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The Involvement Of Supply Chain Management In Religious Culture Development In Shaping The Character Of Elementary School Students In The Era Of Industrial Revolution 4.0

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Abstract-

The development of science and technology in the era of the industrial revolution 4.0 that is happening at this time brings the impact of changes in various dimensions of life in world society. This impact can also be seen in changes in people's behavior and way of looking at ethical values that have developed and implemented in the phases before technological progress. This study aims to describe the development of religious culture in shaping the character of students in school, while the study examined the relationship between honesty value, supply chain management system, independence value and student character with the mediation effect of achieving spirit. Schools as an educational organization have the task and responsibility to teach character values to students. Learning the value of character in schools can be carried out through the formation of religious culture in schools. Religion can be used as a source of values that can be taught to students so they can behave well in their daily lives. This research was conducted in an Islamic elementary school that has taught religious values to be practiced in daily life. Data is taken from natural conditions that exist at the study site by observation, documentation, and interviews. The collected data was analyzed using interactive analysis techniques. The results showed that religious culture that is well managed can affect the implementation of high-quality education and can form positive attitudes and morals for all school residents in Islamic Education Institutions. Such conditions are very supportive of the success of schools in shaping the character of students' high profile, high learning achievement, school competitiveness, and community satisfaction with education. Public satisfaction and interest in Islamic Education Institutions can increase in accordance with the continuous improvement and quality improvement in Islamic Education Institutions.

Keywords;Management, Religious Culture, Student Character

1. Introduction

The era of the industrial revolution 4.0 that is happening at the moment is delivering the world community to use and utilize technology in *various* fields of life. The progress of this technology is marked by the presence of intensive and massive automation applications in various fields of work to be digital. The advancement of science and technology has brought the world community to reform and improve educational institutions so that they become quality and have competitiveness in preparing quality human resources. Quality human resources will be able to adapt to the progress that is happening at this time. Efforts are being made to improve human resources in several countries, including through education. Like the United States since 2001 has launched the program "No Child Left Behind" to catch up with the European countries. Singapore reforms education by increasing the effectiveness of the education system from the school level to the national level which includes: education oriented to "The Goal of Broad-Based Education Outcomes", the curriculum is designed flexibly so that it can serve the needs of students according to the level of intelligence, thinking skills, group work, project work, providing one computer for two students, all schools can access the internet, and there is an educational policy that supports the program[1].

Development of various technologies have inserted some beneficial measures for the improvement of certain organizations, where the insertion of such development has benefited the organizations the shaping of characters are also benefited through such revolutions of 4.0 industry. Different dimensions of the world are also altered due to the impacts of such advancements of industrial revolution 4.0, while technology and science has also improved itself far away. Therefore, supply chain management system have also asserted some significant

values so far, while development of cultures have also endorsed some significant values to its prominent era's, whereas the religious certainty is quite better managed through such advancement in technology sector due to the analyzing impact of values that are to be measured or are measured via various ways. Different learning ways are not only beneficial for the building of characters but also it signify the supply chain management system between such character and the values of students. This is only be efficient if the spirits, belief and honesty is widely adopted by the practitioners that are striving to implement. The development of science and technology has a very significant influence on behavior and culture in a nation. This condition also occurs in Indonesia, the Indonesian nation is faced with a crisis of character that is quite alarming among adolescents so that it tends to behave that is not in accordance with the values of the nation's character. Based on these situations and conditions, the Indonesian government issued a policy on a national curriculum that emphasized more on competency and character-based learning called the 2013 curriculum. The implementation of education and learning that is happening at the moment also tends to develop cognitive aspects, while the soft skills or non-academic aspects as the main elements of character education have not been optimally considered. This condition is a challenge that must be faced by educational institutions in Indonesia in the success of national education goals[2].

Education in Indonesia is directed to educate the life of the nation, develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This shows that character education as a national policy must be realized starting from preschool education, basic education, secondary education, and higher education. This strategic policy must be responded well by schools in order to be able to participate in preparing young people and strong and qualified Indonesian human resources[3].

Schools as an educational institution have a culture that is formed and influenced by values, school policies, organizational member behavior, and habits practiced by members of the organization at school. School culture shows capabilities that are in accordance with the demands of learning in teaching students based on the values of characters taught in school. The character values that are the commitment of the school must be implemented well through education and learning and habituation programs in teaching students. This habituation program is based on religious values that will be developed in schools in the learning system[4].

