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Components engaged in the development of school culture in Padang Panjang State High School

Wisma Endrimon*, Rusdinal, Sufyarma Marsidin and M Zaim

Universitas Negeri Padang, Prof. Dr. Hamka Street, Air Tawar Padang, West Sumatera 25131 Indonesia

*wismaendrimon@yahoo.com

Abstract. Improving the quality of education is not enough by just improving the learning process, but it must also be followed by the process of implanting cultural values to students. One school that has successfully developed a school culture is Padang Panjang State High School 1 (SMAN 1 Padang Panjang). The school has successfully developed cultural main values of religion, mutual respect, discipline, and willingness to excel. This type of research is qualitative research. This research was conducted at SMAN 1 Padang Panjang. The informants of this study were the Principal, the teacher assembly, employees, students, and other informants outside the school. Data collection was done through interviews, observations, and documents analysis. Data analysis techniques are done by data reduction, data presentation, conclusion drawing/verification. The study found that the components involved in the development of the school culture in SMAN 1 Padang Panjang covered internal components, including the Principal, teacher assemblies, employees, imtaq (faith and piety) mentors/coaches, and students, as well as external components, including Padang Panjang Mayor, DPRD (Regional House of Assembly), Education Office and School Committee.

1. Introduction

Various efforts continue to be made in order to improve the quality of education both concerning curriculum improvement, development of learning processes, quality improvement, and development of a learning culture.

Habibie stated, "the importance of the synergy between education and the cultivation of cultural values to be implanted in students in schools" ... "The process of education and the civilization process must run in synergy and together" [1]. Suherman stated 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"[2]. Deal and Peterson in Wijayanti (2012) define school culture as, "A set of values that underlies behaviors, traditions, daily habits, and symbols that are practiced by principals, teachers, administrative officers, students, and communities around the school. School culture is a characteristic, character or personality, and the image of the school in the wider community "[3].

Schools as places and means for achieving educational goals, have values and norms that are held firmly by every school member, and are always adjusted to various changes that might affect school performance and school culture. The goal of changing school organizations is basically part of an effort to maintain the existence of the organization to stay alive and meet the needs of the community



and the school community. Without these changes and adjustments, the school will slowly "die", because of the inability to deal with the pressures and demands of environmental changes.

There are two main strategies that can be done in improving and developing school quality according to Prihantono, namely strategies that focus on (1) structural dimensions and (2) cultural dimensions with pressure on real behavior changes in the form of actions [4].

One school that is considered to have been able to develop a school culture is State High School 1 of Padang Panjang (SMAN 1 Padang Panjang). This is evidenced by various achievements obtained by students such as schools with the best graduate grades in West Sumatra province (2000 to 2006), Khatam memorization of the Koran to 10 juz, silver medalist (biology) in international Olympiad (in 2004), student exchange participants to Japan, Germany, the United States, winning various academic achievements at the provincial, regional and national levels, and being able to place graduates in various favorite universities in Indonesia (ITB, UI, ITS, UNPAD, UGM, IPB) in addition to various state universities such as UNAND, USU, UNSRI, UNP and others. Almost every year (until 2016) SMAN 1 Padang Panjang is able to place more than 90% of its graduates into state universities in Indonesia. This resulted in a high public interest to send their children to the school. This demand made the Regional Government continue to open two special classes (25% of the acceptance quota) to accommodate students from outside Padang Panjang, and this is different from the two other senior high schools in the same town, namely SMAN 2 and SMAN 3 which only receive 5% of their students for the Padang Panjang outskirts.

The high public interest in sending their children to SMAN 1 Padang Panjang is inseparable from the success of the school in building a school culture that excels based on the main values of education, including honesty, order, discipline, cooperation and togetherness, achievement and based on faith and piety. This research explores further and describes the components involved in developing SMAN 1 Padang Panjang.

2. Research Methodology

This type of research is qualitative research. This research was conducted at SMAN 1 Padang Panjang. The informants of this study were all elements of the school leadership (Principal and Deputy Principal), teacher assemblies, administrative staff, and students and other relevant informants. Data collection is done by (1) interview, (2) observation, and (3) document analysis. Data analysis techniques refer to Bogdan and Biklen (1982) [5] and Miles and Huberman (1992) [6] including (1) analysis of field data, (2) data reduction, (3) data presentation, (4) drawing conclusions/verification.

3. Results

As a system, schools in the whole process involve various components. There are several main components that are directly related to the development of school culture that can be grouped into (1) internal components, and (2) external components.

3.1. Internal Components

When viewed from the internal components of the school, the elements involved cover all elements of the school community in various roles starting from the (1) Principal/Deputy Principal as the school manager, (2) teachers, (3) employees, (4) faith and piety mentors/coaches to (5) students as "raw input" which is due to the education process, students do not only as a recipient but at the same time an analyst and executor of the values developed in the education process, thus making it an object and at the same time the subject of education. Viewing from the "customer" side, because the initial position is "raw input", students after completing their studies can be categorized as "external primary customers", that is individuals who receive and enjoy the results of the educational process they directly experienced.

The internal component elements involved in the development of the school culture in SMAN 1 Padang Panjang turned out to be wider if it refers later to Minister of education and culture regulations No. 28 of 2016 concerning the Education Quality Assurance System, article 11 paragraph (5), where

the elements of the School Education Quality Assurance Team consist of at least (a) representatives of education unit leaders, (b) teacher representatives, (c) education staff representatives, and (d) representative of the school committee. In terms of components, the school committee in SMAN 1 Padang Panjang is an external element of the school, but in carrying out the function of education quality assurance, the school committee according to Minister of education and culture regulations No. 28 of 2016 is part of the internal education quality assurance team (school) [7].

