

Character Building of Students through School Culture: A Value Education Perspective

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Abstract. Character formation is central to educational success, extending beyond academic achievement to students' internalization of moral and social values in daily life. School culture provides a strategic environment where students learn, live, and realize these values through social experience. This qualitative descriptive study examines of school culture shapes students' character from a value-education perspective. Data were collected through observation, interviews, and documentation involving principals, teachers, and students, then analyzed via data reduction, presentation, and conclusion drawing, with validity strengthened through source and technique triangulation. Findings show that school culture shapes character through exemplary behavior, habituation, social interaction, and consistent rule enforcement: educators' examples provide observable behavioral models, habituation reinforces repeated practice of values, and social interaction fosters tolerance, empathy, cooperation, responsibility, and care. Consistency among all school members is essential for transforming normative understanding into genuine awareness and behavioral habits. Thus, school culture functions as a value education ecosystem supporting holistic, sustainable character formation.

Keywords: Character Building; School Culture; Value Education.

1. Introduction

Education is essentially not only directed at developing students' intellectual capacity, but also at the formation of personalities that can be the foundation for behavior in social life. Rapid social changes, the development of digital technology, and increasingly open access to various information have presented new challenges for the world of education. Students no longer acquire values and norms only through their families and school environment, but also through digital media, peer groups, and various social spaces that have diverse characters and value orientations. This condition makes character education even more important, especially in building students' ability to understand, appreciate, and apply values in daily life (Hakim, 2023). Education thus needs to be

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positioned as a process of forming human beings who are not only academically capable, but also have moral integrity, social responsibility, discipline, caring, and the ability to make decisions based on ethical considerations.

In this context, school has a strategic position because it is an educational environment that intensively brings together students with various social experiences and value practices. Values taught through learning gain stronger meaning when embodied in the habits, interactions, rules, examples, and traditions that develop in school life. School culture becomes a social space that allows students to experience the process of value education directly through daily life practices. When the values of honesty, discipline, responsibility, tolerance, cooperation, care, and respect for others are consistently reflected in school life, students gain concrete experience of how a value is translated into behavior (Salama, 2025). Therefore, character formation is not merely a process of delivering material about morality, but a process of internalizing values through an educational environment that consistently provides experience, habituation, and example.

School culture is basically formed from a set of values, norms, beliefs, habits, symbols, interaction patterns, and institutional practices that sustainably take place. This culture can be seen in various activities, ranging from the way teachers interact with students, communication patterns between students, the implementation of discipline, habituation activities, social activities, to school mechanisms in rewarding and consequenceing certain behaviors. Thus, school culture is not just an institutional attribute, but a pedagogical environment that also determines the process of forming students' identities and characters. Schools that create a consistent environment between the values taught and the values practiced are more likely of build students' character sustainably. On the other hand, the mismatch between the values communicated and the practices that take place in school life can reduce the effectiveness of character education because students receive normative messages that are not always in line with their experiences (Furkan, 2013).

The perspective of value education provides an important conceptual foundation for understanding the relationship between school culture and character formation. Value education does not stop at the recognition of good and bad, but includes the process of developing awareness, moral consideration, appreciation, and the ability to realize values in action. In this perspective, character is the result of a process that takes place gradually through the interaction between moral knowledge, moral feelings, and moral behavior. Students need opportunities to understand why a value matters, feel its relevance in life, and practice it in real situations. School culture provides a context that allows these three dimensions to develop simultaneously. Values that are originally abstract can gain concrete meaning through habituation activities, social relations, teacher examples, joint decision-making, and experiences in solving various problems in school life (Abdurahman et al., 2025).

Several previous studies have shown that school culture is related to the development of students' character. A positive school environment can encourage the formation of disciplined behavior, responsibility, social concern, and mutual respect. However, some studies still tend to place school culture as a collection of programs or habituation activities, so that aspects of the value internalization process that occur behind these practices have not received adequate attention. Research on character education also often focuses on the effectiveness of certain programs, while how values are constructed, transmitted, negotiated, and internalized through the overall school culture still requires more in-depth study. This gap matters because students' character is not formed through a single incidental activity, but through an accumulation of experiences and interactions that occur continuously in the educational environment (Nasution et al., 2025).