2. Literature Review

Religious culture is closely related to efforts to implement the values contained in the teachings of Islam so as to give birth to the commitment of all personnel in the school to carry out consistently and consistently. The implementation of religious values in schools can accustom students to be able to behave properly in accordance with religious teachings. Behavior that is implemented continuously can shape the character of students. This shows that habituation is a very important element in forming a good character for students in school. This explanation is also based on the results of research showing that religious culture implemented in schools has an influence in creating quality education, the formation of positive attitudes and morals for all personnel in schools. Such conditions are very supportive of achieving high learning achievement and character students[5].

Schools have a responsibility in teaching the values of character to students which include components of knowledge, awareness or willingness, and actions to carry out these values, both towards God Almighty, self, others, environment, and nationality so that they become human beings. The implementation of character education must pay attention to the following educational components: curriculum content, learning process, assessment, relationship quality, handling or management of subjects, school management, implementation of co-curricular activities, empowering infrastructure, financing, and the performance of all citizens and the environment school.

Based on the results of the study explained that a person's success is not solely determined by knowledge and technical ability (hard skills), but also determined by the ability to manage themselves and others (soft skills). This research revealed success is only determined by about 20 percent by hard skills and the remaining 80 percent by soft skills[6]. Even the most successful people in the world can succeed because more soft skills are supported than hard skills. Therefore, the implementation of improving the quality of character education in schools must be strengthened so that national education goals can be achieved properly and are able to prepare Human Resources who have the competence and good character.

[7] revealed the results of their research that: leadership has a role in creating organizational reality and shaping organizational culture. Organizational productivity includes teacher performance can be realized if it is supported by a strong organizational culture and a conducive organizational climate. The leadership style adopted by the principal will influence the formation of culture and organizational climate in the school. Likewise,[8] explains that organizational culture is one of the variables that also determines the success of work implementation. The research results of [9] show that a strong organizational culture makes members more satisfied, motivated and committed big towards the organization. Likewise,[10] found that a strong culture would increase the commitment, enthusiasm, and loyalty of members towards the organization. From these results, it can be concluded that the strong and positive culture that exists in schools will be able to improve teacher performance because teachers have strong motivation, job satisfaction, and high commitment to the success of learning[11]. Therefore, the strengthening of religious culture in schools must be considered and carried out as effectively as possible so as to be able to form schools that excel in academics and be able to produce outputs that are characterized in accordance with the values and teachings of Islam[12].

Wide area of studies have focused the quality of education, whether through signified and adapted ways and some sort of assumed certain ways, whereas the development impact always prevail in between the implementation. Industrial revolution 4.0 has significantly been improved with the shaping of student characters whether they are studying in colleges or elementary schools. Studies also witnessed that supply chain plays a critical role in production but also in the process of product quality improvement. Supply chain is also absorbing the technological changes and moving ahead towards improvement to meet the current era requirements. Managing the development attitudes of such cultures are also important in implementing some religious aspects via supply chain management system in the industrial revolution 4.0 era, while the techniques and measures used in plenty of studies have also benefited somehow. In between the developments, supply chain management system successfully link to response the effectiveness of such values either to manage the religious culture or the shaping's of such culture in the era of industrial revolution. Much importance of honesty values have also been focused in various studies, while the spirits are also found important for such developments, although independence has also gained some importance either[13].

This research was conducted in an effort to obtain an in-depth picture of the management of the development of religious culture in shaping the character of students in schools. In connection with this matter, there are several problems that were examined in this study. The intended problems are: (1) planning the development of religious culture in shaping student character, (2) a strategy for developing a religious culture in shaping a student's character, (3) an evaluation system for developing a religious culture in shaping a student's character. This problem is the focus of studies on the development of religious culture in schools. This is important to be implemented in improving the quality of schools and to provide patterns and colors of Islamic education institutions in schools in accordance with the core values developed in Islamic Education Institutions based on the vision and mission owned by the school[14]. Based on above literature this study developed the following hypotheses:

H1: These is positive association among the honesty value and student charter.

H2: These is positive association among the supply chain management and student charter.

H3: These is positive association among the independence value and student charter.

H4: Achieving spirit support has positive mediation among the links of honesty value and student charter.

H5: Achieving spirithas positive mediation among the links of supply chain management and student charter.

H6: Achieving spirithas positive mediation among the links of independence value and student charter.

