Building Organizational Culture And Climate as A Strategy for Character Development in School

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Abstract. **The success of character education, especially the character development of school members in the teaching and learning process, is determined by cultural factors and organizational climate in the school. Organizational culture influences how individuals act while a conducive climate supports all learning activities in school. However, developing good character in schools is not an easy matter because a strategy is needed by building a conducive organizational culture and climate and facilitating the process of instilling character values to build the stronger character of the school community. The research method used was a qualitative method with a multi-case study approach in Malang city schools. Data were collected through interviews, observation, and documentation techniques. At the data processing stage, the data analysis used a single case and continued with cross-case analysis. The study results show that school culture strategies are developed by realizing a positive culture and eliminating negative culture. It can be done when the school community practices good value and behavior following the demands of the development and progress of the school. The school climate is characterized by comfortable and safe learning and working environment so that the teaching and learning process and all activities run well.**

Keywords: organizational culture and climate, development strategy, character

INTRODUCTION

The educational process in an educational institution aims to produce smart, skilled, competent, and professional human resources with strong character so that they have areas of expertise that can support themselves. To achieve this, quality education and the learning process is needed. Many factors affect the quality of learning in schools. These factors include the principal's leadership factor, the condition of infrastructure, human resources (teaching and educational staff), input (students), and student learning environment [1].

One aspect of determining the success of the

students' learning process is the formation of attitudes and behavior of students in learning. Children's attitudes and behaviors in learning are formed and developed through the inculcation of certain values and norms in specific learning activities. The management is called management of learning culture. The management of learning culture is not an independent part, but is inherent in every school program and activity. A conducive learning culture will encourage the formation of children's good attitudes and behaviors in the learning process. The growth of learning culture in schools is greatly influenced by the situation and condition of the school environment in which students are located. A comfortable and conducive environment will be able to encourage students and behavior that are more effective in learning. Finally, schools can be used as a vehicle for the formation of capable students' attitudes and behaviors as a provision to live their lives and livelihoods [2].

The process of education and learning that is less balanced between cognitive, psychomotor, and affective aspects will result in learning boredom in students. Children become confined individuals-individuals who are not free in learning- because they must be forced to accept unnecessary things. Consequently, the child's enthusiasm for learning declines, which leads to lower learning achievement. These conditions can be overcome if the school can manage the culture of learning appropriately based on specific values and norms and pay attention to the potential and existing resources to achieve the goals and objectives set [3].

From the description of the learning culture, students play an essential role in increasing education and learning effectiveness. For this reason, this research aims to develop character in schools. However, this is not an easy thing to do because it requires a strategy by building a conducive organizational culture and climate and facilitating the process of instilling good character values to build a stronger character of the school community.

METHOD

This study used a qualitative approach to assess the school in developing student character through

the strategy of developing the culture and climate of the school. It also used a multi-case study design with the characteristics of expressing symptoms as a whole and in accordance with the context through the collection of data from a natural setting in the city of Malang, East Java, Indonesia. In qualitative research, the researcher sets the focus of research, selecting informants as sources of data, collecting data, analyzing data, interpreting data, and making conclusions on findings determined by the researcher [4].

The data sources in this study are the principal, teachers, parents of students, school supervisors, and the education officer. Data sources or informants were chosen purposively, which is supported by snowball techniques. Data were collected through observation, in-depth interviews, and documentation. The data analysis used a single case at the data processing stage and continued with cross-case analysis [5]. The data obtained in this study were analyzed with the stages of data reduction until drawing conclusions. The validity check of the data was done in three ways: triangulation techniques, members checking, and the extension of observation time [6]. Thus, this research can produce a picture and meaning of efforts to build organizational culture and climate as a character development strategy in schools.

RESULT & DISCUSSION

School Organization Culture

The characteristics of school culture formed were positive, conducive, and supporting the achievement of educational goals. However, there were also negative cultures that tend to reduce the performance of school residents. The school's positive culture includes upholding success, emphasizing the achievement of results and collaboration, and fostering staff development and student learning. There were also negative characteristics of school culture, such as unclear goals, avoid reinforcement, stagnant progress in students, lack of collaboration, and less harmonious staff activities. The principal is expected to create a positive culture and reduce or even eliminate the school's negative culture. Realizing a positive culture means improving the understanding of all school members about good values in school and encouraging them to behave according to the demands of school development and progress [7].

Organizational culture formed in schools is an organizational personality that influences the way individuals act in the organization. Organizational culture shows a reflection of the personality of leaders and staff who have work patterns according to the expected standards. Overall, organizational culture will affect the attitudes and feelings of organizational members. Thus, the

quality of the internal environment of the organization affect the members' behavior and can be described with the values of the characteristics of the organization. School culture is related to assumptions, values, norms, behavior, and habits in school. A positive culture is characterized by the emergence of positive behaviors and habits among school residents. In a broad sense, schools' positive culture is reflected in a conducive school situation, professional satisfaction, morale, effectiveness, and fulfillment of student learning success, teacher performance, and education personnel [8].

School culture is a characteristic of schools or personalities that distinguish one school and another. School culture is defined as a system of meaning shared by the school community that distinguishes it from other schools. A good school culture will encourage all school community members to improve their performance so the school goals can be achieved. The values, morals, attitudes, and behaviors of students at school are influenced by the structure and culture of the school, as well as their interactions with the aspects and components in them, such as the principal, teachers, subject matter, and relationships between students themselves [9].