Another problem lies in the consistency between character education policies and daily practices in schools. Character programs can be systematically designed in school documents, but their success depends largely on how fully these values become part of the institutional culture. The value of discipline, for example, is not enough to be conveyed through discipline, but needs to be realized through example, consistency in the application of rules, and habituation that is perceived as fair by students. Similarly, the value of responsibility cannot be developed only through academic tasks; it must be strengthened by giving students space to make decisions, solve problems, and

account for the consequences of their actions. This perspective shows that value education requires an ecosystem that allows values to be learned and experienced (Bhoki et al., 2025).

In the development of contemporary education, such an approach is increasingly relevant because character formation faces challenges that are not simple. The flow of digital information allows students to interact with various values that sometimes contradict the norms developed by the school. The phenomenon of bullying, intolerance, low social concern, undisciplined behavior, and the tendency to reduce meaningful social interaction indicate that character strengthening needs to be done through a more comprehensive approach. Schools cannot only act as institutions that transmit knowledge, but also need to be moral communities that provide educational experiences that are consistent with the values they want to instill (Arifin, 2025). In this view, school culture becomes a strategic instrument for connecting the goals of value education with students' lived practices.

This research departs from the assumption that the formation of students' character forms optimally when values are not only taught explicitly through learning but also brought to life through school culture. Therefore, this study is directed to analyze how school culture plays a role in shaping students' character from the perspective of value education. The study focuses on the forms of values developed in school culture, the mechanisms of internalizing values through habituation and example, and the practice of social interactions that contribute to the formation of students' character. This approach is expected to expand the understanding that character education is an ecological process that involves the entire school environment, not just learning activities in the classroom.

The novelty of this research lies in the effort to integrate the concept of school culture and value education as an analytical framework to explain the process of character formation of students. While previous studies emphasized school culture as a supportive environment or character education as a pedagogical program, this study views school culture as an arena for internalizing values that enables the formation of relationships among the values conceived, the values practiced, and the character embodied by students. With this perspective, character formation is understood as a process that is contextual, dialogical, habituary, and sustainable. The results of the research are expected to make a theoretical contribution to the development of value education studies as well as a practical contribution to schools in designing an institutional culture that supports the formation of students' character more consistently and sustainably.

2. Method

This study uses a qualitative approach with a descriptive research type (Zakariah et al., 2020). This approach was chosen to gain a deep understanding of the process of character formation of students through school culture in the perspective of value education. The research was carried out in the school environment by involving principals, teachers, and students as the main data sources that were purposively selected based on their involvement in the implementation of school culture. The researchers obtained data through observation, interviews, and documentation. Observations identified school cultural practices related to character formation, while interviews explored informants' experiences and views regarding the process of internalizing values. Documentation served as supporting data in the form of discipline records, school programs, habituation activities, and character education documents. Data analysis was carried out interactively through the stages of data reduction, data presentation, and conclusion. The validity of the data was strengthened through triangulation of sources and techniques to ensure the consistency of the information obtained (Agustinus, 2014). The results of the analysis were then described interpretively by relating school cultural practices with the concept of value education and student character formation.

3. Results

School Culture as an Environment for Student Character Formation

School culture has a strategic position in the formation of students' character because schools not only function as institutions that organize academic learning processes, but also as social environments where students gain experience, build habits, interact, and develop value orientation. Students' character is not formed separately from the environment in which they grow and learn. Social relationship patterns, rules, habits, examples, and various activities that take place consistently in school are part of the personality formation process (Azzahra & Khasanah, 2025). In this context, school culture can be understood as a pedagogical environment that connects normatively formulated values with behaviors embodied in daily life.

School culture basically reflects a set of values, norms, habits, beliefs, and patterns of interaction that develop among all school residents. Its existence can be seen through various activities, such as the application of discipline, discipline habituation, religious activities, concern for cleanliness, interaction between teachers and students, cooperation between students, social activities, and mechanisms for awarding rewards and consequences. All of these practices form an environment that provides moral messages to students regarding behavior that is considered good, appropriate, and responsible (Susanti et al., 2026). Thus, character education takes place not only through formal learning in the classroom, but also through social experiences that occur continuously in school life.