3. Research Methods

The quantitative method was adopted by the study and collect the data from the respondents by using questionnaires that was evaluated by using the PLS-SEM. The honesty value (HV) has 14 items, independence value (IV) has 11 items, achieving spirit (AS) has 6 items, supply chain management system (SCMS) has 4 items and student charter (SC) has 4 items. These are highlighted in Figure 1.
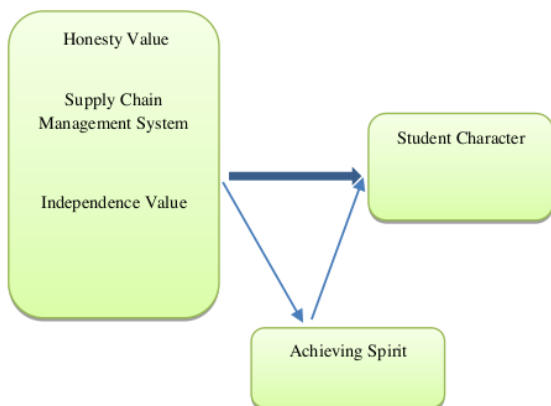

Figure 1: Theoretical Framework

4. Findings

The findings show that items are strongly associated with each other and figures show that alpha and CR are larger than 0.70, while loadings and AVE are not lower than 0.50 and these are elaborated in Table 1.

**Table 1:** Convergent Validity

Items	Loadings	Alpha	CR	AVE
AS1	0.796	0.869	0.901	0.604
AS2	0.830			
AS3	0.738			
AS4	0.750			
AS5	0.743			
AS6	0.802			
HV1	0.683	0.931	0.939	0.526
HV10	0.728			
HV11	0.730			
HV12	0.689			
HV13	0.764			
HV14	0.757			
HV2	0.735			
HV3	0.684			
HV4	0.703			
HV5	0.707			
HV6	0.800			
HV7	0.707			

HV8	0.717			
HV9	0.737			
IV1	0.691	0.914	0.925	0.531
IV10	0.771			
IV11	0.668			
IV2	0.643			
IV3	0.762			
IV4	0.762			
IV5	0.798			
IV6	0.723			
IV7	0.705			
IV8	0.752			
IV9	0.725			
SC1	0.733	0.798	0.868	0.623
SC2	0.746			
SC3	0.843			
SC4	0.828			
SCMS1	0.638	0.746	0.811	0.592
SCMS2	0.854			
SCMS4	0.799			

The findings show that constructs are not strongly associated with each other and figures show that Heterotrait Monotrait Ratios are lower than 0.90 and these are elaborated in Table 2.

Table 2: Heterotrait Monotrait Ratio

	AS	HV	IV	SC	SCMS
AS					
HV	0.532				
IV	0.705	0.604			
SC	0.720	0.716	0.759		
SCMS	0.417	0.238	0.312	0.344	
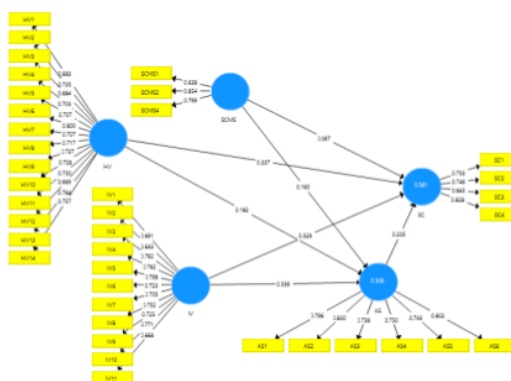
Figure 3: Measurement Model Assessment

The path analysis elaborated that HV, supply chain management system and IV has positive linked with the SC and accept H1, H2 and H3 while AS has positive mediation among the links of HV and SC, IV and SC, and supply chain management system and SC and accept H4, H5 and H6. These links are shown in Table 3.

Table 3: Path Analysis

	Beta	S.D.	t-values	p-values
SCMS -> SC	0.205	0.049	4.176	0.000
HV -> SC	0.337	0.042	7.959	0.000
IV -> SC	0.329	0.050	6.597	0.000
HV -> AS -> SC	0.037	0.014	2.711	0.007
IV -> AS -> SC	0.110	0.030	3.709	0.000
SCMS -> AS -> SC	0.033	0.012	2.694	0.007

Research on the management of the development of religious culture in shaping the nation's character is carried out using a qualitative approach. Data is collected based on actual conditions occurring at the study site. This study seeks to find and describe data as a whole about the actual events in shaping the character of students in school. This study seeks to build a theory inductively from data abstractions collected from the research location of the value system and characteristics of religious culture in schools based on the finding of meaning at the research location. This research was considered appropriate using a case study design.

