



REVIEW ARTICLE

BUILDING SCHOOL CULTURE

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ABSTRACT

School culture is a life attitude that is realized by the view of life by values that have become the nature, habits and driving forces that entrenched in the life of a group of society / organization, which is reflected in the behavior, beliefs, ideals, opinions and actions Tangible as work or work. The concept of school organizational culture will ultimately affect the school climate. Therefore, improving the quality and quality of education in schools should always be accompanied by the development of a conducive school culture and climate by applying the basic values as the principle of school life.

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INTRODUCTION

Education is one of the social Institutions that offers intellectual, affectionate, psychomotoric, emotional and preparing the future of the people. Education is also an investment for every human (human investment), capable of delivering human beings in enriching the insight and improve the quality of life in all aspects of life, especially the development and development of human resources. Educational institutions such as institutions in general are agents of civilization and social change. Educational institutions that are currently in the atmosphere of modernization and globalization are required to be able to play their roles dynamically and proactively. Its existence is expected to contribute and change and positive change which means for improvement and progress of civilization. Thus, educational institutions in this case the school is automatically practically need to make institutional improvements such as school organizational culture. An organizational culture inspires people in the organization to understand how they work in their environment. Robbins (1983) argues that organizational culture resides in organizations, but not individual people. This is stated by Robbins (1983) organization culture he a perception, but exists is the organization, not the individual (Pendi Susanto, 2016: 104). School culture is the most important factor in shaping students into optimistic, courageous, performing, cooperative, and personal and academic skills.

Schools that have certain educational advantages or successes can usually be seen from some influencing variables such as the acquisition of values and physical conditions, but less attention to other things that do not appear that even more influence on the performance of individuals and organizations themselves that include the values Values, beliefs, cultures, and behavioral norms called the human side of organization. School headmasters, teachers, schoolchildren, school or related stakeholders including supervisors, and education managers need to be equipped with a correct understanding of the concept of organizational culture, the culture of school quality and its development, and the concept of a good or superior school. By having a good understanding of the concepts of school principals and teachers as implementers of education providers supported by schoolchildren, school stakeholders or others will be able to develop a school's quality culture in order to develop a superior school, including supervisors, and education managers / Foster it effectively and efficiently. Therefore, it is deemed necessary to have a frame of reference on how the principal can develop a quality culture in school in order to develop a good school. Therefore, guidelines or guidelines for the development of school quality culture should be developed.

Definition School Culture

Culture or culture derived from the sanskrit language is buddhayah, which is the plural form of buddhi (mind or intellect) is defined as matters relating to the mind and human reason. In English, culture is called culture, which comes from the Latin word Colere, which is processing or doing, can also

be interpreted as cultivating the land or farming. The word culture is also sometimes translated as "culture" in Indonesia Language (Minnah El Widdah, *et al.*, 2012; 117). The culture according to Edgar H. Schein in Minnah, *et al.*, (2012) is a pattern of shared basic assumptions that was studied by a group as it solved its problems of external adaptation and internal integration. Therefore, thought to new members as the correct way to perceive, think, and feel in relation to the problems.

Owens (1995) defines organizational culture as

"... the body of solution to the external and internal problems that have worked consistently for a group and that is why taught to new members as the correct way to perceive, think about and feel in relation to the problems ...".

Organizational culture can be defined as the quality of life in an organization, manifested in rules or norms, work, work habits, operating style of principals of a superior or subordinate (Hodge & Anthony, 1988). Quality of organizational life, whether embodied in work habits and leadership and the relationship grows and develops based on certain spirit and beliefs adopted by the organization. According to Minnah *et al.* (2012) culture is a pattern or form of assumptions developed within the group to solve external problems that are adapted by the group and then integrate internally, then bequeathed to new members as appropriate way, to perceive, think and feel. The relationship or k with the problems. So the definition of culture in the broad sense is human creativity (creativity, taste and intention) in order to maintain its survival. Humans will always hold creativity (in the broad sense) to meet their needs balanced with challenges, threats, disturbances, obstacles from the natural and social environment. In this connection, Harris (1998) suggests cultural traits within organizations called the dimensions of the organization. These characteristics are:

"... .. (1) purpose and mission, (2) attitudes, beliefs, principles, and philosophi, (3) perioritas, value, ethics, status, and gift system, (4) norms and regulations, (5) (7) communication systems, languages, and terminology, (8) monitoring, reporting, and personal practice, (9) making decisions, solving problems, And conflict resolution, (10) compensation, recognition, and promotion, (11) space and work environment, and (12) leadership".

