

Adjustments of School Cultures to Prevent Students' Dropout

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Abstract— This study aims to understand ways to manage school culture in understanding students. The problem in this study is the number of students with different backgrounds from students who generally attend the Gadjah Mada High School in Yogyakarta. This research uses a qualitative approach. Methods of collecting data through interviews, observation, and study documentation. Data reduction, data presentation, and drawing conclusions become the stages of data analysis in this study. Data validity is done by triangulation of sources and techniques. The results of this study indicate the existence of management or creation of school culture based on student circumstances in order to increase student participation and comfort in learning. Special attention is given to students by the Principal and the teacher. Special attention is given because some students have a background or history of having a problem. Examples of problems such as fighting, fighting, students with tattoos and smoking at school. Most of the students are transferring from other schools who claim they are no longer able to manage it. The adjustment of culture in Gadjah Mada High School Yogyakarta had a positive impact on these students to find enthusiasm for learning in formal schools despite the poor condition and history of students. Students find a place where they get attention and learning with special adjustments.

Keywords: *school culture, students' dropout*

I. INTRODUCTION

Basically, the quality of an educational institution can be seen from the extent of its success in improving quality starting from the culture of the organization or institution. Specifically, in formal educational institutions such as culture schools that are built are values or norms that are shared from generation to generation. In managing change, schools need to accommodate it in the form of adjustments to environmental conditions and the resources they have. The strategic plan made by the school is clearly translated into concrete actions.

Culture plays an important role for school sustainability. There are comfort and safety factors that must be met in activities at school. Some cases of students feel uncomfortable with the state of the school environment. Discomfort can come from school rules or from individual students. Individual students sometimes bring problems from families that are less harmonious. Many problems that students do at school. Fighting, smoking in schools and even some who have tattoos. Self-existence is sometimes carried out only to seek attention from the surrounding environment. The biggest possibility of the results of these actions is a sanction of expenditure from the school.

The fate of students dropping out becomes questions and leaves other problems. Sanctions on student spending can result in increased school dropout rates. The dropout rate at

the Senior High School / Vocational High School / Madrasah Aliyah level in the Special Province of Yogyakarta in 2018 reached 103,000 people. The possibility of the increase in dropout rates can occur because the interest of the problematic students to go to school again has decreased. Every child has the right to receive education, including children who have experienced problems. Problems of children in various schools. Starting from small problems such as not doing homework to those that can be categorized as serious or criminal problems, but some schools will make a rejection of transfer students with problematic student status.

Gadjah Mada Yogyakarta High School is trying to provide opportunities for students expelled from other schools to continue their education. Gadjah Mada Yogyakarta High School has students who are different from other schools. Students who attend this high school are some students who have problems. Most of these students are transferring from other schools. The problem of disciplinary violations is the reason schools used to provide dropout penalties. The creation of school culture that is appropriate to the background of students is expected to provide an interest in continuing school.

II. LITERATURE REVIEW

A. School Culture

Forming a school culture is a long-term process that requires considerable effort from all members of the institution's management. This requires a change in themselves, their behavior and the ability to show changes to the sub-coordinates and the school's environment. School culture itself includes securing the proper orientation of values from schools, reaching consensus among various sub-cultures and applying a set of standards and values that influence attitudes towards school. Factors in school culture that must be considered are trust, empathy, cooperation, control, further training of teachers, reward systems, automation, combined formulation of goals [10].

School culture has three layers, namely layers which are partly observable and partly unobserved. The layers that can be observed in the form of artifacts are architecture, layout, symbols, logos, slogans, and how to dress. The next layer that is not observed is the shared values that are held in relation to what is important, good, and true and the assumptions assumed by school members and the local community [3]. Each layer of school culture has a role and function in forming certain patterns. Adjustment to the surrounding environment can also have an impact on school culture patterns.