3.2. External Components

Regarding the role of external components, the research findings reveal that there are several external components involved in determining the development of school culture in SMAN 1 Padang Panjang, namely (1) Mayor, (2) DPRD/Local parliaments, (3) Education Office, and (4) School Committee, each of which plays a role in accordance with their respective duties and functions.

When viewed at a glance, this finding may not be something different from other schools, but if examined further through the interviewing carried out by the writer with the involved external components such as the Mayor, Chairperson of the DPRD, Head of the Education Office, and School Committees, the very active roles from all external components starting from giving directions, planning, to supervision. Even at the beginning of the appointment of SMAN 1 Padang Panjang as a model/superior school, the Padang Panjang City Government formed a school development team under the control of the Regional Secretary of Padang Panjang City who was assigned to assist the Principal in designing and formulating various steps for school development. Although in the next stage (after regional autonomy and along with school independence) the school development team no longer plays a special role, but in certain steps such as budget planning, budget implementation and oversight of its implementation, the Regional Government always gives special attention to SMAN 1 Padang Panjang. The writer experienced, when being the Head of Planning Section at the Padang Panjang City Education Office (2006-2009), that when discussing the education budget at the City level (Local Government Budget Team/TAPD) chaired by the Regional Secretary, or in work meetings on budget discussions with DPRD (Budget Body Team) when discussing the budget for the scope of education, there were always specific questions about the budgetary requirements for special programs at SMAN 1 Padang Panjang.

4. Discussion

Related to the internal components that influence the development of this school culture, Mortimore (1995) in the concept effective school put forward the roles of: (1) Professional leadership, (2) Shared vision and goals, (3) A learning environment, (4) Concentration on teaching and learning, (5) Purposeful teaching, (6) High expectations, (7) Positive reinforcement, (8) Progress monitoring, (9) Pupil rights and responsibilities, (10) Home-school partnerships, (11) A learning organization [8]. This illustrates that all elements in the school's internal environment, starting from the Principal/Deputy Principal, teacher assembly, supervisors, administrative staff, school security officers, janitors, including students will determine the effectiveness of the school, including in the development of school culture. If there are among these internal components that do not support the school culture development program, then this program will certainly not work effectively. In this case Saleh and Myint see the role of the Principal is indeed more dominant in terms of developing the school culture by involving and working in full with the teacher and all employees, "School leaders are expected to act as agents of change and facilitators who improve the school culture and its effectiveness by transforming the professional learning community. "They have to build human capital by working collaboratively with every teacher and employee in the school" [9].

The findings about the external components involved in the development of school culture in school are basically in line with Gaffar's view in Hadiyanto (2004) which argue that the role of district/city governments in decentralizing education management is no less important than the role of provincial government, namely developing the format of management of education in a comprehensive and integrated manner, developing network with school principals and teachers,

developing communication and cooperation with various elements in the community and those in the ranks of district/city governments, including education managers (the term used by Hadiyanto for the education office) as policy makers and accommodating regional needs in accordance with the characteristics of regions, translating central policies according to regional potentials by considering the cultural, economic, sociological, psychological and geographical aspects of the regions concerned [10].

In connection with the role of the school committee, (which before the Minister of Education and Culture No. 044/U/2002 concerning the Education Council and School Committee was BP3), the development of school culture in SMAN 1 Padang Panjang was certainly in line with the objectives of the establishment of School Committees in schools. The Appendix of Decree of the National Education Minister No. 044/U/2002 states that the purpose of establishing a School Committee is (1) To facilitate and channel the aspirations and initiatives of the community in giving birth to operational policies and educational programs in educational units; (2) To increase the responsibility and participation of the community in the implementation of education in educational units; (3) To create transparent, accountable and democratic atmosphere and conditions in the implementation and provision of quality education services in education units [11]. Given the importance of the role of the School Committee in school development, Minister of education and culture regulations No. 28 of 2016 concerning the Education Quality Assurance System, article 11 paragraph (5) places the School Committee as part of the Internal Quality Assurance Team in addition to representatives of the leadership of the education unit, teacher representatives, representatives of education staff, who (a) coordinate the implementation of quality assurance in education unit level; (b) provide guidance, assistance and supervision of education actors in education units in the development and quality assurance of education; (c) carry out the mapping of education quality based on education quality data in the education unit, (d) conduct monitoring and evaluation of the implementation process of quality fulfillment that has been carried out, and (e) provide recommendations for quality improvement strategies based on the results of monitoring and evaluation to the head of the education unit [7].

The research findings and discussion illustrate that the cultural development in schools cannot be separated from 2 (two) main components, namely (1) the internal components of the school including all existing elements which are directly involved in the overall activities of the school starting from the school leader (Principal/Deputy Principal), teachers including counselors (both dormitory advisers for schools that have dormitories, faith and piety mentors for those who have special programs related to faith, librarians, laboratory assistants, and other program supervisors), administrative staff and all staff and school support staff (including janitors, security guards if available), as well as students as the subject and object of education itself, (2) external components including all elements outside the school institution that are directly or indirectly involved in giving direction, supervising or giving support so as to give color to development of school culture, starting from the Regional Head, DPRD, Institution of Trustees (Office of Education with its devices including supervisors of educational units), as well as the community, especially parents of students through the organization of the School Committee. These two components cannot be separated from the whole series of school culture development programs and fully determine the direction and success of the development of school culture.

5. Conclusion

Components involved in the development of school culture in SMAN 1 Padang Panjang, based on the results of the research can be concluded as consisting of two main components, namely (1) internal components including the principal/vice principal, assembly of teachers, employees, mentors/faith and piety mentors, and students, (2) external components including the Mayor of Padang Panjang, DPRD, Education Office and School Committee.

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