THE SCHOOL'S EFFORTS IN BECOMING AN INVOLVED PARTY IN THE SOCIALIZATION OF STUDENT CHARACTER FORMATION

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Abstract
This literature review aims to look at the school's efforts to become a party involved in the socialization of student character formation. Schools are formal educational institutions where learning and teaching activities take place where children of the same age will interact and socialize with each other so that schools also act as agents of socialization. School is a socialization agent that enables an individual to be able to socialize in a wider environment, namely in the community. The efforts made by the school as a party involved in socialization in forming students' character include instilling a disciplined attitude, forming attachments to social groups, and fostering autonomy. Moral discipline really determines the character and personality of students in general. In fostering a disciplined attitude, schools implement rules and regulations with the aim of making students more disciplined, orderly, ethical, and forming student character. Meanwhile, the obstacles faced by schools in forming student character are obstacles that originate from within the student, obstacles that originate from the family environment, and obstacles that originate from peers.
Keywords: Socialization, Formation of Student Character

INTRODUCTION

The school as an agent of socialization has an important role in creating norms or rules in the school which function to regulate individual and group behavior, in this case the student's personality. The school sets various rules that each student must follow. Therefore, this socialization must always be carried out (Anastasiu, I, 2011).

Hurlock (Mz, I, 2018) stated that school "is a determining factor for the development of a child's (student's) personality, both in thinking, acting and how to behave. Schools act as substitutes for families and teachers as substitutes for parents." According to Havighurs (Abdullah, I., et al, 2019) schools "have an important role or responsibility in helping students achieve their developmental tasks". In connection with this, schools should strive to create a conducive climate or conditions that can facilitate students

(teenagers) to achieve their development. The tasks of adolescent development concern aspects of maturity in social interaction, personal maturity, maturity in achieving a philosophy of life, and maturity in believing and being devoted to God Almighty.

According to Verhoeven, M., et al (2019), like families, "schools have a firm mandate to socialize the cultural values and norms of their nation and country. For this reason, the education and teaching process takes place in schools. Through the education process, children are introduced to the values and norms or culture of their society, nation and country, so they are expected to be able to understand, appreciate and practice them in their daily lives. All of this is very beneficial for the development of children's personalities as individuals and at the same time as citizens of society, nation and state. Schools actually also provide facilities for the formation of peer groups."

Grusec, J. E., et al (2013) define "socialization as a process in which a person internalizes the norms of the group in which he lives, thereby developing into a unique person". Considering that schools function as socialization agents, every school must implement several socialization patterns to form students' personalities with noble morals.

Socialization is divided into two, namely, primary and secondary. Primary socialization is a form of socialization that a child gets within the family environment, while secondary socialization is a form of socialization that is outside the family or can be called the environment. There are 4 parties involved in socialization, namely parents, school, peers and social media. One of them is that schools are parties that tend to have a big influence on a child's socialization process, this is because school institutions teach a child to adapt and provide a new atmosphere, if at home a child is the child who gets the only attention from parents, whereas at school a child only becomes one of many students (Lacey, C, 2012).

The socialization process is divided into 2, namely; perfect and imperfect socialization. Perfect socialization is the process of instilling values in an individual in a complete, comprehensive manner and achieving perfect understanding, while imperfect socialization is the process of instilling values in an individual that are not complete and comprehensive, giving rise to conflict and deviation. The process of irregularities is actually caused by the progress of the socialization process, there are several parties who do not carry out their duties, for example; a child commits a crime because his

parents have died, he is not at school and he is not interacting with his peers (*Mertika, M., et al, 2018*).

This peer effect tends to have a fairly big role in the process. Often many individuals get caught up in the proverb. If you make friends with a perfume seller, you will more or less smell good, whereas if you make friends with an iron pantan seller, you will more or less be exposed to the spark. Therefore, schools create rules that must be obeyed in order to discipline their students. However, there are several errors and problems that occur at school, often running around during school hours. Students are taught discipline in dress, time and actions as stated in school rules or regulations (*Torney-Purta, J. V, 2017*). In this problem, it is very important to know the efforts and obstacles of the school as a socialization agent in forming the expected character of students.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (*Earley, M.A. 2014; Snyder, H. 2019*).

RESULT AND DISCUSSION
The Nature of Character Education
A. Understanding Character Education

According to Samani and Hariyanto (*Tsoraya, N. D., et al, 2023*) in their book, they explain that character education is the process of providing guidance to students to become complete human beings with character in the dimensions of heart, mind, body as well as feelings and intentions. Furthermore, character education according to Salahudin and Alkrienciechie (*Innike, K, 2018*) can be interpreted as moral or character education to develop a person's ability to behave well in their daily life. Furthermore, according to Muhamimin Azzet (2014), character education is a system for instilling good character values in all school members so that they have knowledge and actions that are in accordance with good values.

