Implementation of School Culture at SMP Negeri 31 Palembang

Tuti Alawiyah[1], Febriyanti[2], Zukipli[3]

[1][2][3]Program Studi Manajemen Pendidikan Islam, UIN Raden Fatah Palembang,Palembang,Indonesia

Article Info	Abstract
	This research raises a discussion regarding "Implementation of School Culture at SMP Negeri 31 Palembang". This research aims to analyze the implementation of school culture at SMP Negeri 31 Palembang and analyze the supporting and inhibiting factors for the implementation of school culture at SMP Negeri 31 Palembang. In this research, researchers used qualitative research using a qualitative descriptive approach. The types of data in this research are qualitative data and quantitative data, data sources from primary data and secondary data. Data was collected through observation, interviews and documentation with research informants namely the school principal, head of student affairs, teachers and students. The techniques used in data analysis are data reduction, data presentation, verification and drawing conclusions. Meanwhile, checking the validity of the researcher's data uses source triangulation, technical triangulation and time triangulation. The results of this research indicate that the implementation of school culture at SMP Negeri 31 Palembang is going well. Judging from the indicators of implementing school culture, namely direction, coordination, motivation and communication. The supporting factors for implementing school culture at SMP Negeri 31 Palembang are strong leadership, involvement of all departments and adequate resources to support the implementation of school culture. The inhibiting factor in implementing school culture at SMP Negeri 31 Palembang is inadequate infrastructure.

Article Info	Abstrak
	Penelitian ini mengangkat pembahasan mengenai " Pelaksanaan Budaya Sekolah di SMP Negeri 31 Palembang" Adapun penelitian ini bertujuan untuk menganalisis pelaksanaan budaya sekolah di SMP Negeri 31 Palembang dan menganalisis faktor-faktor pendukung dan penghambat pelaksanaan budaya sekolah di SMP Negeri 31 Palembang. Dalam penelitian ini, peneliti menggunakan jenis penelitian kualitatif dengan menggunakan pendekatan deskriptif kualitatif. Jenis data dalam penelitian ini adalah data kualitatif dan data kuantitatif, sumber data dari data primer dan data sekunder. Data dikumpulkan melalui observasi, wawancara dan dokumentasi dengan informan penelitian adalah kepala sekolah, waka kesiswaan, guru dan siswa. Teknik yang digunakan dalam analisis data adalah reduksi data, penyajian data, verifikasi dan penarikan kesimpulan. Sedangkan pengecekan keabsahan data peneliti menggunakan triangulasi sumber, triangulasi teknik dan triangulasi waktu. Hasil penelitian ini menunjukkan bahwa pelaksanaan budaya sekolah di SMP Negeri 31 Palembang berjalan dengan baik. Dilihat dari indikator pelaksanaan budaya sekolah yaitu pengarahan, koordinasi, motivasi, dan komunikasi. Adapun faktor-faktor pendukung pelaksanaan budaya sekolah di SMP Negeri 31 Palembang adalah kepemimpinan yang kuat, keterlibatan semua bagian dan sumber daya yang memadai dalam mendukung pelaksanaan budaya sekolah. Adapun faktor penghambat pelaksanaan budaya sekolah di SMP Negeri 31 Palembang yaitu fasilitas sarana prasarana yang kurang memadai.

Corresponding Author:
Tuti Alawiyah
UIN Raden Fatah Palembang,Palembang,
Email : atuti6235@gmail.com

1. INTRODUCTION

Implementation is an action to ensure that each member strives to achieve goals in accordance with the plans that have been set. Implementation (actuating) is an action in starting and continuing activities that have been determined by planning elements so that goals can be achieved. In other words, implementation is an effort to move group members to work with their own awareness together in achieving the desired goals effectively following the plans that have been set.(Mulyono, 2008). Meanwhile, according to GR Terry in Sukarna, giving a definition of implementation is to arouse and encourage all group members to have the will and try hard to achieve goals sincerely and in harmony with the planning and organizing efforts of the leadership.(Sukarna, 2011). According to Hasibuan, implementation is directing all subordinates to cooperate and work effectively to achieve goals.(Hasibuan, 2012).

