

IMPLEMENTATION OF SCHOOL CULTURE IN ELEMENTARY SCHOOL LEVEL

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ABSTRAK

Penelitian bermaksud untuk menganalisis implementasi budaya sekolah di Madrasah Ibtidaiyyah Nurul Islam Kawedusan, Kebumen. Penelitian kualitatif digunakan dalam penelitian ini. Siswa kelas dua dan kelas empat, serta guru di Madrasah Ibtidaiyyah Nurul Islam Kawedusan ditetapkan sebagai subjek penelitian. Data dikumpulkan dengan teknik wawancara, observasi, dan dokumentasi. Analisis interaktif sesuai teori Miles dan Huberman digunakan untuk menganalisis data penelitian. Temuan penelitian menunjukkan bahwa budaya sekolah di Madrasah Ibtidaiyyah Nurul Islam Kawedusan dilakukan dengan cara: 1) pembiasaan seperti mengucapkan salam, berdo'a, bersikap santun, saling menyapa; 2) pemberian motivasi kepada peserta didik dan guru; 3) keteladanan oleh guru dan kepala sekolah; 4) mengikuti tata tertib dan aturan sekolah; 5) peningkatan mutu sekolah seperti mensejahterakan guru dan siswa, memperbaiki hasil evaluasi belajar siswa, memberi sanksi, memfasilitasi guru dalam keprofesionalan berkelanjutan, pelaksanaan seminar berkala dan terjadwal; 6) bekerjasama dengan wali siswa; serta 7) terciptanya kenyamanan dan keamanan sekolah melalui pengadaan ruangan yang nyaman, penerangan dan ventilasi yang memadai, tersedia taman sekolah, dan bangunan yang terawat.

Kata kunci: Budaya sekolah, Sekolah dasar, Pembiasaan, Mutu sekolah

ABSTRACT

The research intends to analyze the implementation of school culture at Madrasah Ibtidaiyyah Nurul Islam Kawedusan, Kebumen. Qualitative research was used in this research. Second-grade and fourth-grade students, as well as teachers at Madrasah Ibtidaiyyah Nurul Islam Kawedusan were designated as research subjects. Data was collected using interview, observation, and documentation techniques. Interactive analysis according to Miles and Huberman's theory was used to analyze research data. Research findings show that school culture at Madrasah Ibtidaiyyah Nurul Islam Kawedusan is carried out by 1) habits such as saying greetings, praying, being polite, greeting each other; 2) providing motivation to students and teachers; 3) example by teachers and school principals; 4) follow school rules and regulations; 5) improving school quality such as improving the welfare of teachers and students, improving student learning evaluation results, providing sanctions, facilitating teachers in sustainable

professionalism, holding regular and scheduled seminars; 6) collaborate with student guardians; and 7) creating school comfort and safety through providing comfortable rooms, adequate lighting and ventilation, providing a school garden, and well-maintained building.

Keywords: *School culture, Elementary school level, habituation, school quality*

INTRODUCTION

School culture is a set of values that underlie the behavior, traditions, daily habits, and symbols practiced by the principal, teachers, administrative officers, students, and the community around the school (Deal & Peterson, 2016; Widodo, 2019). School culture can be developed and formed as a characteristic or school identity that differentiates it from other schools (Turan & Bektas, 2013). Schoen defines school culture more as the activities of the school community or the holistic activities and 'ways of being and doing' of the people who work in or participate regularly in the school (Schoen, 2005). School culture is seen as the existence of a school that is formed from the mutual influence of attitudes and beliefs, norms, and relationships between individuals in the school.

The concept of school culture leads to the rolling of positive or negative changes that occur in the school context as well as becoming capital for carrying out continuous evaluations in improving quality (Atasoy, 2020). School culture can be characterized by something that is not visible, whether formal or informal in the school environment. For example, everything that influences behavior while at school, how to teach, how to motivate other people, and the relationships of the entire school community. These examples form and strengthen a positive culture.

In the current era, it is no longer easy for schools to continue to exist well if they are unable to keep up with developments and various demands. These changes are connected to the culture inherent in the school. Changes that occur outside the school have implications for changes within the school regarding people's tastes in education. For example, in the field, schools are currently required to produce graduates who have mastered religious and general knowledge (Winata et al., 2021). Parents of students hope that the school can accommodate graduates who have mastered religious knowledge and general knowledge. Such conditions require changes in school culture because the changes that occur in schools do not suddenly change, but there is a process of change within them.