School leaders have a symbolic role in shaping cultural patterns in the practice of life in school. When policy makers

and education reformers place more emphasis on the importance of rational structures and assessments, it reminds us that changes in these aspects are not entirely successful without the support of cultural factors. School culture is a key factor that determines the achievement of academic and non-academic achievements, and the implementation of the learning process for students [2]

B. Student Participation in School Culture Frames

School involvement is manifested in active student participation, not only in terms of behavior, such as participation in academic work (behavioral involvement), but also in terms of emotional and cognitive. As in the sense of students connected with their school (emotional involvement), and interest in school learning materials (cognitive involvement) [7]. Every individual in the school has the right to develop their imagination, to participate and develop their own interests and skills in responding to change. This must be a central aspect of their experience inside and outside of school [9]

The social environment between students, teachers, school employees is something that needs attention [8]. Friendship relationships between students in schools that are conducive are useful to provide a sense of comfort for learning. The attention of the teacher to students raises its own motivation, especially more attention on students who are experiencing a slump. Responsive services from school employees facilitate the process of teaching and learning activities.

C. Students Dropout

Some factors causing students to drop out include family financial problems, students suffering from severe illness, getting bad treatment such as cases of bullying which so far need to be considered by all parties because there is non-physical bullying often undetected. or happens because it was issued by the school [5]. Schools must build relationships and cooperation with students' families and communities, as well as community institutions engaged in youth development [4]. The next factor is caused by students who have problems, so they are expelled by the school [1]. In the case of students who have problems such as frequent brawl, drinking, smoking and even lead to crime in schools with repetition intensity that is too often after being given sanctions, the school will return students to parents. The school stated that it was no longer able to educate students by behaving like that.

III. METHODOLOGY

This study is a qualitative naturalistic study because this research was conducted in a natural situation in accordance with the actual situation. This study intends to explain the data from the information obtained from the field in the form of observations in the field, documentation, and interviews with the subjects studied when conducting research. Data analysis techniques have stages that must be performed after the data collection process to obtain good information, namely: (1) data reduction, (2) data display, (3) conclusion drawing / verification. This study chose a location in Gadjah Mada High School Yogyakarta, located at Ibu Ruswo street, Yudonegaran GM II / 208. The subjects in this study were the principal, vice principals, teachers, students, and employees.

IV. FINDINGS AND DISCUSSION

School culture has an important role in creating conditions that are conducive to the learning process. The creation and management of culture is carried out by schools with the aim of giving schools the characteristics of the school while increasing the motivation of students to stay in school. Yogyakarta's Gadjah Mada High School is trying to provide space for students to drop out. Starting from the physical aspect of school buildings to social interaction in it. The following is a further explanation of the effort of Gadjah Mada High School in creating a comfortable school for drop out students:

A. School Culture in Terms of Artifacts

One of the things that can show the culture of a school lies in terms of artifacts [3]. The architectural style of the school building and infrastructure provided are characteristic. The building used by Gadjah Mada High School is owned by Ngayogyakarta Hadiningrat Palace. Architecturally, the interior and exterior of the school are still attached to a typical palace building. The entrance to Gadjah Mada High School was never closed because it was at the same time an access for residents who lived close to the school building.

School infrastructure can still meet standards, but the state of the laboratory is still experiencing a lot of equipment shortages. Classrooms are already available standard equipment and are still manual in the learning process not yet using LCD. There is no canteen in the school. During recess time Yogyakarta Gadjah Mada high school students flocked out of school looking for "*angkringan*" food stalls. The teacher's room at Gadjah Mada High School Yogyakarta only utilizes a pavilion (terrace) building. The border with the school yard uses only wooden boards.

There is one place that might never be found in another school. A designated smoking area is provided by Gadjah Mada High School Yogyakarta. The headmaster gave the place with consideration from all school members, even though the decision violated the Minister of Education and Culture Regulation of the Republic of Indonesia Number 64 Year 2015 and Yogyakarta Mayor Regulation Number 12 Year 2015 Regarding No-Smoking Areas. Both regulations affirm that schools are also included as non-smoking areas.