Figure 4: Structural Model Assessment

The case study research design will be continued using the constant comparative method. The constant comparative method is a series of steps that take place at once, and the analysis always turns back to data collection and coding. In the process, the comparative method is constantly traveled using the following steps: (1) starts from data collection, (2) looks for important issues that occur repeatedly related to the focus of research, (3) collects data about events - events related to the focus to see the diversity of dimensions in the category, (4) create categories of focus to explain existing events while continuing to look for new events, (5) analyze data and create a model to find processes and relationships social fundamentals, (6) making coding and data analysis that focuses on core categories.

To obtain data holistically and interactively, as well as paying attention to the relevance of data with focus and purpose, in this research data collection techniques are used: (1) in-depth interviews, (2) participant observation, (3) documentation studies. The data collected is analyzed based on three activities, namely: (1) data reduction, is a form of analysis that sharpens, classifies, discards unnecessary, and organizes data in order to obtain final conclusions and verification. Data reduction is carried out continuously throughout the study, (2) data

presentation, data presentation is intended to find meaningful patterns and provide the possibility of drawing conclusions and taking action, (3) drawing conclusions or verification

The school as an educational organization has its own culture that forms the style of a whole and a unique system. The specificity of religious culture in schools is inseparable from the vision, mission, and educational processes that take place within it which require all elements or components of the school as an area of organizational work to be carried out properly. These elements interact with each other and reciprocally have links to each other, both artifacts and values, within the organization itself and with the external environment. The vision developed by the Islamic Elementary School Tulungagung is: "Fostering Kariri with morality and achievement."

The planning of religious values developed at Islamic Elementary School Tulungagung is closely related to efforts in fostering students so that they can behave well and excel. The aims and targets of education in Al-MunawarTulungagung Islamic Primary School are the formation of basic Islamic attitudes: (1) inculcation of faith in Allah (*aqidahakhlaq*), (2) habituation of Islamic culture (fond of worship, fond of learning, disciplined, creative, independent, clean and healthy life, and live the character values), and (3) mastery of basic knowledge and skills. These three things are the value system planned and agreed upon by the school to be developed in shaping the character of students in the Al-Munawar Tulungagung Islamic Primary School.

The planning of planting aqidah akhlaq towards students of Islamic Elementary School Tulungagung was carried out in the whole learning process in the school. The cultivation of aqidahakhlaq is closely related to (1) basic knowledge of Faith, Islam, and Ihsan, (2) basic knowledge of praised and ignoble morality, (3) love of Allah and His Messenger, (4) pride in Islam and the spirit to fight for it in everyday life. The custom of Islamic culture developed at Al-MunawarTulungagung Islamic Primary School is closely related to fond of worship, fond of learning, disciplined, creative, independent, clean and healthy living, and the implementation of Islamic customs or values developed in daily life. The love of worship must be instilled in children from an early age because in elementary schools it is very necessary to form a strong foundation of worship so that the values of worship can be actualized in daily life so that in subsequent developments it can be used as an inner control in the participants' socio-cultural life students.

The mastery of knowledge and skills developed at the Islamic Elementary School Tulungagung is closely related to knowledge of the subject matter of educational programs, knowing and skilled in daily worship, knowing and skilled in reading and writing the Qur'an, in simple understanding contents of the Al-Qur'an content and carry out in everyday life, integrated in education and learning programs in the Islamic Primary School of Al-MunawarTulungagung.

Islamic Elementary Schools have a value system developed in shaping effective school culture. Value is something that is recognized by people based on feeling as something neatly arranged, people can act on value by thinking, acknowledging, appreciating, and encouraging it. In the lives of individuals and society, values are the driving force and direction of individual and community behavior. The values taught in the Al-Munawar Islamic elementary school are the value of honesty, the value of independence, the spirit of achievement, the value of worship, the value of quality, never give up, dare to try, and self-motivation. These values become the core values of schools in shaping student character. The results of the analysis of the implementation of character values in the whole learning process at school can be given an explanation in the form of a table 4.

