

RESEARCH ARTICLE

**School Culture In Elementary School
Elementary School 2 Tamanasri****Kec. Pringkuku, Kab. Pacitan, East Java****Zuyyina Fihayati¹, Sevilinda Ayu Arisma^{1*}, Tri Utami¹, Isnaini Siti Fatimah¹, Anisa Setiawati¹*****lindaayurima2309@gmail.com**¹Muhammadiyah University of Sidoarjo**ABSTRAC**

This study examines the role of school culture in influencing students' character building, learning motivation, and academic achievement. School culture encompasses values, norms, traditions, and habits shared by students, teachers, and staff within the school environment. A qualitative approach with a case study method was employed at SDN 2 Tamanasri, located in Tamanasri Village, Pringkuku Sub-district, Pacitan Regency. Data collection methods included observations, in-depth interviews with teachers and students, and document analysis of school activities. The findings reveal a positive school culture characterized by discipline, cooperation, and respect, reflected in daily routines and extracurricular programs. These activities enhance students' talents and foster stronger social bonds within the school. The study concludes that effective school culture management is crucial for creating a conducive learning environment and supporting students' holistic development. Future research should explore broader contexts to validate these findings and their applicability.

Keywords: Primary School, School Culture, Extracurricular

INTRODUCTION

Education is one of the important aspects in nation building, because through education, individuals can develop their potential optimally. Schools, as formal educational institutions, not only play a role in transferring knowledge to students, but also as a place to shape children's character and personality. In this context, school culture is a very influential factor in shaping a conducive learning environment that supports student development.

School culture refers to the values, norms, habits and traditions that exist within an educational institution. This culture is formed through interactions between students, teachers and all school members, and is influenced by the school's policies, vision and mission. At the primary school level, school culture plays a very important role in creating an enjoyable learning atmosphere that supports students' social, emotional and academic development. Children at primary school age are at a crucial stage of development, where they learn not only about academic subjects, but also about how to interact with peers, teachers and their surroundings. Therefore, a positive school culture can have a huge impact on their

educational process. A school culture that includes discipline, mutual respect, cooperation and the formation of good habits will help students to develop better, both academically and socially.

However, while school culture has a great influence, it is often not explored in depth. This research aims to delve deeper into how school culture in primary schools affects students' character development and learning achievement. It will also look at the various factors that shape school culture, including the role of teachers, school policies, and the participation of parents and communities in supporting a positive culture.

Through this research, it is hoped that it can provide a better understanding of the importance of school culture in supporting the achievement of educational goals, as well as provide recommendations for schools to develop a culture that is more supportive of student growth and development, especially at the primary level.

METHOD

This research uses a qualitative approach with a case study method. The qualitative approach

focuses on collecting data that is descriptive and narrative in nature. This method is often used to explore the views, experiences, and meanings given by individuals or groups to a phenomenon. In qualitative research, researchers seek to understand the social, cultural, and environmental context in which the phenomenon occurs. The case study method is a research technique that involves in-depth analysis of one or more specific cases. These cases can be individuals, groups, organizations, or events. This research aims to gain deeper insight into the complexity of a situation. This research was conducted at SDN 2 Tamanasri, which is located in Tamanasri Village, Pringkuku Sub-district, Pacitan Regency. Data were collected through observation, in-depth interviews with teachers and students, and document analysis related to school activities.

RESULTS AND DISCUSSION

Character development of students at SDN 2 Tamanasri is carried out by getting used to certain positive behaviors in everyday life. Habituation is a process of forming attitudes and behaviors that are relatively stable and automatic through a repetitive learning process, whether done together or individually. It will also produce a competency. Character development through habituation can be done on a scheduled or unscheduled basis both inside and outside the classroom. Some of the habits applied at SD N 2 Tamanasri include:

A. Morning Habits

- 1) Singing the national anthem Indonesia Raya
Every morning after the entrance bell rings, students sing the national anthem Indonesia Raya together in their respective classes.
- 2) Praying
After singing the Indonesia Raya song, students sit neatly and read the prayer before learning led by the class leader.
- 3) Memorizing asmaul husna
The activity of memorizing Asmaul Husna is carried out by students every morning with the hope that students will get used to and memorize the entire Asmaul Husna and its meaning. The activity of memorizing Asmaul Husna at SDN 2 Tamanasri is carried out gradually, but continuously, so students who

have difficulty in remembering will get used to hearing so that it will make it easier for them to memorize.