Therefore, an in-depth study is needed that captures school culture at one level. Like at the Private Madrasah Ibtidaiyyah (MIS) Nurul Islam Kawedusan. MIS Nurul Islam Kawedusan is a private Madrasah Ibtidaiyyah school located in Kawedusan Village, Kebumen Regency. This private Madrasah Ibtidaiyyah was founded in 1987. This research aims to analyze the implementation of school culture at Madrasah Ibtidaiyyah Nurul Islam Kawedusan, Kebumen.

This research is qualitative research with a case study type. The case study was chosen because the researcher wanted to photograph the situation or phenomenon at only one school object, namely the Nurul Islam Kawedusan Private Madrasah Ibtidaiyyah (MIS). The subjects of this research were second-grade students, fourth-grade students, and fourth-grade teachers at Madrasah Ibtidaiyyah (MIS) Nurul Islam Kawedusan. Data was collected using observation, interviews, and documentation techniques. The validity of the data was tested by triangulating techniques and sources. Data was analyzed interactively with stages: data reduction, data presentation, and conclusion (Miles et al., 2014).

DISCUSSION

The results of this research were obtained from three methods, namely the results of observation, interviews, and documentation. Indicators for measuring the success of school culture are in terms of habits in the school, the role of the school and teachers, examples set by teachers and school principals, school regulations and regulations, school quality, cooperation, and school conditions/facilities and infrastructure. The explanation is as follows:

First, habituation indicators are shown by all school members through good habits, such as saying hello when learning begins or when meeting other people. These activities are always carried out by students to their teachers and vice versa, teachers to their students. This is a form of example. As stated by the school principal, "Children are accustomed to saying hello in class and outside of class. We also maintain this habit when the children are outside of school because, for us, that is the basic thing that children need to have."

The teacher said something similar, "Yes if I get used to it in class, for example, I say hello when I enter class. "Then, students answer greetings or when

new students come to school, they often say hello to their friends." Apart from saying hello, the habit that is carried out is praying. This activity is carried out in various activities, such as before starting learning, before lunch, before drinking, and others. Observation results show that children are accustomed to praying before studying and after studying. They also carry out a routine of reciting the TPQ before learning begins. This routine is part of the school program.

The observation findings follow the results of an interview with the school principal who said: "The school has a Koran recitation program every morning before study time starts. Usually, the time is from 7 to half past 8. We bring in Koran teachers from outside. Every class has a teacher."



Figure 1. Matsama New Student's in MIS Nurul Islam Kawedusan.

Furthermore, the head said that this program was carried out with the aim of students having good BTQ skills as expected by parents who send their children to school so that their children look for children who are smart in religious and worldly matters. This goal is to the vision of the madrasa, namely the realization of pious, skilled, intelligent, and independent students. This vision is realized in the form of practicing Islamic teachings, namely reciting the Koran.

Other habits are shown from the results of observations in the form of being polite, both in communicating and acting. During the research, it was shown that students lowered their heads and bodies when passing by teachers they met in the schoolyard. The students also showed themselves in terms of conversation. They are used to using polite language. Even so, there are still some students, especially boys, who use harsh words when conversing with their friends.

This finding was confirmed by the teacher who stated, "Some children are still rude when they speak. We as teachers can only advise and reprimand. Usually,

they say things like that because they are emotional, fighting with friends, and making fun of each other. So, harsh words were said."

Based on the findings regarding habituation, it is known that the process of implementing school culture is rooted in beliefs and habits that are shared by all school members. This is in line with Zamroni's theory which states that school habits have been proven to be able to be used to deal with problems in adapting to new environments and carrying out internal integration (Zamroni, 2011). This is also the opinion of Hendro Widodo who explains that school culture is an action guide and becomes a school identity that differentiates one school from another school in the form of visible and invisible symbols and actions in everyday school life.

Second, the role of school principals and teachers in motivating students contributes to the formation of school culture. The meaning behind this role is the school principal's partiality and concern for thinking about his students. It is important to get used to this to form a positive culture at school.

Observation findings show that the school regularly holds collective meetings and discussions with the extended family of school staff in a friendly and joking atmosphere. The school also occasionally holds workshops or talks that involve the entire school community to exchange ideas regarding the development and progress of education at the school. As Al Fath stated, discussion forums for school members are important for the progress of school programs (Al Fath et al., 2018). In line with that, Andriani's research also states that to improve schools, the involvement of change agents is carried out through a discussion process (Andriani, 2008).

