RESEARCH ARTICLE

The Implementation School Culture in the Primary School Environment

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ABSTRACT

This study aims to describe the implementation of school culture implementation in elementary schools. The researcher used a qualitative. The data collection techniques used observation, interviews, and documentation. The results of the study are that the implementation of the school culture implementation program has been running well. This is proven by the existence of 8 school cultures including a clean culture, a culture of achievement, a religious culture, a culture of discipline, a culture of cooperation, a culture of politeness, a culture of responsibility, and an interest in reading. The efforts made are to find free time to hold meetings at least once a week and hold routine evaluation meetings every Saturday to discuss problems in one week implementation program has been running well. It proved existencing of 8 school cultures including a clean culture, a culture of achievement, a religious culture, a culture of discipline, a culture of cooperation, a culture of politeness, a culture of responsibility, and an interest in reading. The efforts made are to find free time for at least once a week to hold meetings and conduct routine evaluation meetings every Saturday to discuss problems in one week.

Keywords: Culture, Education, Primary school

INTRODUCTION

Education has an important meaning, namely the process of changing the attitudes and behavior of an individual or group in teaching and training efforts, action processes, and ways of educating. The world of education has an important role for Indonesian society. Indonesian society views education as a place or as a forum for society to create an individual's development. The role of education for society is not only to act as a catalyst for solving problems that will be faced over time, but also as a driver of change towards better welfare for all of society (Untuk, 2023). The formation of an individual's awareness has a process that must go through habituation in every habit that is always carried out. With this process, individuals can develop a cultural understanding to be able to pass on religious values, diversity values and tolerance values. Preparing individuals who are good at understanding their culture can certainly provide future life efforts that are ready to face the future in the life of the nation and state (Eka Safitri, 2022).

As time goes by, science in a cultural context is rarely found, because technological developments and the influx of foreign cultures have changed some young people to follow the styles of foreign cultures (Rudy, 2022). Involving local wisdom values in the surrounding environment is very necessary as a means and support in creating social solidarity, and can transfer cultural generations so as to minimize social conflict (Yunus & Mukhlisin, 2020). Education in Indonesia faces big challenges amidst rapid technological advances and globalization. This society, which is rich in cultural

diversity, is often threatened by external cultural influences that can erode local values and traditional wisdom. This creates an urgent need to strengthen education that focuses not only on mastering knowledge, but also on preserving local culture and values. Therefore, this research seeks to explain how education can function as a tool to build cultural awareness and tolerance among the younger generation (Sinaga et al., 2021).

The aim of this study is to implement school culture in the primary school environment. The benefit of this study is implementing the importance of school culture in the elementary school environment. Apart from that, it becomes a reference for further study on education and culture. conflict. Other study also emphasizes the importance of multicultural education in building tolerance in diverse school environments and communities. However, there is a gap in the literature regarding how the implementation of local values in the education curriculum can be carried out effectively (Hamdani, 2021). Culture has an important role in schools, including in efforts to improve the quality and quality of schools. Therefore, every school is always trying to develop a positive and strong school culture. One way that can be done to improve the quality and quality of education in schools is by developing school culture. The strategy or method for developing school culture is to photograph the school culture and analyse the results, resulting in a school culture that is positive, negative or neutral.

METHOD

This study uses a qualitative method with the aim of making facts or phenomena easier to understand, as well as facilitating the formation of models that can generate new hypotheses (Adlini et al., 2022). With a phenomenological approach. Phenomenology explains phenomena and their meaning for individuals through interviews with a number of individuals (Tumangkeng & Maramis, 2022). This phenomenological research is a qualitative approach that seeks to find a deep understanding of the meaning of the concept of a real phenomenon, in this approach, Understanding

or interpretation of the phenomenon being studied is not bound by any limitations, so that researchers have complete freedom in analyzing the data that has been collected. The phenomenological approach in the context of qualitative research, as guided by John W. Creswell, has a primary emphasis on an in-depth understanding of the individual's life experiences in a particular context. In this study, researchers seek to understand and describe the essence or meaning of the subjective experiences faced by participants. This understanding is carried out through a descriptive approach that requires in-depth analysis of the stories, views, and meanings given by individuals related to the phenomenon that is the focus of the study (Creswell & Creswell, 2018). Moreover, it is located in SDN Gedangan, Sidoarjo regency.