4) Reading the student pledge.

The student pledge, recited by students in the morning with the hope that students understand the meaning of the student pledge, which consists of:

- a. Taqwa to God Almighty, servant to the homeland and nation, loyal to Pancasila, and the 1945 Constitution.
- b. Adab to parents, respect for teachers, and uphold the degree and dignity of the school.
- c. Study hard, as a provision for the future of the nation.
- d. Make achievements in order to fill the independence.
- e. To be a good citizen, and a responsible Indonesian youth.

5) SKUA

SKUA is the Standard of Standar Kecakapan Ubudiyah dan Akhlakul Karimah (SKUA) is a way that is formed into an activity to measure the standard of proficiency for students which includes reading and writing skills of the Koran, morals, fiqh, dhikr and prayer.

B. Daytime Habitutaion

1) Lunch

Students at SD N 2 Tamanasri are accustomed to bringing lunch from home every day, their lunch is a variety of home-cooked dishes prepared by their parents. Most of them bring local specialties. The students eat lunch together at the first break time at 09.20 in their respective classes. The habit of eating lunch together with their friends will instill a spirit of sharing, tolerance and also get them used to eating home cooking, and reduce the consumption of snacks sold in several shops around the school.

2) Dhuhur prayer in congregation

The 2nd break at 11:35 students prepare to perform

Dhuhur prayers in congregation at the mosque close to the school. Those who chant the call to prayer are male students from SD N 2 Tamanasri. The mosque is a local mosque, so students and all teachers at SDN 2 Tamanasri pray in congregation with local residents.

The entire habituation applied at SD N 2 Tamanasri school is carried out consistently by students. They carry out these habits independently without teacher guidance. For grade 1 in carrying out these habits, the class teacher is accompanied, but that is only in the first month of entering school, for the next students are independent in implementing these habits.

Meanwhile, SDN 2 Tamanasri has a number of extracurricular activities, including the following:

A. Volley Ball

Volleyball is one of the most popular team sports in Indonesia. Volleyball extracurricular at school is a place for students to channel their hobbies, talents, and enthusiasm for volleyball, while building cohesiveness and achieving achievements. The purpose of this volleyball extracurricular is to improve physical and spiritual fitness, build mental sportsmanship, discipline, and teamwork, increase self-confidence and leadership spirit, strengthen the bond between members and develop talents and interests in the field of volleyball.

The material taught during extracurricular activities includes basic volleyball techniques, such as serving, passing, blocking, and spiking. Then, the formation and strategy of volleyball games, the rules and procedures of volleyball games, physical and mental training and knowledge of the history and culture of volleyball. Meanwhile, the benefits obtained include: mastering volleyball techniques and strategies, having a fit and healthy body, having a sportive mentality, discipline, and strong teamwork, increasing self-confidence and leadership spirit, expanding relationships and

establishing friendships, and achieving in volleyball matches and competitions.

B. Madin

Madin is an extracurricular activity that is almost similar to the teaching and learning process in general, but the material presented is more focused on Islamic material. In the era of modernization and globalization, this type of madin school began to be abandoned and put aside. Madin is not only a support for academic activities. In fact, madin has become the main component in the teaching and learning process. This madin extracurricular activity has been used as the main support for the learning process because the most important thing from the process carried out is the creation of a new generation that not only achieves in the academic and creative fields, but also a generation that has faith and devotion to Allah SWT.

Madin extracurricular is a compulsory extra from grades 1 to 6. This activity is carried out once a week for each class and is carried out after dhuhur prayers in congregation. What is taught is starting from learning to read Iqra to the Koran. The teacher listens to students one by one in reading the Koran and Iqra and corrects if students read incorrectly. The purpose of madin itself is to teach students devotion to Allah SWT and can practice behavior according to the teachings in Islam.

C. Dance

Extracurricular Dance Art aims to preserve the culture of its own country, increase creative power, learning regional dances can encourage students to become more creative with the various movements learned. Dancing also invites children to imagine, the movements of each dance have their own meaning. because each dance has its own theme as the basis for its movements. Extracurricular dance activities can also provide benefits for students' physical and mental health, such as improving fitness, balance, coordination, and body flexibility. In addition, dance activities can also help reduce stress and increase student confidence. Extra Dance which is often used is eklek dance. This dance was created by Sukarman in 1978, originating

from Pelem village, Pringkuku District, Pacitan Regency.