Meanwhile, character education according to Marini, A (2017) is all business planning carried out by teachers that can influence the formation of their students' character, understanding, forming and cultivating ethical

values as a whole. Furthermore, according to Wibowo (Rokhman, F., et al, 2014) character education is an education that is used to instill and develop character in students, so that after they have noble character, they can apply it in their daily lives, like at home, at school and in society.

From the explanation of various expert opinions regarding the meaning of character education, it can be concluded that character education is a system of moral or character education that is used to instill and develop good character values in someone, so that they have noble knowledge and actions after If you have it, you can apply it in your daily life at home, at school or in the community.

B. Character Education Function

Character education has three main functions, this was stated by Marsakha, A. T., et al (2021) whose explanation is as follows:

1. Function for the formation and development of potential
   Character education functions so that students are able to develop their potential to think well, have a good heart and behave well.

2. Function for strengthening and repair
   Character education is to improve and strengthen the role of families, educational units, communities and government to take responsibility and participate in developing the potential of their citizens.

3. Filter function
   Character education can be used so that people can sort out their own national culture and can filter out the culture of other nations which is not in accordance with the character and cultural values of their own nation.

Character education has a very beneficial function for a person, as explained by Salahudin and Alkrienciechie (Fitriyani, E. Y., et al, 2023) the function of character education is as follows:

1. Develop basic potential for good behavior.

2. Strengthen good behavior and can correct bad behavior.

3. Helps to filter out foreign cultures that are less in line with Pancasila values.

Based on the explanation of various expert opinions above, it can be concluded that the function of character education is to form and develop a person's basic potential for good behavior, then that potential is strengthened and improved, then in order to maintain good character values, there must be a filter for deviant behavior. of noble character values.

C. Values in Character Education

Character is the behavior of human values related to Almighty God, fellow humans, the environment, oneself and nationality which are manifested in customs, culture, karma, law, thoughts, attitudes, feelings, words and actions based on norms. -religious norms (Pala, A, 2011). Lickona (Natalia, V. E. D., et al, 2021) says that the character of education is a deliberate effort to help someone so that someone can implement core ethical values, pay attention to and understand them. The character of education requires special, appropriate methods so that educational goals can be achieved, including appropriate learning methods, namely the praise and punishment method, the habituation method, and the exemplary method.

Character is absolutely needed not only in the school environment, but in the social environment and also at home. Even now the participants are no longer from early childhood to teenagers, but also include adults. In this era, we will be faced with competition, including from colleagues in various parts of the world. Even those of us who are still working this year will definitely feel the same feeling. The demands of various qualities of future human resources will certainly require good character. Character is the key to individual success. The character of education has become the center of attention in various parts of the world in order to prepare a good generation, not only for the benefit of individual citizens but for the entire community. Character education can be interpreted as our deliberate efforts from all dimensions of school/madrasah life to form optimal character formation (Muttaqin, M. F., et al, 2018).

Formation is part of values education through schools which is a noble effort that urgently must be carried out. There are 18 points of educational character values: responsibility, social care, environmental care, love of reading, love of peace, friendly/communicative, respect for achievement, love of the homeland, national spirit, curiosity, democracy, tolerance, honesty, discipline, creative, hard working, religious, independent. Character formation is part of values education through schools, which is a noble effort that is urgent to be carried out. In fact, if we talk about the future, schools are responsible not only for producing students who excel in science and technology, but also in terms of identity, character and personality. And this is relevant and contextual not only in countries experiencing a character crisis such as Indonesia, but also for developed countries (Fajrussalam, H., & Hasanah, A, 2018).

Socialization in the Formation of Student Morals

A. Role of Schools

School, in essence, is not just a place of "transfer of knowledge". As stated by Fraenkel (Fajrussalam, H., & Hasanah, A, 2018) schools are not merely places where teachers convey knowledge through various subjects. Schools are also institutions that strive for value-oriented enterprises and learning processes. Character formation is part of values education through schools, which is a noble effort that is urgently needed. In fact, if we talk about the future, schools are responsible not only for producing students who excel in science and technology, but also in terms of identity, character and personality.

Character formation efforts through schools can also be carried out simultaneously through values education with the following steps:

1. Applying a "modeling" or "exemplary" or "uswah hasanah" approach. Namely, socializing and familiarizing the school environment with enlivening and upholding correct moral and moral values through models or role models. Every teacher and other educational staff in the school environment should be able to become a living "uswah hasanah" (living exemplary) for every student. They must also be open and ready to discuss with students about these various good values.

2. Continuously explain or clarify to students about various good and bad values. This effort can also be accompanied by steps; rewarding (prizing) and cultivating (cherising) good values and conversely criticizing and discouraging (discouraging) the enactment of bad values; affirming good and bad values openly and continuously; provide opportunities for students to choose various alternative attitudes and actions based on values; make choices freely after weighing deeply the various consequences of each choice and action; get used to behaving and acting on good intentions and prejudices (husn al-zhan) and ideal goals; get used to behaving and acting in good patterns that are repeated continuously and consistently.