Observation was conducted by observing the process of student activities in the school environment. Interviews were conducted by asking questions to students, in the hope of gaining a deeper understanding of the implementation of school culture. Meanwhile, documentation was conducted to support the results of research conducted by researchers in the Gedangan Primary School environment.

R E S U L T S

The results of the study revealed that the implementation of school culture in Gedangan Primary School has been running and developing well through the process of observation and interviews. It proved that: 1) Instilling a clean culture that is instilled through the clean Friday program or seven minutes for environmental cleanliness. 2) A culture of achievement implementing a full day school system. In one week the school holds daily tests. 3) Religious culture is instilled through various religious activities, including congregational dhuha and dhuhur prayers, dhikr and joint prayers followed by a sermon. 4) Discipline is supported by the presence of child police. 5) Culture of Cooperation through assignments. This has also become part of the 2013 curriculum that the value of responsibility is one of the aspects assessed by students. 6) The culture of behaving politely has become a habit in this school.

The school implements the 10S system (smile, greeting, greeting, polite, polite, patient, alms, prayer, shiyam, gratitude). 7) Culture of responsibility by exercising rights and obligations as students 8) Interest in reading has a reading corner in each class and a fairly large library with a large collection of books and adequate facilities.

The inhibiting factor for this activity is the lack of supervision by the principal towards the environment, students, or teachers, resulting in problems or issues related to leadership or inharmonious relationships between each teacher. The supporting factors for this activity are the existence of good relationships and important roles and great support from teachers and employees, students, parents, and the community around the school.

Efforts to overcome the obstacles to this activity are to find free time to hold meetings at least once a week and conduct routine evaluation meetings every Saturday to discuss problems in one week, with these activities the school's obstacles in implementing the school culture development program can be overcome.

DISCUSSION

Based on observations, interviews, and presentation of overall data regarding the development of school culture at Gedangan Primary School, the following conclusions can be drawn:

The implementation of the school culture implementation program at Gedangan Primary School has been running well. It has been proven to have implemented 8 school cultures, including a clean culture, a culture of achievement, a religious culture, a culture of discipline, a culture of politeness, a culture of cooperation, a culture of responsibility, and a culture of interest in reading.

The inhibiting factors are (1) the lack of supervision by the principal towards the environment, students, or teachers, resulting in problems related to inharmonious relationships between teachers, (2) there are still several school culture programs that are not formally written, (3) lack of parental support if there are school activities that require additional costs from parents. The supporting factors are (1) a good relationship between teachers and employees, students, parents, and the community around the school, (2) regular meetings are held between the principal and teachers or teachers and parents of students, (3) a school committee that has a high commitment to school progress. Efforts to overcome obstacles include finding free time to hold meetings at least once a week and conducting routine evaluation meetings every Saturday to discuss problems in one week. With these activities, school obstacles in implementing the school culture implementation program can be overcome.

CONCLUSION

Based on the results and discussions, it can be concluded that the following: 1) Instilling a clean culture that is instilled through the clean Friday program or seven minutes for environmental cleanliness. 2) A culture of achievement implementing a full day school system. In one week the school holds daily tests. 3) Religious culture is instilled through various religious activities, including congregational dhuha and dhuhur prayers, dhikr and joint prayers followed by a sermon. 4) Discipline is supported by the presence of child police. 5) Culture of Cooperation through assignments. This has also become part of the 2013 curriculum that the value of responsibility is one of the aspects assessed by students. 6) The culture of behaving politely has become a habit in this school. The school implements the 10S system (smile, greeting, greeting, polite, polite, patient, alms, prayer, shiyam, gratitude). 7) Culture of responsibility by exercising rights and obligations as students 8) Interest in reading has a reading corner in each class and a fairly large library with a large collection of books and adequate facilities.

Thus, the implementation of culture school in Gedangan Primary school is very important because it can shape character to be able to develop and continue in school and community life, and prepare students to face the global era in the future.

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