Principals and teachers make it a habit to motivate all school members during any activity. For example, during a ceremony, the school principal conveys a message to students to remain enthusiastic about learning to excel. Not only that, teachers also often motivate students during learning. The motivation provided is similar to that mandated by the school principal. As stated in the theory by Adan (2023), motivation is the main factor in learning, namely its function is to give rise to, underlie, and drive the act of learning. The findings state that most students who are highly motivated will read actively to improve learning outcomes and solve the problems they face. On the other hand, those who have low motivation appear

indifferent, and easily give up, their attention is not focused on learning, which results in students experiencing learning difficulties. Motivation will have an impact on good student achievement.

Third, the next indicator is about example. This indicator is shown directly by teachers and school principals to students. For example, from observations, teachers greet students when they meet. Then, the teacher threw out the trash when he saw the trash on the floor. Teachers use polite language when conversing with students. Apart from that, teachers appear to give a friendly welcome by saying "Is there anything I can help you with" or other similar words when they meet guests coming to school. For example, a student's parents come to school.

Fourth, school rules and regulations are shown from the results of observations by the complete and orderly use of school uniforms and their attributes. The school also displays writings that reflect the school's commitment to improving school quality. In learning, teachers do not hesitate to give sanctions if there are students who are not disciplined. The teacher stated, "If the children are not disciplined, I will give them sanctions. Usually, I ask you to write or I give you additional assignments. "Once a child spilled ice water on the floor, I asked the child to come to clean it because he was in a high class so he had to learn to be responsible." Heavier sanctions will be given to students who violate social norms and values or are involved in cases of juvenile delinquency, such as fighting, drugs, and others. However, apart from sanctions, school principals or teachers also give awards to students who excel and are disciplined. Students will be given prizes in the form of certificates for those who excel. Rewards also aim to enable someone to become more active in trying to improve the achievements they have achieved (Astuti et al., 2022).

Observation results show higher levels of discipline among teachers, school principals, and students. They are used to arriving on time and rarely arrive late. The rules that apply at school to both teachers and students are considered to be quite effective in controlling their behavior. The rules and regulations have also been announced from the moment students enter school, accompanied by a statement of the ability of the student's guardians and students to fulfill them. Rules are used as guidelines for student behavior (Via & Padang, 2021). There are steps

to implementing rules, namely (a) compiling class rules together, (b) rules are class laws that must be obeyed, (c) the teacher can focus on giving praise for good behavior, and (d) giving punishment to those who violate the rules (Wiyani, 2014).

The principal tries to inform new teachers about the school's regulations. On other occasions, teachers and principals also reminded students of the contents and consequences of school regulations. At school, the regulations for students and teachers are displayed so they can be read at any time. The use of rules in the classroom is very necessary to form student discipline. Rules are useful because they become a reference for students' behavior (Mabuka, 2021). Classroom rules are standards for student behavior to prevent management problems (Jacobsen et al., 2009). Rules can be used to minimize violations in the classroom.

Fifth, improving school quality is the fifth indicator. School quality can be improved in various ways. In this research, observation findings show that quality improvement is realized in the form of teacher and student welfare, student learning evaluation results, rewards and punishment, sustainable professional facilities, and sustainable programs for teachers.

Every school member is aware of the importance of efforts to improve the quality of education at MI Nurul Islam. Teachers try to improve their professionalism by participating in online seminars as participants or presenters. The school principal also gives awards to teachers who excel, such as representing inter-district or district competitions or other achievements. On the other hand, if there are teachers who violate normal and social values, they will also receive sanctions from the school principal. Teacher professionalism facilities have been attempted by the head or committee but are still not optimal, especially in terms of finances which have not been able to provide an adequate amount of money for coaching.

The welfare of honorary teachers is also considered by other teachers who are certified or have civil servant status. At MI, the majority are not ASN so honorarium funding is obtained from student contributions through a committee. However, the welfare in question does not only have a numerical value but non-material forms of attention are also taken into account. For example, a sick teacher receives medical assistance from the school principal.

Welfare is an important thing for teachers, because with adequate welfare there can be a lot of hope for teachers in improving the quality of their teaching and learning process, in addition to of course their professional abilities, or in other languages, if professional facilitation is provided then teachers will be motivated to develop their professionalism. Well-being will make teachers willing to be actively involved through participation in the workplace, have a positive attitude and emotions towards work, minimize absenteeism, have positive future career ambitions, and provide learning experiences for students that can develop and shape character and bring happiness to students (Nsw Department Of Education and, 2015; Parker & Martin, 2009).

