

The Principal's Policy in Developing Religious Culture

Sri Badriyati^{1*}, Suliswiyadi², Nurodin Usman²

¹ *Magister Manajemen Pendidikan Islam, Universitas Muhammadiyah Magelang, Magelang, Indonesia*

² *Universitas Muhammadiyah Magelang, Magelang, Indonesia*

*Corresponding author. Email: mtsmuhimuntilan@gmail.com

ABSTRACT

The purpose of this study is to describe: 1. the form of religious culture in elementary Muhammadiyah elementary schools in the district of Muntilan, 2. the principal's policy in developing religious culture, 3. The impact of success after developing religious culture. This study uses qualitative research. Data collection techniques use observation, interviews and documentation. The validity of the data uses triangulation techniques. Data analysis uses data reduction techniques, data presentation and conclusion making. The forms of religious culture in Muhammadiyah Elementary Schools in Muntilan Subdistrict are divided into 3 categories, namely: 1. The form of activities: 5S (greetings, smiles, greetings, polite, polite), wearing Muslim clothing, greeting the morning with a handshake. 2. The practice of worship manifests its activities such as duha prayer, dhuhur prayer and asr in congregation, morning prayers, memorization of choice letters and asmaul husna. 3. Social, a manifestation of its activities: distributing qurban meat and fitrak zakat to communities who are entitled to receive. The principal makes decisions and policies in developing religious culture by describing starting from the vision, mission, plans and then developed into a program that is realized in the form of activities. Activities carried out have a positive impact on success both for students, teacher employees and schools. The implication of this research: the planned habituation in elementary schools to be implemented will form a positive religious culture and is expected to be a provision of life in everyday life in the future.

Keywords: *principal policy, religious culture*

1. INTRODUCTION

The principal becomes the leader in the school which has a great influence on the success of students. In Law No. 20 of 2003 concerning the National Education System, Article 3 explains that education, whether formal, non-formal or informal education, is very important because through education students can build their own potential, both the potential knowledge, attitudes or skills possessed by students.

Positive school culture is activities that support the improvement of the quality of education [1]. School culture needs to be designed in accordance with the conditions of the school so as to provide positive support in improving school human resources for quality schools. Research conducted by Saputra [2] discusses religious culture through religious values in the school environment with religious activities that are daily, weekly, monthly. The principal has a strategic role in developing religious culture. Research conducted by Ratnasari [3] shows that in civilizing religiosity, school principals have methods of habituation and exemplariness from the school as well as training for independence.

This research was conducted to describe the form of religious culture, the management of the principal's policy in developing religious culture and the impact of the success

of the implementation of religious culture in SD Muhammadiyah Gunungpring Muntilan, Muhammadiyah Tamanangung Muntilan Elementary School and Muhammadiyah Elementary School I Muntilan.

2. RESEARCH METHODS

This type of research used in this study is qualitative research because the data needed and the results of the data is in the form of a description of the form of religious culture of students in SD Muhammadiyah in Muntilan sub-district, the principal's policy in developing religious culture and the impact of success. The place of this research was conducted at Muhammadiyah Elementary Schools in Muntialan sub-district which consisted of three elementary schools namely Muhammadiyah Primary School Gunungpring, Muhammadiyah Primary School Magung and Muhammadiyah Primary School Muntilan. The data sources in this study are two, namely primary data sources and secondary data sources. Primary data sources obtained from the observation and interviews of the principal, vice principal, teachers, and some students. While secondary data sources were obtained from documentation in the form of school profiles, vision and mission of the school, school facilities and infrastructure, school rules, teacher / employee lists, student lists, extracurricular lists, and documentation regarding school principal's leadership in building students' religious culture. The researcher in this study acts as a key instrument in determining the overall research scenario and as a planner, collector, data analyzer, as well as reporter of the research results. Data collection techniques are done through interviews, observation, and documentation. In

testing the validity of the data or checking the truth of the data triangulation techniques are used both triangulation techniques of observation, interviews, and documentation. Meanwhile, triangulation of school principals, teachers, and students. The data analysis technique used in this study is the interactive model of Miles and Huberman through three stages, namely data reduction, data presentation, and drawing conclusions.

