days of Special Education." Implementing this program at SDN 1 Pasanggrahan has been shown to develop good character traits and

strengthen the identity of Sundanese people.

Suggestions and Recommendations

No ivory is without cracks; no human is perfect, as perfection belongs solely to the Creator. The explanation of the implementation of the positive culture of "Seven Days of Special Education" at SDN 1 Pasanggrahan requires consistency and contribution from all parties, especially the members of SDN 1 Pasanggrahan, to maintain this positive culture. The author eagerly welcomes constructive suggestions or recommendations from anyone reading this paper. In conclusion, we sincerely thank you and hope this writing benefits the readers.

REFERENSI

- Cahya Ningrum Effiana dan Nur Hidayat.(2022). Upaya Meningkatkan Kecerdasan Spiritual Siswa Melalui Program Full Day School di Madrasah Ibtidaiyah Kota Jombang. Diakses dari 22204081023@student.uin-suka.ac.id
- Destiyana Ela. (2016). Upaya Meningkatkan Sikap Empati Melalui Metode Story Telling Pada Siswa SD Negeri Caturtunggal 3 Depok. Diakses dari ela.destiyana@ymail.com Indah
- Purwanti Metty dan Sapriya. (2017). Implementasi Nilai-nilai Kearifan Lokal Sunda Dalam Pembelajaran PKN Sebagai Penguat Karakter Siswa (Studi Kasus di SMP Negeri 3Purwakarta. Diakses dari: <mailto:mettypurwanti.iboabo@gmail.com>
- Kabupaten Purwakarta. (2015). Peraturan Bupati Purwakarta Nomor 69 Tahun 2015 Tentang Pendidikan Karakter. Pemerintah Kabupaten Purwakarta : Purwakarta.
- Nurchayani, A., Rajasa, D.S., & Wijayanti, M.A. (2022). Budaya Positif (Edisi Keempat). Jakarta : Kemendikbudristek.
- Pemerintah Indonesia. (2003). Undang-Undang No. 20 Tahun 2003 yang Mengatur tentang Sistem Pendidikan Nasional. Lembaran Negara RI Tahun 2003, No. 4301.
- Sekretariat Negara. Jakarta Purwanto. (2023). Pendidikan Karakter Di Sekolah (Edisi kesatu). Bandung : Indonesia Emas
- Group Rafael, S.P. (2022). Refleksi Filosofi Pendidikan Nasional Ki Hadjar Dewantara (Edisi ketiga). Jakarta : Kemendikbudristek.
- Riskiyah Nazilatur. (2023 Maret 15). Budaya Positif. Majalah Digital Smansa. Diakses dari <https://magis.sman1pmk.sch.id/update/budaya-positif/>
- Setiawan Guntur. (2004). Implementasi Dalam Birokrasi Pembangunan. Jakarta : Balai Pustaka.
- Usman Nurdin. (2002). Konteks Implementasi Berbasis Kurikulum. Jakarta : Grasindo.
- Yuni Wijaya Etistika, dkk. (2016). Transformasi Pendidikan Abad 21 Sebagai Tuntutan Pengembangan Sumber Daya Manusia Di Era Global. Diakses dari etistik@gmail.com