The value of discipline is one of the characteristics that can be developed through school culture. Discipline is not solely interpreted as obedience to rules, but also as the ability of students to control themselves, understand obligations, manage time, and realize the consequences of actions taken (Salsabila et al., 2020). The habit of being on time, following learning according to the provisions, obeying the rules, completing assignments, and maintaining order in the school environment is a form of experience that can build disciplined character. If the practice is carried out consistently and accompanied by an understanding of the reasons and goals of the rules, compliance can gradually develop into internal awareness (Mustika et al., 2026). Thus, discipline no longer only arises because of supervision, but grows as a personal need in carrying out responsibilities.

In addition to discipline, school culture can be a means of developing the character of responsibility. Individual and group assignments, involvement in school organizations, cleaning activities, social activities, and other forms of participation in school life give students opportunities to learn to carry out obligations. This experience allows students to understand that each role has consequences that must be accounted for. The character of responsibility thus develops through real experience, not only through giving advice or conveying moral concepts. When students gain the trust to carry out a task and are given the opportunity to evaluate the process and results, a learning process is formed that encourages independence as well as awareness of obligations (Nizary & Hamami, 2020).

The social dimension in school culture also contributes significantly to character building. Interaction between students and teachers and peers creates a social learning space that allows for the development of tolerance, empathy, cooperation, solidarity, and respect for differences. The school environment brings students together with individuals who have diverse characters, abilities, views, and backgrounds. This diversity is an important context for value learning because students are faced with real-life situations that demand the ability to communicate, respect others, resolve differences, and make responsible decisions. Value education in this context does not stop at the understanding of what is good, but develops through the experience of practicing that goodness (Jamaluddin, 2024).

A culture of concern for the environment can also be an integral part of character building. The habit of keeping classrooms clean, disposing of garbage in its place, taking care of school facilities, participating in community service activities, and protecting the environment together builds awareness that the environment is a living space that must be maintained collectively. These activities not only produce environmentally caring behaviors, but also instill the values of responsibility, cooperation, and social awareness. Students learn that individual actions affect the

common good. This kind of understanding is important in building a character that is not oriented to personal interests alone, but also considers the existence and needs of others. The teacher's example is a very important element in building a school culture that is oriented towards character formation. Students learn values not only through what the teacher says, but also through what the teacher does in daily life. The attitude of discipline, honesty, politeness, fairness, responsibility, care, and openness displayed by educators provides a model of behavior that students can observe and learn. An example creates a relationship between the values conveyed verbally and the reality experienced directly. Therefore, the success of character education is greatly influenced by the ability of all educators to become a concrete representation of the values they want to develop (Rifki et al., 2022).

School culture also serves as a form of social control that directs students' behavior. Rules and norms provide limits on acceptable behavior in shared life. However, social control in character education should not focus solely on punishment. Consequences for violations need to be directed as a means of learning so that students understand why an action is considered inappropriate, are aware of its impact, and have the opportunity to improve behavior. This approach allows rules to function as an instrument of moral education, not just a tool to create obedience. The end goal is of develop an internal awareness that allows learners to act rightly even when they are not under supervision.

From the perspective of value education, school culture is also closely related to the existence of a *hidden curriculum*. Students gain a lot of learning that is not always written in formal curriculum documents. The way teachers treat students, how schools resolve conflicts, of they award, of they apply rules, communication patterns, and interpersonal relationships are all part of the educational experience that indirectly shapes students' understanding of values. If school life shows the practice of justice, appreciation, openness, responsibility, and care, then the *hidden curriculum* that is formed will strengthen character education. On the other hand, the incompatibility between the values taught and institutional practices can create contradictions that hinder the process of internalizing values (Desi, 2023).

The process of internalizing values through school culture takes place gradually. Students first gain an introduction to values that are considered important, then develop understanding through experiences and social interactions. Students then test these values through various real-life situations in school. When behaviors that are in accordance with values are carried out repeatedly and gain reinforcement from the environment, these values have the potential to develop into habits. Habits that are continuously maintained can eventually form a tendency to behavior that is relatively fixed as part of character. This process shows that value education needs a supportive environment so that the transformation from knowledge to action can take place sustainably (Wildaaa & Hanif, 2026).