3. RESULTS AND DISCUSSION

3.1. The Form of Religious Culture in Muhammadiyah Elementary Schools in Muntilan Sub-District.

The implementation of students' religious culture activities is supervised by the school principal and managed together with the stakeholder, hoping that through these religious cultural activities can meet the religious needs of students as expected by the community especially parents of students who decide their children to get an education at SD Muhammadiyah. According to Sahlan [4] who borrowed the Koentjaraningrat theory, the form of religious culture is divided into three things, namely: the level of religious values that are embraced, the level of daily religious practice, and the level of religious cultural symbols.

The level of religious values adopted by the school one of which refers to the vision and mission of the school. The vision of Gunungpring Muhammadiyah Elementary School "The realization of a Qur'ani generation who excel". The vision of SD Muhammadiyah I Muntilan "The realization of graduates who excel and have Islamic character", The Vision of SD Muhammadiyah Tamanagung Muntilan "Smart skilled, cultured, faithful and devoted".

The form of religious culture of Muhammadiyah elementary school students in Muntilan sub-district is abbreviated to 5S (greetings, smiles, greetings, courtesy and courtesy) so that from childhood they have been given a basis for future to become children who are ethical, cultured, respect and respect for others. That all need examples and examples. Observations at the school show that each student departs and is picked up by his parents, shaking hands and kissing the hands of his mother / father and teacher.

In schools, children when they meet the principal, teachers, and school employees also kiss their hands and greet. Then the children also performed the Duha, Dhur and Asr prayers in congregation. Then one day the researcher found a case child who find money in class are reported to researchers. In learning both in the classroom and outside the classroom, the average child simply pays attention to the teaching given by the teacher. The religious cultural values above are supported by example according to previous research by Ratnasari [5] that the religious values of exemplary schools such as school principals, teachers, or employees to students, such as tolerance, greeting, greeting, devout worship, be polite and polite.

The level of daily religious practice. The results of the study through interviews, observations, and documentation about the level of daily religious practice in Muhammadiyah elementary schools throughout Muntilan sub-district through the habituation of students' religious culture such as: students prepare themselves and neat and polite clothes before entering class, pray before and after learning, read short letters, habituation of literacy. Duha prayer, Dhur and Asr prayer in congregation, and orderly class pickets and pickets to take care of plants, maintain personal hygiene such as washing hands and keeping the environment clean by disposing of trash in its place, Friday infaq, cultivating 3S, behaving respectfully and tolerating with fellow friends, every time Friday and Saturday there is compulsory extracurricular activities for students in grades I through grade VI, namely TPA and achievements achieved by students in participating in religious competitions such as MAPSI. Previous research relevant to this research, conducted by Saputra [6] that religious activities that can shape religious culture in MAN 1 Palembang are: (1) daily religious activities are greeting, reading the Qur'an, praying at the first and last hour of learning, Dhuha prayer, Dhur prayer, and others, (2) weekly religious activities are Friday prayers in congregation for men and then Dhur prayer in congregation for women, and others. Monthly religious activities are: PHBI, (4) annual religious activities are: zakat fitrah, sacrifice, and others.

Level of religious cultural symbols In the level of religious cultural symbols in Muhammadiyah elementary schools in Muntilan sub-districts namely places of worship such as mosques, slogans displayed in the school area, Muslim uniform students, quite a lot of achievements namely MAPSI competitions calligraphy, khitobah, qot, tahfidzul Quran, Islamic macapat, and others won both the district and district levels. The statement is in line with Sahlan [7] that the religious culture symbol in the school is in line with the teachings and values of Islamic religion, such as dressing that covers the genitals, mounting student work, slogans that have religious values.

3.2. Principal's Policy in Developing Religious Culture in Muhammadiyah Elementary Schools in Muntilan Sub-District

Decentralization of education provides opportunities for school policies or other educational institutions in the region. The policy making is inherent with the autonomy of the principal or the leadership of the educational institution. Education policy in the regions is the main work of the education office, which can receive input from district and city education councils. Furthermore, the principal or leader can also make school policies together with staff, supervisors, and school committees.