Table 4. The System of Religious Value

Indicator	Score			Criteria
	$\sum$x	$\sum$xi	(%)	
Value of Honesty	55	64	89%	Very good
Value of Independence	20	24	75%	good
Achieving Spirit	15	16	84%	Very good
Worship Value	14	16	88%	Very good
Quality Value	14	18	87%	Very good
Never give up	13	16	78%	Very good

(Value System in Schools)

Dare to try	15	17	82%	Very good
Self-motivation	16	20	83%	Very good
Average Total Score	162	191	83,25%	Very good

The value of honesty is taught to students in every learning process in school in order to foster students to become generators who have the character of the nation. Honesty is the foundation that must be had by students in carrying out the learning process in the Al-Munawar Islamic elementary school. Based on the results of the study showed that the level of honesty of students is in very good condition, which is 89% of students are able to carry out the value of honesty well. The value of honesty that exists in yourself and in others is needed by every individual in his life. In order for students to be able to apply these values of honesty, the role of teachers and principals is very important to foster children, to be honest in all situations. In this case, the teacher always reminds and motivates students to always be honest.

The fostering and development of honesty values is an effort developed by schools to have a strong and positive culture in shaping the national character of students in schools so that it has implications for improving the quality of education. In this case, the Ministry of National Education (2007) explains that: the benefits obtained by developing a strong, intimate, conducive and responsible school culture and climate are able to: (1) guarantee a better quality of work, (2) open up the entire communication network from everything type and level of both vertical and horizontal communication, (3) more open and transparent, (4) create a high level of togetherness and belonging, (5) increase solidarity and a sense of kinship, (7) if finding mistakes will be corrected soon, (8) can adapt well to the development of science and technology.

Independence is one of the values taught at Al-MunawarTulungagung Islamic Primary School. This independence is closely related to student learning activities and learning processes in schools. Independence is developed by the school in order to train children to be able to take responsibility, both for themselves and others. The focus of independence that students must have are: students are able to do school work independently. Based on the results of the study showed that the independence of students in good condition, ie 75% of students are able to carry out school tasks independently. Education and learning the value of independence to students in elementary schools has very important benefits in training and accustoming students to carry out their duties and responsibilities properly. The value of independence can also build student confidence in taking a strategic role in the learning process at school.

Strengthening religious culture is essential in developing educational institutions because culture will affect the performance and effectiveness of educational institutions. Thus, a strong and conducive religious culture must be formed and developed by the school principal and staff and teachers in order to optimally achieve the vision and mission of the school which is realized in the formation of the nation's character of students and improving the quality of education in schools. The strategy of strengthening religious culture in Al-MunawarTulungagung Islamic Primary School is implemented by: (1) creating commitment, (2) Building effective communication, and (3) continuous improvement.

Character education in Islamic elementary schools is not just about teaching what is right and what is wrong. More than that, character education instills habits about national character values so that students become aware of right and wrong behavior, able to understand good values and are used to doing them. In other words, character education must involve not only the aspects of "good knowledge (morality), but also" feeling well or loving good (moral feeling), and good behavior (moral action). This can be implemented by teaching religious values to students so they have an understanding and are able to implement it well in everyday life. The results of data analysis on the strategy of developing a religious culture in shaping the character of students can be given an explanation in table 5.

Commitment to shape the national character of students must continue to be improved so that the formation of that character can be achieved properly. Commitment to carrying out quality learning tasks continues to be increased by the principal along with the teacher. In this case, the school principal always motivates performance continuously so that the commitment that has been built in the formation of the nation's character

of students in the Islamic Elementary School Tulungagung can be run properly. Based on the results of the study showed that the commitment of all the academic community is 88% or in very good condition.

**Table 5.** Strategies for Implementing Religious Culture

Strategies for Implementing Religious Culture				
Indicator	Score			Criteria
	∑x	∑xi	(%)	
Commitment	55	64	88%	Very good
Communication	20	24	90%	Very good
Continual improvement	15	16	87%	Very good
Average Total Score	104	120	87%	Very good

Communication is an effective means of developing a religious culture in schools, in this case, the headmaster builds a good communication system between teachers, staff, students, stakeholders, and the community. Communication as a means to develop and establish cooperation in improving the quality of education. Communication is also a vehicle for carrying out effective learning processes in schools and can be used in shaping the national character of students. The communication system at Islamic Elementary School Tulungagung is in very good condition or 90% of the receptors say very well so that the information channel can run well to all members of the organization. Problems that arise in education and learning can soon be resolved, because of a good communication system between the principal, teachers, and staff.