Consistency is an important factor in building an effective school culture as an environment for character building. The values that have been set in the school vision, rules, and programs need to be reflected in the behavior of all school residents. When students are required to be disciplined, but adults in the school environment do not show discipline, the value message becomes inconsistent. Similarly, the value of justice loses meaning if the application of rules is applied in a discriminatory manner. Therefore, school culture requires harmony between institutional policies, educator examples, student habituation, and social interaction patterns (Sobri et al., 2019). Thus, school culture can be seen as an educational ecosystem that allows the process of character formation to occur naturally, systematically, and sustainably. Values are introduced not only through learning materials but also through rules, habits, examples, social interactions, and students' real experiences. The perspective of value education places the process as a transformation of values from the realm of knowledge to appreciation and action. Therefore, the formation of students' character through school culture will be more effective when all school residents collectively create a consistent environment in bringing moral, social, and humanitarian values to life in daily life.

Internalizing Values through Example and Habituation

Internalization of values is an important process in the formation of students' character because the values introduced through education do not automatically become part of the personality. Values need to be understood, lived, and embodied in behavior so that they develop into principles that influence the way students think, behave, and act. In the context of school culture, the internalization of values takes place through repeated experiences and intensive interaction between students and the educational environment. Example and habituation are two complementary mechanisms in the process. Example provides concrete examples of how a value is realized, while habituation provides an opportunity for students to practice these values repeatedly until they develop into behavioral patterns (Syakhrani, 2025).

Examples are important because students learn not only from the material presented, but also from the behavior of people in the school environment. Teachers, principals, and education staff become figures that students directly or indirectly observe. When educators show discipline in carrying out their duties, use polite language, act fairly, maintain honesty, respect differences, and show concern for students, these behaviors become concrete representations of the values they want to instill. In such conditions, value education gains strength because students see the compatibility between the normative message conveyed and the real actions they witness (Karso, 2019). Examples also serve to build the credibility of character education. Grades are easier to accept when delivered by figures who show consistency between words and deeds. On the other hand, a mismatch between the values taught and the behavior of the educator can create contradictions in the educational process. Students can have difficulty understanding the importance of a value if they find that the value is not applied consistently by adults in the school environment (Nasuha & Mulyadi, 2026). Therefore, exemplification is not simply a pedagogical method, but part of the institutional culture that determines the quality of the value-education environment.

Habituation is the next mechanism that allows values to develop into relatively sedentary behaviors. Habituation is carried out through activities that are carried out regularly and consistently so that students have the opportunity to repeat positive behaviors in various situations. Activities such as coming on time, maintaining cleanliness, carrying out worship according to beliefs, saying greetings, respecting teachers and friends, completing assignments, working together, and obeying school rules are examples of practices that can be a means of forming habits. Repetition of actions consistently provides experiences that help students develop behavioral regularity while understanding the meaning of underlying values. Habituation in character education should not be understood as a mechanical process that only demands obedience. Habituation needs to be accompanied by understanding and reflection so that students know the reasons why a behavior needs to be done. For example, keeping schools clean is not enough to be directed through an order to dispose of garbage in its place, but needs to be associated with the value of responsibility, concern for the environment, common health, and respect for the right of others to have a clean environment (Ramli, 2003). Thus, actions that are initially carried out because of rules can develop into awareness that comes from the understanding of values.

The relationship between example and habituation forms a stronger internalization mechanism. Example provides a model of behavior, while habituation provides a space for practice. Learners first see how the surrounding environment manifests values, then gain the opportunity to apply those values in daily activities. When practice is consistent and reinforced positively, learners can gradually develop a tendency to repeat the behavior without constant direction. At some stage, values begin to become part of personal consciousness and influence decision-making in a variety of situations (Muslimah et al., 2024). In the perspective of value education, the process shows the relationship between cognitive, affective, and behavioral aspects. Students need to understand values rationally, feel emotionally attached to them, and then translate them into action. An example helps clarify the concrete form of a value, while habituation reinforces affective and behavioral experiences. The integration of these three aspects allows character education to move from mere moral knowledge to the formation of deeper moral habits.