3. Implementing character-based education. This can be done by applying a character-based approach to each existing value subject in addition to special subjects for character education, such as religious studies, civics education (PKn), history, Pancasila and so on (Griffin, P., et al, 2011).

School is a means that is deliberately designed to carry out education. Due to the progress of the times, it is no longer possible for families to fulfill all children's needs and aspirations regarding science and

technology. The more advanced a society is, the more important the role of schools is in preparing the younger generation before entering the process of developing that society. An alternative that might be done to improve schools in their role as educational institutions according to the situation and conditions of the school (Fahnoe, C., & Mishra, P, 2013).

B. Socialization in Moral Formation

School or formal education is a socialization agent that teaches knowledge and skills aimed at influencing children's intellectual, independence and responsibility. Schools are formal educational institutions where learning and teaching activities take place where children of the same age will interact and socialize with each other so that schools also act as agents of socialization. School is a socialization agent that enables an individual to be able to socialize in a wider environment, namely in the community (Arafah, S, 2019). Vembriarto (Dyachkova, T. S, 2022) said that the existence of schools has two important aspects, namely individual and social aspects. This means that, on the one hand, the existence of schools is tasked with influencing and creating conditions that enable children's personal development optimally, and on the other hand, schools are tasked with educating so that children dedicate themselves to society.

There are several efforts by schools as agents of socialization in forming students' morals, including school efforts in fostering students' disciplinary attitudes, forming attachments to social groups in students, and forming autonomy in students (Anastasiu, I, 2011).

Discipline is something good and valuable that exists within students because students must obey all the rules in school, not because these actions must be carried out or because they are important but because they are merely rules that must be obeyed. Moral discipline not only supports moral life in the true sense, but its influence continues throughout life. In fact, as we can see, moral discipline really determines the character and personality of students in general. In fostering a disciplined attitude, schools implement rules and regulations with the aim of making students more disciplined, orderly, ethical, and forming student character (Grusec, J. E., et al, 2013).

Obstacles in Shaping Student Character

Schools have made every effort possible to shape student morale, from the principal to the teachers involved in the learning process, but we cannot

deny that no matter how much effort is made, there are still obstacles faced in shaping student morale (Fitri, M.A, 2024). There are several obstacles faced, namely obstacles that originate from within the student, obstacles that originate from the family environment, and obstacles that originate from peers.

The first obstacle originates from within the student. This obstacle comes from internal factors, namely factors that arise from the students themselves. Students who do not want to comply with the rules, even though they have been given sanctions, are still committing violations. Here, students lack awareness of the importance of good morals.

Second, obstacles that originate from the family environment. The family is the first social group in which children are members. The family is of course the first place to socialize children's lives. Mother, father, siblings and other relatives are the first people with whom children have contact and are the first to teach children as they live with other people. Until children enter school, they spend all their time in the family. Until adulthood, they are estimated to spend half their time with the family.

As the first education, the family can form good morals in children to be developed in subsequent education, namely school. Parents must be able to create a harmonious atmosphere, where children must develop in a friendly and honest atmosphere. But we cannot deny that a household always has a harmonious atmosphere. Sometimes there are many problems faced in the family, such as arguments between father and mother or other family members, which can affect a child's morals. Apart from that, a family cannot be separated from work. Many parents are busy with their work so they do not have time to educate and guide a child, both in terms of ethics, morals and behavior (Dyachkova, T. S, 2022).

Third, obstacles that originate from peers. The older a child gets, the more friends he meets both in the community and at school. Even though they are not the same age, it is not a barrier to playing together. Their attitude, which sometimes wants to be a leader among their friends, wants to dominate other children, has an influence on their attitude and personality patterns. Conflict will occur if they meet a child who does not match their behavior. That's where they want to maintain their behavior patterns in accordance with what they get from their respective environments (Wulandari, E., et al, 2018).

Peers have a huge influence in making children good or vice versa. We often encounter children who are in a bad environment but because they play

together or often gather together, they end up following the behavior or attitudes of their peers (Maulida, P. L., et al, 2023).

CONCLUSION

Character formation is part of values education through schools, which is a noble effort that is urgently needed. In fact, if we talk about the future, schools are responsible not only for producing students who excel in science and technology, but also in terms of identity, character and personality. There are school efforts to create order and stability in education and strive to shape students' character, on the other hand there are obstacles in the process of socialization and resolution in the form of solutions to overcome them. Furthermore, the school's efforts as a socialization agent in forming students' morals include the school's efforts to foster students' disciplinary attitudes, form attachments to social groups in students, and form autonomy in students. There are several obstacles faced by schools in character formation, namely obstacles that originate from within the students, obstacles that originate from the family environment, and obstacles that originate from peers.

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