

Development of School Culture in State High School 1 of Padangpanjang

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Abstract—The success of a school in achieving various leading achievements is no doubt the result of a long process. One of the indicators of such assumed achievement is the success in building school culture, which means by having “good” school culture, the school will produce good students who will become qualified product. This research is aimed at uncovering the values of school culture that have been developed. This research applied qualitative approach in studying the developed values in the efforts to have a good school culture in p 1 Padangpanjang. The data sources of this research are all related parties involving in developing the school culture, internally as well as externally. The result of this research shows that there are important values that are developed, they are (1) religiosity, (2) honesty, (3) kindness and respect, (4) discipline, and (5) willingness to do best. The selection of those developed main values are closely related to Padangpanjang community life's background and surroundings and also the potencies as well as characteristics of the school as the guidance in carrying out educational in Indonesia.

Keywords— *Development; school cultur; important values*

I. INTRODUCTION

The demand for improving the quality of education in the country continues to roll even though efforts to improve quality itself never stop. One of the efforts made is to develop the 2013 curriculum to prepare students to be better prepared to carry out their role through improving the learning process that prioritizes student involvement and a comprehensive assessment process relating to three educational domains (cognitive, affective, and psychomotor). A summary of opinions of experts published by the Kompas [1], among others are: Yusuf Kalla stated that “the most important thing that must be changed is the atmosphere or culture of learning, so far we have no learning culture”. BJ Habibie stated, “the importance of synergy between education and the cultivation

of cultural values to students in schools”. Furthermore, BJ Habibie hoped that the process of education in schools was not merely to transfer knowledge and technology, but should also be able to provide and instill cultural values to students. “The process of education and the civilizing process must run in synergy and together.” Suherman [2] quotes the Ministry of Education and Culture as saying that “school as a system has three main aspects, which are closely related to the quality of schools, namely the teaching and learning process, school management leadership, and school culture”.

Schools as a means and a tool to achieve the goals of education, have values and norms that are held firmly by every school member, and always adjust to various changes that might affect school performance and school culture. The goal of change in school organizations is basically part of an effort to maintain the existence of the organization in order to stay alive and meet the needs of the community and school residents. Without these changes and adjustments, the school will slowly “die”, because of the inability to face the pressures and demands of environmental change. Spindler [3] argues that, “... education is a cultural process and occurs in a social context. Without attention to cultural differences, and the way education serves those differences, we have no way of getting perspective on education. It serves a comprehensive picture of education as affected by culture. There are two main strategies that can be done in improving and developing school quality [4], namely a strategy that focuses on (1) the structural dimension and (2) the cultural dimension (culture) with pressure on real behavioral change in the form of action.

That school culture is a key word that needs to get serious attention from education managers. School culture needs to be built based on the strength of the characteristics of the local culture of the community where the school is located. School culture is the heartbeat of the school itself, the formulation must be carried out with a clear and measurable commitment

by the school community namely teachers, students, school management, and the community [4]. Yuliono (2014: 1) explains that school culture is built in a long process along with the development of schools and always adapts to social change. One school that is considered capable of building school culture is Padangpanjang State High School 1.

II. RESEARCH METHODOLOGY

The study used a qualitative approach, conducted from October 2014 to December 2017, located in Padangpanjang State High School 1. Data were collected through interviews, observation and analysis of documents, and processed through the stages of field data analysis, data reduction, data presentation and drawing conclusions