Habituation must also be practiced consistently by all school residents. For example, the value of discipline will be difficult to develop if teachers and education staff demand it of students without example. Similarly, the values of cleanliness, responsibility, honesty, and care require environmental support so that they are not perceived as obligations that only apply to certain groups. This consistency creates an environment that provides a uniform message of values so that students gain a relatively stable experience in the character formation process. Reinforcement of positive behavior is an important part of the habituation process. Reinforcement does not always have to be in the form of material rewards, but can be in the form of appreciation, recognition, opportunities to gain trust, or constructive feedback. When students receive appreciation for positive behavior, they learn that the values applied have meaning and are valued by the school community. However, reinforcement needs to be given proportionally so that students do not do good to get an award. The ultimate orientation remains directed at the formation of an intrinsic awareness of values.

Thus, the internalization of values through example and habituation is a process that requires continuity between examples, experiences, repetition, reinforcement, and reflection. Exemplification provides a foundation through tangible, observable behaviors, while habituation turns these experiences into practices that are carried out consistently. When both occur in a conducive school environment, values such as discipline, responsibility, honesty, care, tolerance, cooperation, and appreciation for others are more likely to develop into the character inherent in students. Thus, value education through school culture not only produces students who know the value of goodness, but also encourages them to live and realize it in daily life.

Strengthening Character through Social Interaction in the School Environment

Social interaction in the school environment is one of the important spaces in the process of strengthening students' character. Schools are not only places for knowledge transfer, but also social spaces that bring students together with others in various situations. Through relationships with teachers, peers, education staff, and other school residents, students gain experience to understand social rules, respect differences, manage emotions, solve problems, and consider the interests of others (Khasanah et al., 2026). Therefore, character develops not only through formally designed learning, but also through social experiences that occur spontaneously or are structured in school life.

Interaction between teachers and students has a fundamental position in building character. Pedagogical relationships built on appreciation, openness, fairness, and positive communication can create an educational atmosphere that supports students' moral development. Teachers not only function as transmitters of knowledge, but also as figures who help students understand the consequences of actions and make decisions responsibly. When teachers give students opportunities to express their opinions, listen to their problems, issue proportionate reprimands, and solve problems through dialogue, students learn the value of appreciation, responsibility, justice, and constructive conflict resolution. Relationships between students are also a significant space for the formation of social character. The existence of peers provides opportunities for students to learn to work together, share roles, help others, accept differences, and develop empathy. In group learning activities, student organizations, extracurricular activities, and school social activities, students are faced with the need to communicate and adjust to others. This situation encourages the development of social skills that students cannot always gain through individual learning (Bhoki et al., 2025). Students learn that achieving common goals requires mutual respect, listening, sharing of responsibilities, and a willingness to accept others' contributions.

Social interaction also allows students to understand the meaning of tolerance. A school environment consisting of individuals with diverse characteristics and views allows students to experience differences directly. Differences of opinion in discussions, differences in academic abilities, variations in personal characteristics, and differences in habits are part of the dynamics of school life. If these differences are managed through open communication and mutual respect, students can develop the ability to accept diversity without losing their principles. Tolerance in this context does not mean eliminating differences, but building the ability to live together peacefully in the midst of differences.

The value of empathy also develops through the experience of social interaction. Students who are faced with friends who are experiencing difficulties, both in academic and social aspects, have the opportunity to learn to understand the condition of others. The attitude of helping friends, providing support, sharing knowledge, or giving space to friends to convey problems are simple practices that can form concern. Empathy develops when students are not only oriented to their own needs but can also understand the feelings, needs, and perspectives of others. From a value education perspective, this experience matters because it translates the value of caring into concrete actions. Cooperative activities are another means of strengthening character through social interaction. Activities such as group work, community service, organizational activities, competitions, social activities, and various school programs encourage students to work towards common goals (Sari et al., 2025). In the process, learners learn to divide tasks, manage disagreements, resolve conflicts, and take responsibility for the assigned parts of the work. This kind of experience strengthens the character of cooperation and responsibility because learners realize that the success of a group is not only determined by individual abilities, but also by the ability to build coordination with others.