The school / madrasah culture is part of the corporate culture. Culture is a culture that is built on the institution or institution owned by certain characteristics (Muhaimin, 2012).

Some of the features of the corporation were raised by Kasali, as follows:

- There is a separation of wealth (between individual property / family / group with the property of the organization as a legal entity).
- Separation of responsibilities, between owners and executors.
- Priority of customer (customer satisfaction).
- Working with the system.
- Recording and transparency.
- Accountability.
- Move with strategy and work plan.
- Continuous regeneration efforts. (Muhaimin, 2012)

The school culture is something that is built on the result of a meeting between the values held by the principal / madrasah as a leader of the values held by the teachers and employees in the school / madrasah. These values are built by the human minds that exist in the school / madrasah. The meeting of the human minds then produces what is called the "mind of the organization" (Kasali). It is from these organizational thoughts that it comes in the form of shared values, and then those values will become the main ingredients for the formation of school / school cultures. Conducive school climate and culture is characterized by the creation of a safe, comfortable, and orderly learning environment so that learning can take place effectively. Conducive school climate and culture are essential so that learners feel happy and positive about their school, so that teachers feel appreciated, and that parents and communities feel welcome and engage. This can happen through the creation of positive norms and habits, harmonious relationships and cooperation based on mutual respect. In addition, conducive school climate and culture encourages every citizen to act and do the best that leads to high achievement.

Factors Determining School Culture

According to Mulayasa (2013) as for the determinants that need to be considered in the climate and school culture as follows:

- The aims and objectives of national education in development are not only to create the elite and intellectuals, but to form the whole Indonesian people through guidance, teaching and training for their future role.
- Learners are the subject as well as the object of education. Changes in the behavior of learners is determined by the learning experience in addition to innate factors.
- Educating is a professional job, giving guidance that not everyone can carry out the educating profession (educator).
- The contents of education is all the experience that must be possessed learners in accordance with the objectives to be achieved through the educational process.
- The success of education is determined by the completeness of facilities and learning resources.

Saifullah (2012) As for Other Factors, Culture Shaper is as follows:

- The human mindset that continues to evolve in perceiving nature and life
- Patterns of life supported by various life support tools
- Pattern of behavior bound by values.

School Cultural Functions

Ndraha (Saifullah, 2012) argued, the cultural functions as follows:

- Identity and image of a society
- Reminders of a society
- Source of inspiration, pride, and resources
- Driving power
- The ability to form value added

- Behavioral patterns
- Inheritance
- Formal replacement
- Adaptation mechanisms for change.

Culture also serves as a mechanism and is adaptable to changes that occur, both within and outside the organization. Such adaptation processes are needed to avoid intercultural conflicts. Adaptation mechanisms characterize the maturity of individuals, groups, organizations and even country communities. According Saifullah (2012) with adaptation, life can walk walking in harmony, peaceful and peaceful serenity. Because the essence of adaptation is in fact mutual respect for their excesses and shortcomings. It can also be said that culture is a very valuable asset, which can be used as a basic model in building and developing a prosperous, just and dignified nation and state life.