The school continues to strive to carry out improvements according to the results of evaluations from various parties. Teachers have had the opportunity to attend seminars outside of school. Usually, teachers take turns attending seminars so that they get a similar experience. Mitchell (2013) found that teachers who are committed to developing themselves through training will be able to improve the quality of education in schools.

Sixth, cultural indicators are shown in terms of cooperation. MI Nurul Islam Kawedusan has collaborated with several partners. One of them is the student's parent or guardian. The form of collaboration carried out applies from the moment students enter MIS Nurul Islam Kawedusan. Because it is an Islamic-based private school, the principal and teachers set benchmarks for making donations to the school. The amount of the contribution is adjusted to the mutual agreement. Discussions about fees were held during a workshop with the student's guardians. The school also develops collaboration with entrepreneurs near the school area, Laznas Baitul Maal Hidayatullah (BMH), community leaders, and experts from lecturers or other teachers.



Figure 2. BMH Kebumen provides scholarships to students.

The form of collaboration with entrepreneurs is during Pancasila student profile activities (P5) by presenting market day-based activities. Students sell their wares like skilled entrepreneurs. The form of collaboration with community leaders is when students are learning about the environment or types of work in one of the lesson materials. The teacher once invited resource persons from sub-district employees to talk about their work. Laznas Baitul Maal Hidayatullah (BMH) has also collaborated with schools in providing scholarship assistance to students at MIS Nurul Islam Kawedusan. The school responds positively to every complaint made by students, parents and the community.

Collaboration between teachers and parents in developing the quality of children's education has synergy and integration of the efforts of two components, namely, educators at school, namely teachers, and educators at home, namely parents, to achieve the development of the quality of children's education at school. Because both have a very big role and influence on developing the quality of children's education.

Studies in other countries show that teacher and parent cooperation is very important for teachers and parents to consult, make joint efforts, and share information in providing efficient and meaningful education for students. Teachers and parents need to work together to identify areas of student development that require attention and determine together appropriate goals and objectives to achieve.

Seventh, indicators of adequate facilities and infrastructure. Culture is also reflected in school facilities and infrastructure. This is because the implementation

of culture must have the right facilities so that the established cultural program can run optimally.

Schools already have facilities and infrastructure to support learning or support school programs. Observation results show that the classroom has a neat and clean layout. These characteristics make students feel comfortable and at home studying. Each room has good lighting and adequate ventilation so that the room does not feel stuffy.



Figure 3. Classroom conditions.

The condition of the school building is also well maintained. For example, all classrooms have ceilings and are equipped with fans. The capacity of the teacher's room and class is adjusted to the number of occupants so it doesn't feel crowded. On the outside or in the schoolyard, a garden, and several ornamental plants are provided so that it looks beautiful and beautiful. The school is also surrounded by a fence to keep the school safe and orderly. This condition was agreed upon by students from interviews who stated that they felt happy because there were lots of plants at school. Students also get a schedule for watering plants or a tree-planting program that is integrated with the subject.

Based on the findings above, it can be concluded that school culture is carried out in several ways: 1) habits such as saying hello, praying, being polite, greeting each other; 2) providing motivation to students and teachers; 3) example by teachers and school principals; 4) follow school rules and regulations; 5) improving school quality such as improving the welfare of teachers and students, improving student learning evaluation results, providing sanctions, facilitating teachers in sustainable professionalism, holding regular and scheduled seminars; 6)

collaborate with student guardians; and 7) creating school comfort and safety through providing comfortable rooms, adequate lighting and ventilation, providing a school garden, and well-maintained buildings.

CONCLUSION

This research concludes that the school culture at MI Nurul Islam is carried out through habituation in the school, the role of the school and teachers, role models set by teachers and principals, school regulations and regulations, school quality, cooperation, as well as conditions/facilities and infrastructure. school. The results of this research can be used by school principals and teachers to adopt school cultural activities carried out at MIS Nurul Islam Kawedusan. The head and teachers at MIS Nurul Islam Kawedusan can also carry out critical and constructive evaluations regarding the progress of cultural programs that have been ongoing so far. Future researchers could conduct similar research by focusing on school programs, for example evaluating cultural programs in madrasah ibtidaiyyah or elementary schools.

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