Social interaction is also a learning medium in resolving conflicts. Disagreements, misunderstandings, competition, and conflicts between friends are an inseparable part of students' social lives. These conflicts do not always have to be seen as negative problems. With the right assistance, conflict can be an opportunity to develop communication skills, self-control, reflection, and problem-solving. A dialogical approach allows students to understand the causes of conflicts, listen to other parties' perspectives, admit mistakes, and find mutually acceptable solutions. This process supports mature character formation because students learn that they can resolve differences through communication and responsibility, not violence or aggression. In this context, teachers serve as facilitators of healthy social interaction. Teachers need to create a learning space that allows each student to participate without feeling dominated or discriminated against. Balanced group divisions, opportunities to speak, managed discussions, and recognition of each contribution can create a positive social experience. An environment that provides a sense of psychological security allows students to be more open in communicating and more courageous in expressing opinions. These conditions indirectly build a character of confidence, openness, responsibility, and respect for others.

Strengthening character through social interaction is also related to the formation of awareness as part of the school community. Students need to understand that they are not independent individuals, but part of an environment that has common interests. This awareness can be developed through involvement in school activities, simple decision-making, social activities, and activities that require shared contribution. When students have space to participate, they learn that living together requires the contribution of each individual. From this process, leadership character, solidarity, social responsibility, and concern for collective interests can develop. Healthy social interaction also requires a culture of constructive communication. How school residents speak, criticize, express opinions, and respond to differences directly models behavior for students. Communication that prioritizes politeness, appreciation, and argumentation helps students develop the ability to convey ideas without demeaning others. On the other hand, communication that is full of ridicule, intimidation, or discrimination has the potential to form an interaction pattern that is contrary to the goals of character education (Agung, 2017). Therefore, communication culture is an integral part of value education that takes place in school life.

In the perspective of value education, social interaction becomes a means of value transformation because students gain the opportunity to test and apply values in real situations. The value of honesty, for example, is tested when students are in situations where dishonesty is possible. The value of responsibility is tested when they acquire a shared task, while the value of tolerance is tested when faced with differences of opinion. This means that character is not only formed when students know the definition of a value, but when they can make decisions and act based on those values in the face of concrete life situations.

Thus, social interaction in the school environment is an important component in strengthening students' character. Teacher-student relationships, peer interactions, cooperative activities, conflict management, communication, and involvement in the school community provide experiences that allow students to develop real social and moral values. Through positive and sustainable interactions, the values of tolerance, empathy, responsibility, cooperation, solidarity, justice, and respect for others can develop into part of students' character. A school culture that creates healthy social interactions ultimately not only develops students' academic abilities, but also helps them live, cooperate, and contribute constructively to community life.

School Culture Consistency in Shaping Students' Character

The consistency of school culture is one of the fundamental aspects in the success of student character formation. Character values cannot develop optimally if they are introduced only through temporary activities. Character formation requires an environment that continuously presents the same value message through policies, rules, examples, habituation, social interaction, and various school activities. This consistency allows students to gain repeated experiences so that the values introduced do not stop as knowledge, but develop into attitudes and habits that are inherent in behavior (Muntu, 2024).

The consistency of school culture can start from the alignment between vision, mission, policies, and educational practices. The values listed in the institutional document must be translated into concrete actions that students can observe. If the school establishes discipline as of core value, for example, it must be reflected in punctuality, the implementation of learning activities, adherence to discipline, and the management of school activities. Similarly, the value of responsibility should be realized through assignments, trust in students, and a clear accountability mechanism. Harmony between the values formulated and the practices carried out creates an environment that consistently delivers educational messages. Consistency also depends on the example set of all school residents. Character formation will face obstacles if behavioral demands are directed only at students while educators and support staff do not model the same behavior. Students will better understand the importance of discipline when teachers also show discipline, the importance of honesty when they see honesty practiced, and respect for others when they are treated fairly and humanely. This example makes values something that lives in the school culture, not just a norm written in rules (Widodo, 2021).