Cultural and Climate Development Model School

The model of school culture and climate development that is expected to improve the quality of human resources both principals, teachers and school staff and especially students themselves can be used as a basis for improving school climate. The model is an integration of components such as school culture, organizational climate, and the institution of the school system. Depdiknas (2000) has formulated several elements of school quality culture as follows: (1) quality information for improvement, not to control, (2) authority must be limited responsibility, (3) result followed by rewards or punishment, (4) collaboration, synergy, (5) the citizens of the school feel secure about their work, (6) atmosphere of justice, (7) the rewards are commensurate with the value of the work, and (8) the school residents feel they have school. While Peter and Waterman (Hanson, 1996) find cultural values consistently implemented in good schools, quality and service are things that should be prioritized, always striving to be the best, giving full attention to the things that appear Small, not making distance with clients, doing things as well as possible, working through people (not just cooperating or commanding), spurring innovation, and tolerating successful ventures.

The components of cultural development and school climate can generally be classified into three categories with the following aspects (Depdiknas, 2007):

1. School culture includes aspects:
 - a. Value
 - b. Norm
 - c. Behavior
2. The physical environment of the school includes:
 - a. Beauty
 - b. Security
 - c. Comfort
 - d. Peace
 - e. Cleanliness
3. The school system environment includes:
 - a. Quality-based
 - b. Leadership of the principal
 - c. Discipline and order
 - d. Awards and incentives
 - e. Hope to excel
 - f. Access information
 - g. Evaluation
 - h. Intensive and open communication

Principles of Cultural Development and School Climate

The principle is "a statement or a fundamental truth, which gives a hint to thought or action. It further explains the principle of guiding principles that can assist in the implementation of management that must be used carefully and wisely. Effective school culture and climate will have a positive effect on all elements and school personnel such as principals, teachers, staff, students and the community. The principles that become the reference in the development of school culture and climate are as follows.

1. Focusing on School Vision, Mission and Purpose

The development of school culture and climate should always be in line with the school's vision, mission and objectives. The function of school vision, mission, and goals is to guide the development of school culture and climate. The vision of quality excellence, for example, should be accompanied by concrete programs on the creation of school culture and climate.

2. The Creation of Formal and Informal Communication

Communication is the basis for coordination within schools, including in conveying messages of importance to school culture and climate. Informal communication is as important as formal communication. Thus both communication lines need to be used in delivering the message effectively and efficiently.

3. Innovative and Willing to Take Risks

One dimension of organizational culture is innovation and willingness to take risks. Any change in the school culture leads to the risk that must be received especially for reformers. Fear of risks leads to the lack of courage a leader takes on decisions and decisions quickly.

4. Have a Clear Strategy

The development of school culture and climate needs to be sustained by strategies and programs. The strategy includes the ways in which the program deals with the operational activities that need to be done. Strategies and programs are two things that are always related.

5. Performance-oriented

The development of school culture and climate needs to be directed to objectives that are as measurable as possible. Measurable goals will make it easier to measure performance outcomes of a school.

6. Clear Evaluation System

To know the performance of school culture and climate development, it is necessary to evaluate regularly and gradually: short, medium, and long term. Therefore, it is necessary to develop evaluation system especially in terms of: when evaluation is done, who is doing and follow-up mechanism that must be done.

7. Have a Strong Commitment

The commitment of leaders and citizens of schools is crucial to the implementation of school's cultural and climate

development programs. Much evidence suggests that weak commitment especially from leaders leads to programs not being performed well.

8. Decisions by Consensus

A positive feature of organizational culture is the decision of participative decisions that lead to consensus decision-making. Although this depends on the decision situation, the consensus can generally increase the commitment of the members of the organization in carrying out the decision.

9. Clear Rewards System

The development of school culture and climate should be accompanied by a reward system though not always in the form of goods or money. Other forms are awards or credit points especially for students who exhibit positive behaviors that are consistent with the development of school culture and climate.

10. Self Evaluation

Self-evaluation is one tool to find out the problems faced in school. Evaluation can be done using a brainstorming approach or using a self-assessment scale. Principals can develop valuable self-assessment methods for school culture and climate development. The following page presents an example to measure school culture and climate (Depdiknas, 2017).