According to Kotter in Sahlan, culture can be defined as the totality of behavioral patterns, arts, beliefs, institutions, and all other products of human work and thought that characterize the conditions of a society or population that are transmitted together.(Sahlan, 2010). In school organizations, interactions essentially occur between individuals according to their respective roles and functions in order to achieve common goals. A value system that has been well formulated tries to be realized in everyday life. Over a long period of time, this behavior will form a certain cultural pattern.

Religiousness is a comprehensive unity of elements, which makes a person called a religious person (being religious), and not just claiming to have a religion (having religious). Religiosity encompasses religious experience, religious knowledge, social religious attitudes and religious behavior (morality). Religiosity is generally reflected in the experience of faith, sharia and morals. Or in other words: faith and ihsan. If a person has all these elements, then it can be interpreted that the individual is a truly religious person.(Jalaluddin, 2012). Religious is a character value in relation to God. He shows that a person's thoughts, words, sayings and actions are always based on divine values and/or religious teachings.(Mustari, 2014).

Law Number 20 of 2003 concerning the National Education System explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state. (Republic of Indonesia Law No. 20). The Ministry of National Education in its guidance explains that the learning process should emphasize active, creative, innovative and fun learning.(Mulyasa, 2013). The goal of national education is a formulation of the qualities of Indonesian people that must be developed by each educational unit. Therefore, the formulation of national education goals is the basis for developing cultural education and national character.(Supinah, 2011).

The implementation of school culture refers to a set of values, norms, beliefs, practices and behaviors that are implemented and practiced in the school as a learning community. School culture can include everything from leadership style, held values, communication style, work ethics, to the behavioral norms expected from students, teachers, staff and the entire school community. With management in school culture, this implementation will provide many benefits, not only to students but also to the effectiveness of its implementation. The implementation of school culture is based on planning so that it can be carried out by applying it in the form of a determined schedule but still under the direction of the school principal and all teachers who are actively involved in implementing school culture.

As for the results of the observations, the researcher found several problems in the implementation of school culture at SMP N 31 Palembang, namely there is still a lack of responsibility and discipline among students in obeying school rules and regulations, bullying often occurs between students and there is still a lack of good cooperation between school members. .

From the background of this problem, researchers are interested in conducting research on "Implementation of School Culture at SMP N 31 Palembang".

2. METHOD

This research method uses a qualitative method with a descriptive approach. This type of research is qualitative research, as mentioned by Sugiyono qualitative research is the process of exploring and understanding the meaning of individual and group behavior, describing social problems or humanitarian problems.(Sugiyono, 2021)

This research was carried out using a case study approach, namely with the aim of providing a detailed description of the background, characteristics and unique characteristics of any case regarding school culture at SMP Negeri 31 Palembang.

Research informants are people who are sources of data in qualitative research to obtain

the information needed in research.(Sayidah, 2018). The informants in this research were the school principal, head of student affairs, and teachers. Data collection methods or techniques can be through interviews, questionnaires, observation, and a combination of the three. (Ade Heryana, 2018). Meanwhile, data analysis techniques involve data reduction, data presentation, verification and drawing conclusions. (Imam Gunawan, 2013). The validity of the data is using data source triangulation, technical triangulation and time triangulation.(Sugiyono, 2019)

Based on research conducted on the implementation of school culture at SMP Negeri 31 Palembang, problems were found related to the theory that has been explained, the implementation of school culture has problems in the implementation of school culture at SMP N 31 Palembang, namely the lack of responsibility and discipline of students in obeying regulations and school rules and regulations, there is still frequent bullying between students and a lack of good cooperation between school members. Based on the resulting subproblems, the researcher will describe the problem based on the results of interviews and observations made.

3. RESULTS AND DISCUSSION

Implementation of School Culture at SMP Negeri 31 Palembang.

