



The Role of School Culture in Shaping A Positive Learning Environment

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Abstract

Education plays an important role in improving the quality of learning for both teachers and students. Therefore, schools must have a good school culture, so that every school community can be given a place and opportunity to optimize the potential that exists in each of them. The purpose of this study is to analyze the role of school culture in forming a positive learning environment for accounting students of SMK Batik 1 Surakarta. This research is included in qualitative research using a descriptive study approach. The research techniques used were interviews, observations, and documentation studies. The sampling method in this study was purposive sampling. The samples used were 3 students from class 11 Ak. 2, then the deputy head of student affairs and accounting teacher. The results describe the school culture in shaping a positive environment including School Facilities and Infrastructure, Teacher Interaction with Students, Student Interaction with students, disciplining students, language and communication, school regulations.

Keywords: Education; Positive Learning Environment; School Culture

Introduction

Education is a conscious guidance or leadership by educators towards the physical and spiritual development of the siterdidik towards the formation of the main personality (Hasbullah, 2017). Education is given with the aim of becoming a person who is useful for himself, for the future and for the nation. Education plays an important role in improving the quality of learning for both teachers and students (Fitri et al., 2021). Therefore, schools must have a good school culture, so that every school community can be given a place and opportunity to optimize the potential that exists in each of them. The sign of the nation's destruction is the biggest problem of the Indonesian nation today. Problems that occur in the world of Indonesian education such as fights between students, free sex, criminal acts, unethical attitudes towards teachers, various forms of violations of school rules, students cheating, the lack of achievement achieved by students, to the problem of commercialization of education resulting in the threat of decreased character values can affect the destruction of the nation. When the character of the nation's children is damaged, the goals of national education cannot be realized (Labudasari & Rochmah, 2018).

A cultured person is someone who masters and behaves in accordance with cultural values, especially ethical and moral values that live in that culture, one of which is in the school environment which is the closest environment for students after the family (Rahayu, 2016). Character development in accordance with life values is developed through various educational channels, not only through the formal learning process. One form of character development is through school culture (Pradana, 2019). School culture is a set of norms, values and traditions that have been built over a long period of time by all school members and lead to all personal school activities (Lestari, 2020). The school culture aimed at strengthening students' disciplinary character includes class agreements,

habituation of good attitudes, and giving appreciation and sanctions. Class agreements are determined jointly by teachers and students, so agreements between classes may be different. Students propose items from the class agreement that can support the achievement of the desired classroom conditions (Azis & Saleh, 2023). Character education through school culture can train and shape children's attitudes in a better and positive direction (Virgustina, 2019). A good and conducive school culture can also improve achievement, motivation, and will implement the success of student character building (Suwandayani & Isbadrianingtyas, 2017).

A positive school culture can foster an atmosphere that encourages all school children to learn, i.e. learn to learn and learn together. School culture not only affects all actions of the academic community, but also affects the soul and spirit of teachers and students (Ahmad Baedowi, 2015). School culture has an important role in securing the value of character education at school (Wahono & Priyanto, 2017). The educational process is based on a psychological totality that includes all individual human potential and socio-cultural functions in the context of interactions in the family of education units and society (Nita, 2022). Understanding that school culture and climate have the same nature does not mean that there will be no sub-cultures within the school culture. Therefore, the culture formed in the school environment that is characteristic of the school is the dominant culture or the culture that is strong, embraced, well-regulated, and widely shared. The more school personnel accept the core values, agree with the ideas based on their importance and feel strongly attached to the values, the stronger the culture. Because school personnel have shared experiences, they can create a common understanding. This does not mean that stable members have a strong culture, because the core values of school culture must be maintained and upheld, but it must also be dynamic (Maryamah, 2017).

The implementation of school culture as a student character building has a huge impact on changes in student behavior both at school and at home because students are accustomed to doing good things at school so that these habits are also done by students when they are at home (Hardiansyah, 2020). If the school culture is positive, individuals are no longer forced, creating a good learning environment at school. A supportive learning environment at school can play a major role in the success of students' learning. The learning environment at school is a factor that directly affects the learning process. A conducive learning environment at school can make students comfortable in learning so that the knowledge conveyed by the teacher will be easier to understand (Manah, 2017). According to Jumrawarsi & Suhaili (2020) a conducive learning environment is a learning environment at school in an atmosphere where learning interactions take place. this conducive learning situation needs to be created and maintained so that the growth and development of students is effective and efficient, so that goals are achieved optimally. This conducive teaching and learning situation is important to be designed and pursued by the teacher deliberately so that conditions that are detrimental to students can be avoided. Problems that arise and need to be solved how the role of a teacher in creating a conducive learning atmosphere.