Efforts to make improvements carried out continuously in line with the education and learning processes that exist at the Al-MunawarTulungagung Islamic Primary School. Improvements carried out are always based on evaluating learning programs implemented by the school. The evaluation is carried out every weekend and at that time feedback can be obtained to make improvements in the learning process so that the expected character education and quality of education will become a reality. The condition of continuous improvement based on information from respondents is in very good condition or as much as 87% of the recipes stated very well.

Improvements are carried out continuously without the word stop. Character education and education quality must be improved to be better and quality with reference to continuous improvement. Continuous improvement enables schools to monitor work processes and identify their strengths, opportunities that must be achieved, and challenges and obstacles that must be faced in improving the quality of education.

Continuous improvement always provides an opportunity for schools to continuously evaluate the work process that refers to strengthening religious culture in shaping the national character of students. This is because in the implementation of empowerment programs in schools there are still: (1) space to make improvements in every process of strengthening the religious culture in shaping the character of students, (2) every improvement, both large and small, remains valuable, (3) Small improvements complete meaningful changes, (4) mistakes are seen as opportunities for improvement, (5) everyone has the same responsibility to try to prevent problems from arising and to solve problems that arise, (6) everyone in the school and users The school is committed to improving school programs or schools on an ongoing basis in order to be able to shape the competencies and character of students.

The competence and formation of the nation's character of students in the Islamic Elementary School Tulungagung always emphasize the learning process on the abilities that must be possessed by students as well as the morality that must be possessed by students in actualizing religious values or the practices of Islamic teachings in daily life. Day. The implementation of the assessment and control can be seen in the form of a picture as follows:
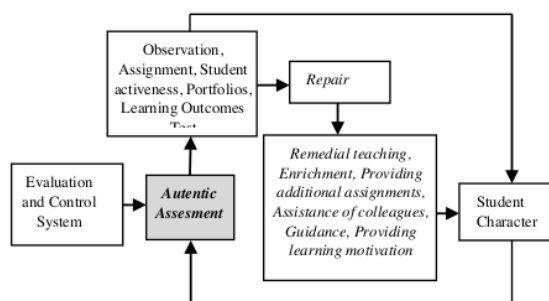
Figure 4. Evaluation and Control Systems in Shaping Student Character in Islamic Elementary School

Based on the picture above, an explanation can be given that the evaluation and control system in the implementation of character education in Islamic Elementary SchoolTulungagung is carried out using authentic assessment techniques. This technique is carried out by the teacher by carrying out continuous observation of student behavior in internalizing religious values and student learning activities in the classroom and outside the classroom, assigning tasks to students both in the learning process in class and assignments that must be done in-home, active student participation in participating in the entire learning process in class, portfolio, and learning achievement tests on each competency that has been learned by students.

The results of evaluations conducted by teachers are used as a basis for improving the behavior and competencies of students who have not met the minimum standards that have been set previously. This improvement is carried out by the teacher by providing coaching and remedial teaching for students who have not yet achieved the competencies they expect. As for students who already meet the expected competencies, enrichment is held to strengthen and enhance students' understanding or competence so that the learning process can run effectively. This is carried out in an ongoing manner throughout the entire learning process in shaping the nation's character of students in school. An authentic assessment can be used as a teacher as a tool to control the quality of learning, competence, and national character of students in the whole learning process at Islamic Elementary School Tulungagung.

5. Discussion

Schools as educational institutions are organizations that have several elements contained in the education system, namely: goals, personnel, facilities, and management activities. Schools will become more qualified if they have clear goals, good personnel, adequate facilities, a conducive climate and organizational culture, and effective management activities. This is because the culture and climate of the organization will have a strong influence on the performance of individuals and organizations beyond the system, structure, strategy, equipment, and so on.

A positive school organization culture can also influence the implementation of high-quality education and the formation of positive attitudes and morals for all personal in educational institutions. Such conditions are very supportive of achieving high learning achievement. Educational administration and management experts since the 1980s firmly put the principal's responsibility as the creator of school culture including conducive religious culture and characteristics of effective schools.

To build the character of students, it is found significant that early stage of managing religious culture has gained much values, while the honesty has played vital role in the shaping of such school students. In the industrial revolution era of 4.0, the shaping of characters have been caught much easier as compared to the past values, therefore spirits and independence has also been facilitated with the supply chain management system to help such implementations. Various authors positively mentioned supply chain management system for building characters through religious cultures.