III. RESEARCH FINDINGS AND DISCUSSION

Research findings revealed that the process of school culture development in Padangpanjang 1 State High School took place in a fairly long process, starting from the appointment of Padangpanjang 1 State High School as a model school or superior school in West Sumatra based on the Decree of the Head of the Ministry of Education and Culture of West Sumatra Province Number: 0603.08.MN.1997 about the establishment of Padangpanjang 1 High School (now Padangpanjang 1 State High School) as a Model school on August 1, 1997 whose funding and development programs will be jointly funded by the West Sumatra Provincial Office of the Ministry of Education, West Sumatra Regional Office of Religion, and Padangpanjang Municipal Government. The appointment of the Padangpanjang State High School 1 as a model school and the very strong support from the Padangpanjang City Government has given a tremendous impact and encouragement to school leaders (Principals and Deputy Principals) to mobilize all school residents to assemble teachers, staff, and students to do various efforts that can convince all parties that Padangpanjang 1 State High School deserves to be used as a model or superiority that distinguishes it from other schools. The appointment of the school as a model school has triggered the enthusiasm and sense of responsibility of all school residents ", ensuring that the appointment of Padangpanjang National High School 1 as a model school has become a trigger momentum in the development of school culture. The whole potential mobilization in the school is carried out thoroughly, all efforts are made to make the school a superior school so that it is worthy of being a model school.

The view of [5] suggests, "culture is the product of shared values, beliefs, priorities, expectations and norms that serve to inform the organization in its way to the world", explaining that culture is the product of use collectively matters relating to values, beliefs, priorities, expectations and norms that function to inform about organizational manifestations to the world or other systems outside the organization. This means that the culture that is embraced and owned will be able to distinguish an organization from other organizations. This is in line with the view of [6] when launching cultural reforms at UI in 2005 as follows, "We have made structural changes so that UI has changed into a dynamic organization. But, to transform from bureaucratic university into a corporate university

structural change alone is not enough. That is why we must enter into cultural change, especially corporate culture, so that the entire academic community works with new values that match the demands of the times. Challenges to changes in the demands of the times, environment, and needs enable an organization including schools to make cultural changes or maybe design new cultures. The appointment of Padangpanjang State High School 1 as a West Sumatra model school has encouraged the emergence of a new culture as an identity that distinguishes it from other schools. That cultural functions can be useful for binding purposes for the continuation of organizational life or become part of the existence of organizations outside the organizational system. [7].

The research findings and analysis above provide an understanding that the development of an organization's culture, including in schools, can be triggered by a momentum both in the form of new demands (giving new roles and status including leadership mutations), policies and demands from higher institutions, or the desire of institutions to defend themselves from environmental demands and changes. Padangpanjang 1 State High School began efforts to develop school culture through the momentum of designation as a superior school / West Sumatra model school. Further research findings revealed that the values, norms, and rules adopted in the development of school culture in Padangpanjang State High School 1 emerged and developed gradually along with the development of schools. Values and norms do not grow at the same time, but develop in accordance with the conditions and potential that exist in schools, the demands of society and the environment and adjusted to the direction and education policies outlined by educational management institutions.

There are two basic foundations set by the Principal at the beginning of the establishment of Padangpanjang 1 State High School as a model school which later developed into the main values in the school, namely (1) the development of academic programs in the form of additional learning, which became the forerunner to the development of the value of the desire to achieve, and (2) the formation of behavioral morals which later developed into religious values / imtaq (faith), honesty, polite attitude and mutual respect, and discipline. This is in line with Hasri's view (2004: 8) which suggests that organizational culture in educational institutions is a shared meaning of all members of an organization in an educational institution that relates to the values, norms, beliefs, traditions and unique ways of thinking adopted and seen in their behavior, so distinguish between one educational institution and another. The choice of values, norms and rules set by SMA Negeri 1 Padangpanjang in the development of school culture is in line with [8] view that school culture illustrates how the entire academic community mingles, acts and resolves problems in all matters in the school environment. School culture refers to a common life system that is believed to be the norm or behavioral patterns that are adhered to together. School culture is a variable that influences how group members act and behave. This understanding shows that whatever values, norms or rules set by the school are basically instruments that are used as a reference by all school citizens in acting, acting and doing activities in their school

environment, so that all school citizens can interact in a harmonious way and dynamics, understand each other, and place themselves in a strong cultural system and become the hallmark of the school.