1. Direction (Commanding)

Direction is to make all members of the group want to work together sincerely and passionately to achieve goals in accordance with planning and organizing efforts.(Hasibuan, 1986, p. 24) In implementing school culture, the principal is fully supported as a provider of direction to his subordinates. In the field observations that have been carried out, SMP N 31 Palembang is very disciplined in providing direction to the head of student affairs, the teacher council and the students.

Based on the results of interviews with several informants and direct observations in the field and looking at existing documentation, the researcher can conclude that in implementing school culture there needs to be direction involving the principal, head of student affairs, teachers and students. Implementers, namely teachers, are obliged to participate in implementing it, providing direction in the classroom and being an example for students. On the other hand, through analysis of observations carried out directly in the field, direction is carried out by the principal to align the tasks of each section and the task of directing goals so that they are achieved in accordance with the initial planning. Based on the research results, the process of directing each section, especially directing the principal to the head of student affairs and to the teacher council, has maximized the implementation of school culture at SMP N 31 Palembang. SMP N 31 Palembang carries out optimally the provision of direction to the entire teacher council and existing stakeholders. This can maximize the implementation of school culture at SMP N 31 Palembang. Because with this direction and evaluation, the implementation and implementation of school culture can be well-directed and planned.

2. Coordination (Coordinating)

According to GR Terry in his book, Principle of Management quoted by Handayaningrat, coordination is a synchronous or regular effort to provide the right amount and time and direct implementation to produce uniform and harmonious action on predetermined targets.(Handayaningrat, 2002, p. 55)In implementing school culture at SMP N 31 Palembang, in this case the principal has routinely implemented coordination in each of his duties and responsibilities.

Based on the results of interviews with several informants and direct observations in the field and looking at existing documentation, the researcher can conclude that in implementing school culture there needs to be coordination involving the principal, head of student affairs, teachers and students. Coordination activities have gone very well in

implementing school culture at SMP N 31 Palembang. All activities carried out are in accordance with the definition of coordination itself, namely the activity of directing, integrating and coordinating management elements and the work of subordinates in achieving organizational goals. The results of direct analysis during field research, the goal of establishing and implementing school culture and making it a habit and characteristic of SMP N 31 Palembang can be achieved because all stakeholders integrate with each other from leaders to subordinates as well as students, this really maximizes the coordination function so that the implementation of this school culture can run well.

3. Motivation (Motivating)

Motivation is defined as a process that explains the intensity, direction and conditions of a condition that moves humans towards certain goals.(Busro, 2018, p. 49)Work motivation is an important thing and is often mentioned by organizational leaders, both openly and covertly. Based on field observations, work motivation is possessed by every human being, but there are some people who are more active in working than others. Most people are willing to work even harder if they do not encounter obstacles in realizing what is expected. As long as the work drive is very strong, the greater the individual's opportunity to be more consistent in working goals. However, there are still people who prefer the encouragement of work without expecting reward, because they find pleasure and happiness in obtaining the conditions they face. In implementing school culture at SMP N 31 Palembang, the principal as the leader provides work motivation to the teacher council, students and all related stakeholders as a step to maximize the work program in shaping the school culture implemented at SMP N 31 Palembang.

Based on the results of interviews with several informants and direct observations in the field and looking at existing documentation, the researcher can conclude that in implementing school culture there needs to be motivation that involves the principal, head of student affairs, teachers and also students. Motivational activities have gone very well in implementing school culture at SMP N 31 Palembang. All activities carried out are in accordance with the definition of motivation itself. The principal and deputy head of student affairs provide motivation to all teachers in their role of setting an example for students. There is also a work program implemented, namely giving awards to the best students and the most polite students. The purpose is to form motivation for other students to be able to actively implement school practices. This is in line with analysis based on direct research results in the field. This can really help teachers to be able to provide maximum performance and routine daily work programs in forming this school culture, which can also help realize the vision, mission and goals of SMP N 31 Palembang..