In the perspective of value education, consistency is necessary to build an internalization process. Values that learners receive repeatedly in a variety of contexts are more likely of develop into behavioral orientation. Conversely, changing messages can confuse learners about the expected standards of behavior. (Sriyatun, 2026) Therefore, character values need to be communicated and applied relatively uniformly in various situations, both in learning and outside of the classroom. This consistency does not mean that all actions must be done rigidly, but there are value principles that remain the basis for decision-making. Fair application of rules is an important part of of consistent school culture. Rules that are applied differently to students based on proximity, status, academic ability, or other subjective considerations can reduce trust in the value system built by the school. On the other hand, the application of transparent and proportionate rules helps students understand that each individual has the same responsibility for the applicable norms. Fairness in the application of rules also teaches that character is not only related to personal obedience, but also to the ability to respect the rights and interests of others (Lestari, 2020).

School culture also needs support from a system of educational rewards and consequences. Positive behavior can be strengthened through appreciation, trust, recognition of efforts, and opportunities to contribute to school activities. Meanwhile, violations of values and rules need proportionate consequences and should be directed toward the process of improvement. This approach helps students understand the relationship between actions and consequences. Thus, rewards and consequences are not just instruments of control, but part of the moral learning process. Another aspect that determines consistency is the involvement of all school residents. School culture cannot be built by certain principals or teachers alone; it requires collective participation. Principals play a role in building policies and institutional cultural directions, teachers integrate values in daily

learning and interactions, education staff supports the creation of an orderly and friendly environment, while students play the role of subjects who participate in running and developing school culture. The collective involvement creates a sense of belonging to the values developed so that character formation becomes a shared responsibility (Victorynie, 2026).

Consistency also requires continuity between the school and family environments. Students' character develops through various social environments, so that the value message provided by the school will be stronger if it receives support from the family. Communication between schools and parents can be done through the delivery of character-building programs, the development of student behavior, and forms of support that can be provided at home. This alignment helps reduce the value gap between the school and family environments so that students get a more integrated educational experience. In the context of technological developments and social changes, consistent school culture also needs to be adaptable. Consistency does not mean maintaining all activities of the same way, but maintaining the substance of values while adapting to a changing environment. The value of responsibility, for example, can be applied not only in face-to-face activities, but also in the use of technology, digital communication, and online-based learning (Subianto, 2013). Thus, school culture remains relevant to students' lives without losing the core values that form its foundation.

The consistency of school culture ultimately relates to the formation of an educational environment that students can predict and trust. When rules are applied fairly, teachers set an example, habits form regularly, and all school citizens send a message of shared values, students gain a clear social structure for expected behavior. This kind of environment helps students develop self-control because they not only act under external supervision, but begin to have internal standards regarding behavior that is considered right and responsible (Kurniawan, 2018).

Thus, the consistency of school culture is an important foundation in shaping the character of students in a sustainable manner. Consistency between policies, examples, habituation, application of rules, social interaction, rewards, and consequences allows values to develop from external norms to internal awareness. A consistent school culture makes character education a process that unfolds throughout school life, not just an additional program. From the perspective of value education, this condition allows students not only to know good values, but also to live them, practice them, and use them as the basis for decision-making and social life.

4. Conclusion

The formation of students' character through school culture is an educational process that takes place comprehensively, continuously, and involves all elements in the school environment. School culture not only functions as a set of institutional rules and habits, but also becomes a pedagogical environment that translates moral and social values into real behavior. The values of discipline, responsibility, honesty, caring, tolerance, cooperation, and respect for others can develop when students gain consistent experience in school life. The perspective of value education shows that the internalization of character takes place through the integration of example, habituation, and social interaction. The example of the educator provides a concrete example of the application of values, while habituation allows students to repeat positive behaviors until they develop into patterns of action. Social interaction then gives students space to test and apply values in real situations, including working together, facing differences, resolving conflicts, and carrying out shared responsibilities. This process ensures character education does not stop at the aspect of knowledge, but develops toward appreciation and action.

The consistency of school culture is an important factor in ensuring the sustainability of the process. Harmony among school policies, teacher examples, habituation, the application of discipline, interaction patterns, and reward systems and consequences creates an environment that consistently conveys value messages. Thus, school culture can be positioned as a value-education ecosystem that integrates cognitive, affective, and behavioral aspects in the formation of students' character. The implications of this study confirm that character strengthening cannot be achieved

through incidental programs; it requires the collective commitment of all school residents to build a culture that is consistent, reflective, and oriented toward internalizing values in daily life.

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