School as an educational organization has its own effectiveness and culture that forms the style of a whole and a unique system. The particularity of school culture is inseparable from the vision and the ongoing educational process that demands the existence of elements or components of the school as an area of organizational work.

These elements interact with each other and reciprocally have links to each other, both artifacts and values, within the organization itself and with the external environment. Following elements of organizational culture: (a) business environment: the organization has its own business environment, and in practice must pay attention to customers, technology, competition, quality, stakeholders, and other factors that can support business success, (b) values; value is the idealization of one's ideals. As an ideal, it is certainly desirable, expected, and desirable. The value of the organization must be upheld by each of its members because it will determine the behavior displayed. These kinds of values such as honesty, empowerment, sincerity, worship, and so on, (c) Heroism; the existence of an organization is inseparable from the philosophy and goals of its founders. The founders and leaders of the organization have a large role that helps determine, shape, and instill cultural values that will be used as a reference for each member. The founders and leaders of the organization are obliged to socialize these values to all members, as well as being role models in their attitudes and actions, (d) Ceremony / procedure; ceremonies in an organization are natural, but special ways that reflect organizational culture can be formed in order to foster discipline or express gratitude for successor to foster the pride of each member of his organization. Ceremonies can be performed to commemorate religious holidays, the success of members in achieving achievements, or to prevent informal gathering, (e) network; at present, the existence of a network can determine success. The network was formed to strengthen the organization's existence, and also to facilitate various businesses. Through network formation, business engineering that is packaged in all solid communication can facilitate, facilitate, expand, socialize, and strengthen the organizational position.

Organizational culture in schools must be developed based on values that are relevant to the spirit of the school's vision and especially the alignment to the learning process as the primary mission of the school. Therefore, the core values (basic values) of schools must be directed at providing optimal learning services for students so that they are able to develop their potential optimally. As quoted by[15] find values that are consistently implemented in good schools. These values include quality and service are the things that must be prioritized, always strive to be the best, give full attention to things that seem trivial (details), do not distance yourself from clients, do things as possible, work through people (not just cooperating / ordering), spurring innovation and tolerance for unsuccessful ventures.

Strategies for developing an effective school organization culture at Islamic Elementary School Tulungagung are implemented by (1) forming team-work, this team-work serves as the prime mover and pioneer in carrying out all the policies made by the school principal, (2) building effective communication with teachers, staff, and students. This communication system is carried out well in each school with the aim of creating a "harmonious" school climate as an internalization of the Tulungagung Regent's policy, namely building Tulungagung with "harmonious harmony", (3) building a shared commitment with teachers, staff, students , stakeholders, and the community to create quality school institutions. This commitment is important to be realized as a joint responsibility educating the nation. Quality schools must be created a shared commitment to always create creativity and innovation in improving the quality of education, (4) habituation to live the values developed by the school. This habituation is carried out with a good example of the principal, teachers, and staff.

In the context of creating a conducive culture in schools, education administration and management experts since the 1980s explicitly put the principal's responsibility as the creator of a conducive school culture and characteristics of effective schools.

The results of the study reinforce and develop previous research findings [16]primarily related to the formation and development of organizational culture. At the beginning of its appearance, organizational culture refers to the vision of its founder which is influenced by internal ideals and external demands that exist within the scope of the organization. Therefore, in examining the formation process and organizational culture development strategy, it cannot be separated from the group process. In addition, the process of the emergence of organizational culture takes quite a long time, and generally involves a figure (top manager) who introduces the vision and mission to his staff, then made reference by all group members.

This, in turn, strongly influences the criteria used in hiring. The actions of the current top management set the general climate of what is acceptable behavior and what is not. How employees are to be socialized will depend on both the degree of success achieved in matching new employee's values to those of the organization's in the selection process on top management's preference for socialization methods "

Based on the above quotation it can be explained that organizational culture is formed departing from the philosophy possessed by the founder of the organization, then the organizational culture is used as a criterion in carrying out the actuating function in the organizational system. The actions of the top leadership in determining the general climate of behavior are acceptable and not. This is very important in efforts to create and develop an organizational culture that can help in improving the quality of education. A strong and dynamic organizational culture must be developed by means of the active role of top leaders in socializing the values that exist in the organization and the ability of leaders to influence and move all members of the organization to be able to carry out their duties properly.

Therefore, the values (basic values) of schools must be directed at providing optimal learning services for students so that they are able to develop their potential optimally. These values include quality and service are things that must be prioritized, always strive to be the best, give full attention to things that seem trivial (details), do not distance yourself from students, do things as well as possible, work through people (not just working together to govern it), spurring innovation and tolerance for unsuccessful ventures.