4. Communication

Organizational communication is a process of creating and exchanging messages/information in a network with interrelated relationships to adapt to environmental uncertainty. This organizational communication can take place between members of the organization, it can also take place with other people outside the organization. This internal communication can take the form of communication from superiors to subordinates, and vice versa from subordinates to superiors. Internal communication can also occur between fellow staff of equal level and position in the organization or between fellow managers of equal level and position. External organizational communication is carried out by an organization with its external environment.(Iriantara & Syaripudin, 2013, p. 52)

Based on the results of interviews with several informants and direct observations in the field and looking at existing documentation, the researcher can conclude that in implementing school culture there needs to be communication involving the principal, head of student affairs, teachers and students. Communication activities have gone very well in implementing the school culture at SMP N 31 Palembang. Communication runs

effectively resulting in a match of goals between each section in making the work program a success in realizing this school crocodile. Good communication between leadership and their subordinates also produces employees who provide maximum performance at SMP N 31 Palembang in accordance with their respective responsibilities. The board of teachers also knows exactly their responsibility, not only as teachers for students but also as main actors in developing the school culture program at SMP N 31 Palembang, namely as an example for students to look up to and imitate.

Supporting factors for implementing school culture at SMP Negeri 31 Palembang.

a. Strong leadership.

Strong leadership is visionary leadership, capable of building effective organizational culture and processes and a conducive learning climate. The leadership model in question is certainly not an ordinary leadership model, but extraordinary leadership. The expected leadership model is none other than spiritual leadership which is able to create enlightenment in the world of education.(Hadi, 2012)

Based on the results of interviews with several informants and direct observations in the field and looking at existing documentation, the researcher can conclude that in implementing school culture the principal applies visionary leadership which can support the implementation of school culture. The strong leadership formed by the principal and instilled by every part involved in the school culture is a supporting factor for the implementation of extracurricular tahfidz Al-Quran at SMP N 31 Palembang more optimally..

b. Involvement of all parts

The factor that encourages the realization of the implementation of a school culture that is in accordance with the vision and mission of the institution's goals is the involvement of many parties. A program or activity that is managed well will produce maximum results. The support and participation of parents, students and other community members is an important factor in implementing a successful school culture. Involving them in decision-making processes, school activities, and events can strengthen bonds and commitment to the desired school culture.

Based on the results of interviews with several informants and direct observations in the field and viewsexisting documentation, the researcher can conclude that in the implementation of school culture at SMP N 31 Palembang, all parts are involved in the implementation of this school culture. Among the involvement of various parties is involving themindecision-making processes, school activities, and events can strengthen bonds and commitment to the desired school culture. From this, the involvement of all sections is a supporting factor in implementing school culture at SMP N 31 Palembang.

c. Adequate resources

Another thing that is a supporting factor in implementing school culture is its resources. Educational institutions need to prepare resources for each activity or work program. Allocation of sufficient resources, such as funds, facilities and technology can support the implementation of school culture. This includes budget and staff training, curriculum development, safe and comfortable physical facilities, and access to learning support equipment.

Based on the results of interviews with several informants and direct observations in the field and looking at existing documentation, the researcher can conclude that in the implementation of school culture at SMP N 31 Palembang, supported by resources, it is something that supports the implementation of school culture. Relating to funding infrastructure and so on. This, in implementing school culture, is a supporting factor in implementing school culture at SMP N 31 Palembang more optimally.

Factors inhibiting the implementation of school culture at SMP Negeri 31 Palembang

a. Inadequate infrastructure facilities

Infrastructure is an important part of implementation. Where the success of the goals to be achieved is directly proportional to the existing facilities. That is why infrastructure in an institution or in implementing a program must continue to be developed. From this, in implementing school culture at SMP N 31 Palembang, it actually becomes an inhibiting factor in its implementation. This is because there is no special room for archiving the implementation of this school's culture.

Based on the results of interviews with several informants and direct observations in the field and looking at existing documentation, the researcher can conclude that in the implementation of school culture at SMP N 31 Palembang, namely in terms of facilities and infrastructure. This becomes an obstacle to the smooth completion of matters and the smooth running of the program. There are still several facilities whose procurement has not been maximized.