The purpose of this place is as a step to minimize students smoking in haphazard places because some students who attend school here are students who have problems, one of which is an active smoker. Before the existence of this place, students smoked freely at school, in one case some students smoked in the classroom. Although most students feel undisturbed because they are both active smokers, the school still provides education so that students do not smoke in any place because not all students of Gadjah Mada Yogyakarta High School are smokers.

B. School Culture from the Aspects of Values and Beliefs

School culture contains a variety of values and beliefs that are held and implemented [3]. Every school must have different values adopted. Although in general it has similarities. The tolerance value of togetherness and solidarity is still very well maintained. Gadjah Mada Yogyakarta High School is still willing to accept students who are pregnant, tattooed, smokers, involved in crime or drug users. For some

people, tattoos are considered close to the criminal world. Some cases of criminals have tattoos, but do not dampen the intention of some students to tattoo their bodies. There are several factors in students' decisions to tattoo. One reason is as a medium to express affection for others in the form of name or face tattoos. In addition, as an imitation of his idol business. With tattoos owned by these students feel more confident in getting along even though on several occasions felt ashamed of the tattoo, feelings of shame appear when it has long-term effects. Students who are tattooed are mostly not aware of the effects of tattoos in looking for work, some other students are already aware of and indeed become his way of life. Drug user students who have been accepted at Gadjah Mada High School are usually also assisted by the relevant authorities.

Students are still allowed to smoke at school. In the school rules, there is a ban on smoking in schools. Provision of allowances for students can smoke in the school environment. The purpose of the leeway is intended to make room for some students who smoke. Of course, the school through the teacher always provides guidance so that students can stop smoking, at least reduce smoking.

Students get more attention from the teacher. Several cases in Gadjah Mada High School showed more attention done by teachers to their students. Examples of cases occur during national exams. Some students have not yet come to school at the national examination even though the work time is almost beginning. Some teachers come to every student who hasn't come to school. There are even teachers who have gone to students' houses around 05.30 to pay attention and persuade students to get ready to go to school.

Student achievement is a part of school culture [8]. The right to develop students' talents and interests must be fulfilled by the school [9]. To develop students' imagination and abilities, Gadjah Mada High School held extracurricular activities. Extracurricular activities are provided in the form of art and sports. The selection of arts and sports becomes extracurricular based on students' interests and talents. Extracurricular activities in the field of science are less attractive to Gadjah Mada high school students.

C. School Culture from the Assumption Aspect

Students enjoy the school atmosphere that is considered free. Very flexible school hours. School admission hours in accordance with the rules are in accordance with the rules of 07.00 hours but there are still many students who are late. Some students arrive at 09.00 for several reasons. Not all students come late to school, there are still students who arrive on time.

The social environment among students is included in the school culture which needs attention [8]. Got a friend in the same boat or the same student dropped out. Attending Gadjah Mada High School in Yogyakarta is an alternative for

problematic students to continue their schooling. There are several similarities in the background of the same students. Background as a student with problems always overshadow students' minds. But in Gadjah Mada High School, they found a common fate, so they felt comfortable in getting along. Find a suitable friend, can share stories, and not feel alienated.

The surrounding community still assumes that the effort made by Gadjah Mada High School to continue accepting problem students is only because it is in the framework of obtaining students only. The school is still trying to build relationships with the local community [4]. Socializing and making activities together with the community is a step taken by the school.

V. CONCLUSION

The management of school culture in Gadjah High School Yogyakarta refers to the condition of existing students and is in accordance with the objectives of the school. Gadjah Mada High School is paying attention to students who drop out of other schools. Provide a special room for smoking, accepting students with tattoos, to pick up students who do not want to go to school. With the attention of the school, it is expected to prevent students dropping out of school. Give hope to students that they can still go to school with all kinds of mistakes from the past.

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