D. Scout

Extracurricular Scouting in Primary Schools is an activity designed to develop students' skills, leadership and sense of responsibility. Scouting at the elementary level focuses on character building and the development of positive values through outdoor activities and practical learning. The goal of extracurricular scouting is to shape students' character, strengthen moral values, and engage them in positive experiences outside the classroom environment. Scouting in elementary school not only provides opportunities to learn practical skills, but also to foster a spirit of cooperation, courage, and mutual care among students.

Learning media is a tool or means used to convey information and teaching materials to students. This media can be in the form of physical tools, technology, or methods that allow teachers and students to interact with teaching materials more effectively. Appropriate use of learning media can improve student understanding, encourage creativity, and create a more enjoyable learning atmosphere. By utilizing various types of media wisely, educators can help students better understand the material and create a more meaningful learning experience. In a world that is increasingly influenced by technology, the selection of the right media will determine the quality of education received by the nation's next generation.

SD N 2 Tamasari applies various media both manual and digital in its learning. Manual media in the form of printed media is usually applied to grades 1 and 2. Given that they are still children, teachers slightly limit the use of digital media. However, it does not rule out the possibility of teachers utilizing digital media in the form of animated videos every 1 to 2 weeks. Print media used is certainly tailored to the needs of the class and its relevance to the material. In grade one, this media is not only in the form of posters, but also counting boards and alphabets made of atoms and flannel as a basis for reading and counting. Uniquely in grade 1, the teacher painstakingly makes a name as an identity in each student's LKS book as a reference in learning. While in class 2, one

of the print media is a printout of the upright alphabet which is distributed to all students and then pasted on the front page of the book. This is intended as a tool for them when writing upright. Meanwhile, learning media in grades 4, 5, and 6 have perfectly combined printed media and digital-based media. However, students are more enthusiastic about using digital media. Where they can access learning materials through various platforms such as Google, Youtube, and Quizziz to measure the extent of their ability to understand the material.

One of the weekly routine activities at SD N 2 Tamasari, held every Friday, is gymnastics followed by the cultivation of art skills in children through traditional Pacitan dance, Eklek dance. This dance is the pride of Pelem Village which has been recognized by the wider community, even foreign tourists. Eklek dance was created by Sukarman in 1978 in Pelem Village which then existed until now thanks to the contribution of a local dance studio in Pelem Village called Pradapa Loka Bhakti. The philosophy of this dance illustrates the interaction between shepherds and their animals, such as cows and buffaloes. The dance is known for its unique blend of art elements, reflecting the cultural diversity of Pacitan, in terms of movement, music, costumes and nuances. "Eklek" itself refers to the merging or mixture of different elements, which creates an innovative art form while still maintaining local cultural values. This dance is presented beautifully with the support of various properties. The most identical property in this dance is the horn. Eklek dance is presented energetically through a number of movement patterns including jumping, jumping like a cow and buffalo animal movement. Eklek Pacitan dance combines elements of traditional art with a modern twist, creating a piece that is not only entertaining, but can also educate the public on the importance of cultural preservation. This dance can be found in various traditional events, festivals and celebrations in Pacitan. Eklek dance is a symbol of pride for the people of Pacitan and a special attraction in the world of Indonesian performing arts.

Eklek dance danced in schools has various important purposes, both in terms of education, social, and student character development. Performing Eklek Dance at school is not just an art performance, but also an activity that has

many educational benefits. From cultural preservation, character development, to improving art skills and creativity, Eklek Dance provides a rich experience for students. By introducing this dance in schools, the younger generation can learn to appreciate culture, develop themselves, and strengthen social relationships, while creating a positive and productive atmosphere in learning activities.

CONCLUSION

This research uses a qualitative approach with a case study method conducted at SDN 2 Tamanasri which is located in Tamanasri Village, Pringkuku Sub-district, Pacitan Regency. Based on the research that has been conducted, a number of school cultures are obtained, especially the 5S culture, then a number of positive habituation carried out in the morning and afternoon. Morning habituation includes singing Indonesia Raya, praying, memorizing Asmaul Husna, reading the student pledge, and SKUA. Meanwhile, afternoon habituation includes eating lunch together and dhuhur prayer in congregation. A number of extracurricular activities include volleyball, madin, dance, and scouting.

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