Principles of School Cultural Development

The definition of school culture as described earlier is a basic assumption pattern in developing an effective school culture and climate, so that its elements and principles are considered valid to be implemented continuously and applied not only regarded as strategy but more culturally inclined. Therefore, improving the quality and quality of education in schools should always be accompanied by the development of a conducive school culture and climate by applying the basic values as the principle of school life.

In general, the principles of school culture and climate development can be described as follows:

1. Teamwork (team work)

Basically a school community is a team / set of individuals who work together to achieve goals. For that, the value of cooperation is a necessity and cooperation is an activity that aims to build the strengths or resources owned by school personnel.

2. Ability

Refers to the ability to perform tasks and responsibilities at the class or school level. In a learning environment, the teacher's professional abilities are not only shown in the academic field but also in acting and acting that reflect the personality of the educator.

3. Desire

Desire here refers to the willingness or willingness to perform the duties and responsibilities to provide satisfaction to students and society. All of the above values do not mean

anything if not accompanied by desire. Desire should also be directed to efforts to improve and enhance the ability and competence of self in carrying out duties and responsibilities as a culture that appears in the personal as both the principal, teachers, and staff in providing services to students and the community.

4. Joy (happiness)

The value of this excitement must be shared by all school personnel in the hope that our excitement will have implications for a friendly school environment and climate and foster a sense of satisfaction, comfort, happiness and pride as part of the school personnel. If necessary create areas that can create an atmosphere and give a beautiful feel, comfortable, beautiful and fun, like a well-organized school garden and made trouble-free areas or areas should be smile and so on.

5. Respect (respect)

Respect is a value that shows appreciation to anyone both in the school environment and with other education stakeholders. Complaints from feelings of disrespect or not being treated fairly make the school less trustworthy. Respect can be expressed by giving a smile and a greeting to anyone we meet, can also provide an attractive gift as an expression of our respect and appreciation for the work done well. Or invite in particular and congratulate on the achievements and as a result.

6. Honest (honesty)

The value of honesty is the most fundamental value in the school environment, both honesty to yourself and honesty to others. The value of honesty is not limited to the truth in doing the job or the task but includes the best way of forming an objective person. Without honesty, trust will not be obtained. Therefore, honest culture in every situation wherever we are must be maintained. To be honest in assessing, being honest in managing finances, being honest in the use of time and being consistent on the tasks and responsibilities is a strong person in creating a good school culture and climate.

7. Discipline (discipline)

Discipline is a form of obedience to the rules and sanctions that apply in the school environment. The discipline that is meant in this principle is the attitude and behavior of discipline that arises because of our consciousness and willingness to live orderly and tidy and able to put something according to the condition that should be. So discipline here is not something that should and should not be done because of the rules that require us to obey the rules. The rules or rules displayed everywhere are even attributes, will not guarantee to be obeyed if they are not supported by a disciplined school environment or school environment. Discipline applies not only to certain people in school but to all school personnel not to mention principals, teachers and staff.

8. Empathy (empathy)

Empathy is the ability to place oneself or be able to feel what others feel but do not get involved in that feeling. This attitude needs to be owned by all school personnel in order to interact with anyone and anywhere they can understand the cause of the problems that may be faced by others and able to place

themselves in accordance with the expectations of the person. With the empathy nature of school residents can foster better culture and school climate because it is based on feelings that understand each other.

9. Knowledge and Modesty

The knowledge and courtesy of school personnel accompanied by the ability to gain trust from anyone will give a reassuring impression to others. This dimension demands teachers, staff and headmasters, professional and trained in playing their role in meeting the demands and needs of students, parents and communities (Dipdiknas, 2007)

Conclusion

School culture is a unique and unlike asset between one school and another. School culture can be observed through reflection of things that can be observed through everyday rituals in schools, ceremonies, symbolic objects in schools, and activities that take place in schools. The form of school culture emerges as a unique and exciting phenomenon, as the views, attitudes and behaviors that live and thrive in schools reflect deep and distinctive beliefs and beliefs for schoolchildren who can function so as to build student character. School culture is an important thing to be realized because with a good school culture is one of the supporting factors for the realization of an effective school.

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