4. CONCLUSION

Based on the results of research conducted by researchers at SMP Negeri 31 Palembang, entitled Implementation of School Culture at SMP Negeri 31 Palembang, it can be concluded that:

1. The implementation of School Culture at SMP Negeri 31 Palembang has been going well, including the following processes:
   a. Direction in the implementation of school culture is carried out directly by the principal by giving direction to his subordinates, namely the head of student affairs, teachers and also students. Directions are carried out routinely at tentative times, for example after the ceremony, after roll call, after yasinan and prayer together or in other activities involving all students.
   b. Coordination in the implementation of school culture is carried out regularly by the principal by holding coordination meetings involving the head of student affairs and all teachers as an effort to align the tasks and work carried out by the stakeholders so that they are in accordance with the planned goals.
   c. Motivation in implementing school culture has been carried out well by the principal as a step to maximize the work program that has been implemented by the school. Motivation is carried out by giving awards to students who excel and are exemplary students. The purpose is to motivate other students to be active in implementing school culture.
   d. Communication in implementing school culture has been carried out well, conveyed by the principal and deputy head of student affairs to the entire teacher council. Communication activities such as conveying the obstacles faced by teachers and sharing activities together. Communication must be carried out regularly so that miscommunication does not occur between stakeholders and the teacher council in an effort to achieve the school's vision and mission.
2. The factors that influence the implementation of school culture at SMP Negeri 31 Palembang are as follows:
   a. Supporting factors in implementing school culture at SMP Negeri 31 Palembang are: strong leadership by means of the school principal who applies visionary leadership; involvement of many parties in every decision-making process, school activities and school events; and adequate resource allocation such as sufficient funds, supporting facilities and technology.
   b. Inhibiting factors in the implementation of school culture at SMP Negeri 31 Palembang are: inadequate facilities and infrastructure such as a lack of rules and regulations in the school environment, for example calls for washing hands, calls for neat clothes and warnings that nails should not be long.

5. REFERENCE

Busro, M. (2018). *Teori-Teori Manajemen Sumber Daya Manusia.* Jakarta: Prenademia Group.

Hadi, S. (2012). Kepemimpinan Spritual Solusi Mengatasi Krisis Kepemimpinan Pendidikan Islam. *Jurnal Pengembangan Pemikiran dan Kebudayaan*, 25-50.

Handayaningrat, S. (2002). *Pengantar Studi Ilmu Administrasi dan Manajemen.* Jakarta: CV Haji Masagung.

Hasibuan, M. S. (1986). *Manajemen : Dasar, Pengertian Dan Masalah.* Jakarta: Bumi Aksara.

Hasibuan, M. S. (2012). *Manajemen Sumber Daya Manusia Edisi Revisi.* Jakarta: Bumi Aksara.

Iriantara, Y., & Syaripudin, U. (2013). *Komunikasi Pendidikan.* Bandung: Simbiosa Rekatama Media.

Jalaluddin. (2012). *Psikologi Agama.* Jakarta: Raja Grafindo Persada.

Mulyasa, E. (2013). *Pengembangan dan Implementasi Kurikulum 2013.* Bandung: Remaja Rosdakarya.

Mulyono. (2008). *Manajemen Administrasi dan Pendidikan.* Yogyakarta: Ar-Ruzz Media.

Mustari, M. (2014). *Nilai Karakter Refleksi untuk Pendidikan.* Jakarta: PT Raja Grafindo.

Sahlan, A. (2010). *Mewujudkan Budaya Religius di Sekolah.* Malang: UIN-Maliki Press.

Sayidah, N. (2018). *Metodologi Penelitian.* Sidoarjo: Zifatama Jawaran.

Sugiyono. (2019). *Metode Penelitian Pendidikan: Pendekatan Kualitatif, Kuantitatif, dan R&D.* Jakarta: Salemba Humanika.

Sugiyono. (2021). *Metode Penelitian Kualitatif.* Bandung: Alfabeta.

Sukarna. (2011). *Dasar-Dasar Manajemen.* Bandung: Mandar Maju.

Supinah. (2011). *Pengembangan Pendidikan Budaya dan Karkter Bangsa.* Yogyakarta: Bumi Aksara.