Commitment has implications for the morale and performance of school principals, teachers, and staff in realizing quality schools. In this case, everyone will support and strive to improve the quality of performance because they have a high commitment. This commitment is very important to be commenced by all academicians in preparing quality human resources in the education and learning system in schools. Commitments and quality initiatives carried out will change the culture that causes school organizations to change the way they work by referring to the quality initiatives they carry out. The hope of this is that students will be able to implement the character values developed in schools and can also improve their learning achievement well[17].

The purpose and benefits of this communication are as a means to (1) improve managerial skills and social relations, (2) convey and or receive information, (3) convey and answer questions, (4) change behavior (thinking patterns, feelings, and actions) through planning, organizing, directing, and controlling, (5) changing social conditions, (6) two things that can change social behavior and conditions are communication and decision making.

Evaluation of character education is carried out in schools to determine the success of character education programs that have been implemented in schools. Evaluations in character education are carried out using authentic assessments. The authentic assessment focuses on the competence that is set to determine the true abilities possessed by students.

The findings of this study have theoretical implications in order to shape the character of students in elementary school. The formation of student characters in primary schools needs to be made in the design of character education, the implementation of character education strategies, and evaluation systems in character education. Changes and developments in science and technology are accelerating in the era of the industrial revolution 4.0, demanding educational institutions in elementary schools to prepare students to have the character of the nation and be able to face the era of change and development. Character education is implemented in preparing students to be able to play an active role in the development of science and technology and to have a good national character in the global era.

Commitment and role models have a very important role in character education. This finding reinforces the research results confirms that the examples and models provided by teachers become more effective in character education in schools. Likewise, Arthur (2007) explains that teacher attitudes towards moral education also have an important role in the process of character education in schools. Research findings on the application of religious culture in shaping the national character of students can work well in realizing effective schools.

The findings of research on the design, implementation, and evaluation system of the development of religious culture in shaping the national character of students in primary schools bring to the practical implications that can be implemented by every elementary school in shaping the national character of students. Character education is carried out based on plans that have been prepared in the school curriculum with an appropriate implementation strategy and commitment of the entire academic community to realize it well. In order for the character education program to be run well, it is necessary to have an ongoing evaluation and control in the whole learning process at school. Authentic assessment can be used to find out the success of character

education programs in schools. This shows that schools must be able to manage character education properly and appropriately so that it can be carried out effectively and efficiently.

6. Conclusion

The goal of education is not only intelligence, knowledge, and knowledge, but also morals, character, character, values, behavior, mentality, and personality that are tough, superior and noble, which are called characters. To meet these expectations, a character education program was formulated that was integrated with the spirit of nationalism. This character education program can be implemented by developing a religious culture in schools in instilling the nation's character values of students. Religious culture in schools can influence the implementation of high-quality education and the formation of positive attitudes and morals for all personnel in educational institutions. This condition strongly supports the achievement of high learning achievement and the formation of the nation's character of students. This is due to the strong and effective school culture that can move all school personnel to improve morale and the quality of learning which has implications for improving the quality of education. Religious culture in a strong school will have a positive impact on the performance of institutions in general because the culture will direct the behavior of employees and organizational management. A well-preserved religious culture capable of displaying faith, pious, creative and innovative behavior. While studying the cultural aspects through religion, the values of honesty, independence and achieving spirits have been successfully linked with the development and shaping's of student characters. Supply chain management system has successfully linked between such aspects for the students in the industrial revolution era of 4.0. It is significant that supply chain management system can help the development of any culture whether within the organizations or in any sector, the values of honesty, independence and spirits also play significant roles in putting, managing, and developing the religious culture between the students of elementary schools and there shaping of such structure can be much innovation rather than in past.

The benefits that can be drawn from this culture are that it can guarantee work results with better quality, open all communication networks, openness, togetherness, mutual cooperation, kinship, find faults and quickly improve, quickly adjust to developments outside. An effective religious culture is the values, beliefs, and actions as a result of a mutual agreement to practice the teachings of Islam so as to give birth to the commitment of all personnel to carry out consistently and consistently. Strong religious culture can also affect the implementation of high-quality education and the formation of positive attitudes and morals for all personnel in educational institutions. Such conditions are very supportive of achieving high learning achievement and character students.

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