Policy implementation is the second stage after policy making or development. In reality policy has a major source of power and authority. Both relate to the formulation and implementation of policies. The head of the educational institution has the authority, in translating the policies of the higher leadership, in accordance with the vision, mission and school facilities that refer to resources within and

outside the school, this was revealed [8]. School policy is directed at all parents, and students as an expression of school values, and efforts to build commitment to policies, as well as efforts to bring people skills in school grades. Likewise, policy making is an important element in the relationship between the school and the community it serves

The policy made by an educational institution is not just a direction for operational actions of institutions that are of strategic value, but also strengthens the commitment of tasks, cooperation, accountability, and even staff empowerment. The benefits of the policy are directed at achieving the satisfaction of people's expectations as an important part of education stakeholders. Policies in educational institutions are cooperation and decisions by individuals or groups desires with legitimate authority (legitimacy) by the board of educational institutions, supervisors, administrators of educational institutions or school committees and contractual negotiation responsibilities. If the policy is well understood, everyone can work efficiently, have satisfaction and be full of commitment. [9]

Educational policy is the whole process of the results of the formulation of educational strategic steps outlined in the vision, mission of education, in order to realize the achievement of educational goals, in society for a certain period of time. Conceptually, policy can also be referred to as a series of actions as a direction for achieving goals. Matters relating to policy in an organization are input components that need to be utilized in an effort to obtain each product or output. The process to achieve the product or output is always carried out through what is called policy Principals' policy in developing religious culture in SD Muhammadiyah in Muntilan sub-district through steps consisting of: planning, organizing, implementing, monitoring and evaluation has been carried out well. The planning stage is planning the program of activities to be carried out. Organizing, at this stage to determine who is responsible for the planned program. Implementation, namely the person responsible for implementing the program in accordance with their duties. Supervision is carried out by the principal to monitor the running of the program, then evaluation at this stage the principal evaluates whether the program is implemented according to plan.

3.3. The Impact of the Religious Culture Development

The success of religious culture in Muhammadiyah Elementary Schools in Muntilan sub-district has a positive impact on students, teachers and employees, as well as on schools. The impact on students is increased student discipline and enthusiasm in carrying out high Islamic teachings. The impact on the teacher can increase high commitment to the tasks and responsibilities that are received and the establishment of a sense of brotherhood. The impact on schools is the increase in public confidence in sending their children to school in Muhammadiyah Elementary School in Muntilan District.

4. CONCLUSION

After the researchers conducted research at Muhammadiyah Elementary Schools in Muntilan sub-district with a focus of research on the principal's policy in developing religious culture, the writer can draw the following conclusions:

The religious culture of the Muhammadiyah Elementary School in Muntilan sub-district developed together through the school program by emphasizing the habit of noble morals through activities: a) smiles, greetings, greetings, courtesy and courtesy, b) shaking hands in the morning, c) wearing Muslim clothing. Then on the religious aspects that emphasize habituation to the practice of daily worship: a) tadarus Al Qur'an, b) dhuhur and Asr prayer in congregation at school, c) dhuha prayer, d) rote asmaul husna, e) memorization of choice letters. In the social aspect through the activities of commemorating Islamic holidays, namely on the feast of Eid al-Qurban by holding sacrificial animals slaughter and then distributed to the community around the school, this activity is expected to be able to train awareness for the surrounding community.

Principals' policies in developing religious culture in Muhammadiyah Elementary Schools in Muntilan sub-district through steps consisting of: planning, organizing, implementing, monitoring and evaluation has been carried out well. The planning stage is planning the program of activities to be carried out. Organizing, at this stage to determine who is responsible for the planned program. Implementation, namely the person responsible for implementing the program in accordance with their duties. Supervision is carried out by the principal to monitor the running of the program, then evaluation at this stage the principal evaluates whether the program is implemented according to plan.

The success of religious culture in SD Muhammadiyah throughout Muntilan sub-district has a positive impact on students, teachers and employees, as well as on schools. The impact on students is increased student discipline and enthusiasm in carrying out high Islamic teachings. The impact on the teacher can increase high commitment to the tasks and responsibilities that are received and the establishment of a sense of brotherhood. The impact on schools is the increase in public confidence in sending their children to school in Muhammadiyah Elementary School in Muntilan District.

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