This is in line with Zamroni's view in [4] saying that habits, values, norms, rituals, myths formed in the long journey of school are called school culture. School culture is held jointly by principals, teachers, administrative staff, and students as their basis in understanding and solving various problems that arise in school. Schools become the main container in cultural transmission between generations. [5] explains that culture is the product of joint use of things related to values, beliefs, priorities, expectations and norms that function to inform about the manifestations of the organization to the world or other systems outside the organization. This means that the culture that is embraced and owned will be able to distinguish an organization from other organizations, "culture is the product of shared values, beliefs, priorities, expectations and norms that serve to inform the organization in manifesting itself to the world" [7].

If examined further, the choice of values, norms, and rules that are applied in the development of school culture in Padangpanjang 1 State High School, is actually not something that exists and comes by itself, even though initially the choice of cultural values was developed more in an effort to make the State High School 1 Padangpanjang a superior school and an example for other schools. The main value choice in relation to the development of religious values is based on the long history of Padangpanjang City as a city dubbed the "City of the Veranda of Mecca", even this is outlined in the vision of the Padangpanjang City regional government.

History explains that the city of Padangpanjang is very synonymous with the development of Islamic education. Padang Panjang is indeed a small city, but has a significant history, especially in Islamic religious education. From the historical facts it can be revealed that it was in this city that Madrasahs (Islamic schools) were established, including Diniyah School (1915), Sumatra Thawalib (1918), Thawalib Gunung (1921), Diniyah Putri College (1923), Kulliyatul Muballighin (1930) and others carrying out modern education at that time. These madrasahs were visited by students from various directions, not only in West Sumatra or Minangkabau at the time, but also from outside the Minangkabau. From the aforementioned madrasahs, more madrasahs had been established by their alumni who have studied at the madrasa as branches of the madrasahs in various places. In addition, it was from this city also emerged scholars who are quite well known and very concerned with the benefit of the people such as Buya Hamka, Zainuddin Labay El-Yunusy, Sheikh Muhammad Jamil Jaho, Sheikh Syuib Al-Yutisi and Syahbuddin Imam Kayo. With the historical specifications possessed by Padangpanjang, the city was nicknamed the Mecca's Veranda City, (RPJPD Padangpanjang City, 2005-2025, 2009: 22-23).

The environment and community life that is very Islamic in the city of Padangpanjang indirectly gives the color of life for all its citizens, including the education community members. Therefore the choice of Saparni (then the School

Principal) to develop a religious program / imtaq at the beginning of the appointment of Padangpanjang 1 State High School as a model / superior school is very appropriate, in addition to developing an academic excellence program which is a demand for a school with a superior label / model. This is in line with Tasmara's view in Komariah and Triatna (2010: 97) which states that the essence of culture is closely related to perceptions of its values and environment that give rise to meaning and outlook on life that will influence attitudes and behavior (the total way of like a people), and is the result of life experience, habits, and the selection process (accepting or rejecting) the norms that exist in the way he interacts socially or places himself in the midst of a particular environment. This means that it is less likely or even impossible at all that the culture of an organization (including schools) is something that is contradictory or foreign to its environment, because the function of culture according to Matondang [7] is one that is a mechanism of adaptation to change, which is certainly very related to the environment. Burnham [5] suggests several things that need attention and are seen as influencing school culture, one of which is a working environment.

Research reveals further, that progressing from religious values, other values embraced in cultural development in Padangpanjang State High School 1 are basically closely related to religious values, namely honesty, polite attitude and mutual respect, discipline and willingness to achieve are part of 18 (eighteen) character values developed in education, including religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievement, friendly / communicative, love of peace, love of reading, caring for the environment, caring socially, and responsibility. The main values adopted in the development of school culture in Padangpanjang 1 State High School are part of the 18 character values that must be developed for students.

IV. CONCLUSION

The results of the study conclude that; (1) Development of school culture in Padangpanjang 1 State Senior High School was triggered by the appointment of schools as a model / superior school in West Sumatra, (2) The main values developed in school culture included (a) religion, (b) honesty, (c) courtesy and respect each other, (d) discipline and (e) willingness to achieve, (3) The choice of the main values in the development of school culture is strongly influenced by the school environment, especially the history of the city and local government policies.

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