School Climate

The school climate is realized in a conducive internal and external environment, both physically and socially. The school climate is developed by creating a comfortable school environment, optimizing the learning and working processes that are safe, orderly, and comfortable so the teaching and learning process and all other supporting activities can run well. Other efforts can be made by conducting extra-curricular activities by involving teachers who are experts in their fields as mentors and trainers, applying rules and discipline, and imposing sanctions on those who violate them. The sanction can be done in three stages, writing, action with suspension, and expelled from school. Problem-solving about student delinquency is handled by first-level school security and order officers. If the delinquency is classified as severe, it is handled by the second level, namely counseling guidance teacher. If the student's misbehavior is classified as severe, then student affairs will handle them [10].

Interpersonal relationships between students are intimate and show mutual respect, although not all students know each other. Some student delinquency is at a reasonable level. The relationship between students and teachers is intimate; even students consider the teacher as their parents. Interpersonal relations between teachers and parents run smoothly. If there are parents of students who experience difficulties, the school will provide a solution. Also, coordination meetings involving school committees and parents

of students are often held. The relationship between school institutions and the surrounding environment develops well. Schools enhance cooperation with various parties, especially educational stakeholders.

School residents have a high responsibility for the tasks given by the principal as the leader in the school. Teachers can collaborate in giving attention to the development of student character, motivating each other, and exchanging information in completing assignments. This way, they can contribute to the school development. The flexibility of the principal as the leader gives freedom to the teachers and employees to always create innovation to make progress and support the development of the school by applying work standards to achieve satisfactory results. In achieving the targeted standards, the principal as the leader always provides motivation, adequate physical facilities, foster professional relationships, explain clearly the objectives of each school activity and organizational values written in the vision and mission of the school, and give school members awards and recognition for their hard work in completing school tasks [11].

It seems that the school climate can develop well if the school members show excellent characteristics, such as working in collaboration with others and being open to the leader and other members. These characteristics are essential for the success of the organization. It is also supported by freedom and creative opportunities. This characteristic is appropriate if the members of the organization can be independent. Moreover, all of that is complemented by the partnership between leaders and members.

Conversely, the school climate can also develop to be unfavorable if the emphasis is only on work relations or staff involvement, where personal relations receive little attention, and there is too much control from the leader. This unfavorable situation might affect employee satisfaction, resulting in low task performance. By looking at these characteristics, schools should create a conducive climate for the personnel involved in school organizations so that they can encourage the students to achieve the expected goals [12].

Steps to Build a Positive Culture and Climate

The schools strive to create a positive culture and climate by involving all school members. The development of school culture refers to a system of values, beliefs, and norms that are mutually accepted and implemented with full awareness as natural behavior, formed by the environment that creates a common understanding among all school elements and stakeholders. Some steps used by schools in creating a conducive culture are: analyzing the external and internal environments,

formulating strategies, implementing strategies, as well as monitoring and conducting an evaluation.

The external and internal environments are analyzed to get a picture of culture and climate in the school and around the school. It also aims to see the possibility of the development of information technology beneficial for schools. In this case, a SWOT analysis can be used. Strengths and weaknesses of school culture, such as the behavior of principals, teachers, employees, students, are also analyzed [13]. Opportunities and threats to school culture, such as technological developments and Internet access, WhatsApp, Viber, BBM, tweeters can easily be recognized by students, staff, teachers, and school principals. All were analyzed in terms of school community behavior and performance [14].

Furthermore, strategies are formulated in the school's vision, mission, and goals. This vision, mission, and goals need to be understood by all school members and stakeholders. Differences in understanding affect beliefs, norms, and values practiced by the school community and cause different behavioral habits. The same understanding will direct all school community behavior following the vision, mission, and goals of the school.

The implementation of the strategy is an activity that needs to be done by schools related to the habit of achieving, communicating, interacting, and providing a healthy and pleasant school environment. Provision of the school environment is related to the fulfillment of school standards as stipulated in the Minister of National Education Regulation No. 24 of 2007 concerning School/Madrasah Facilities and Infrastructure Standards [15]. The regulation includes buildings that meet health requirements: have adequate air ventilation and lighting, have sanitation inside and outside the building to meet the needs of clean water, sewage, wastewater, sewage, trash, and rainwater distribution.

Monitoring and evaluation activities are carried out to determine the development of the existing system and the performance of each implementer to create a conducive school. Monitoring can be done throughout the year, while evaluations are conducted every month, semester, and at the end of the year.

Based on the explanation above, it can be said that school culture and climate have significant effects on student learning achievement and school quality. Principals, teachers, administrative staff, and students can feel the benefits of culture and the school's conducive climate. Some of the cultural and climate benefits of a conducive school organization are the principal can manage the school easily; teachers find it easy to teach and educate students and feel valued; students feel

happy, calm, safe and feel at school; and parents and the community feel accepted and involved in school activities. These benefits are for all components of human resources in schools to support the success of the school [16].

CONCLUSION

Effective schools are characterized by various components, one of which is marked by the realization of conducive school culture and climate. Schools need to build and develop a conducive culture and climate and reduce or even eliminate negative culture and climate. The steps of activities undertaken to build a conducive culture and climate are analyzing the school's external and internal conditions and formulating strategies. Other steps include implementing strategies as activities that need to be carried out by schools related to the habit of achieving achievement, communicating, interacting, and providing a healthy and fun school environment. Also, monitoring and evaluating the school's culture and climate are necessary to discover the development of the existing system and the performance of each implementer to create a conducive school.

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