However, when the school culture is negative, it will have an impact on the learning environment as well. An inclusive, collaborative and student-oriented school culture can create a conducive learning environment. Therefore, understanding the factors that influence the formation of a conducive school culture and how school culture can influence the formation of a conducive learning environment can help teachers, school staff and school administrators to design and implement effective strategies to improve the quality of education and student learning outcomes (Suwarni, 2022). To create a positive school culture in the era of the Industrial Revolution 4.0, school leaders must

present a new literacy culture, namely a digital literacy culture so that students are able to compete according to the demands of the times (Rahayu, 2016).

As a phenomenon of the problems that occur at SMK 1 Batik Surakarta, there is still discrimination between students. This discrimination, for example, makes friends in groups when given group assignments, students will only choose close friends who do not take turns with other friends, there are still students who are difficult to regulate, for example during the Monday ceremony skipping, uniform clothing that is not neat, often entering school late. In addition, the attitude of students who are considered still disrespectful to teachers. In the various behaviors received by these students will be carried and applied in everyday life. In particular, it will be brought to school and will lead to violations of school regulations such as speaking harshly to friends and teachers, bullying, lying to teachers. This will affect surrounding friends and can make other students follow violations of school rules (Silkyanti, 2019).

The school culture that occurs at SMK 1 Batik if it continues to be maintained will create a bad school environment, even though when students who are not disciplined, or not in accordance with school rules are given sanctions, it turns out that these sanctions do not provide awareness in students that the rules are made to be implemented not to be violated. In essence, a disciplined attitude is a condition that is shown through a person's obedient and compliant attitude towards existing rules and regulations. This attitude ultimately arises naturally from oneself. This obedience is carried out in an effort to obtain changes in the form of knowledge, skills and attitudes as a result of the exercises carried out to foster the character of this disciplinary attitude requires support from all school residents and parents (Alfansyur et al., 2021).

The novelty of this research from research conducted by previous researchers is that it uses an observation research instrument on school culture by exploring the good environment at school so that it can find out in more detail about the school culture that has been implemented by the school and students. Based on the above background, the purpose of this study is to analyze the role of school culture in forming a positive learning environment for accounting students of SMK Batik 1 Surakarta.

Method

This type of research is qualitative research that uses descriptive qualitative research methods. While this research design is a descriptive method. The data sources obtained are using primary data sources and secondary data sources. The technique of selecting samples or informants is purposive sampling with criteria, namely active school residents of SMK Batik 1 Surakarta, willing to become informants, class X1 Accounting. The data collection technique used is observation and interview. Data analysis techniques used are data reduction, data display, data verification, data triangulation.

Result and Discussion

The results of the research in this study that there is a role of school culture in shaping a positive learning environment in Accounting Students of SMK Batik 1 Surakarta. After conducting interviews with students and teachers regarding the school culture that exists in the accounting students of SMK Batik 1 Surakarta that according to the Deputy head of student affairs stated

If for the school culture it is quite running well, but our name is in a shelter called a school which means educating and teaching there is certainly a culture of students from outside who are brought to school therefore SMK Batik 1 Surakarta has a vision and mission where the vision and mission become our reference as educators in order to create a comfortable, positive and good learning environment for students.

Then the question regarding the interaction of teachers with accounting students in class XI Ak2 according to the Accounting Teacher stated that

Our interaction is good, they are polite and do not speak harshly even though they like to chat behind when explained.

Besides that students also responded about violations that are often committed by students in class XI Ak2 that

Uniforms are not entered and sometimes the hair of male students is long even though the school is not allowed to continue to enter class late

Then students also explained about the facilities obtained at school that

Large fields, lots of computers, a complete library, there is a prayer room, the school yard is clean.

The vocational school known as SMK Batik 1 Surakarta is responsible for producing some of the most accomplished graduates in the sectors of Business Management, Informatics Engineering, and Visual Communication Design within the country. The school's vision and goal are reflected in the high-quality facilities and infrastructure that it possesses. Students at SMK Batik 1 Surakarta who are majoring in accounting should be aware that the school culture plays a significant part in the formation of a favorable learning environment, as demonstrated by the findings. The facilities and infrastructure of the school, the connection between teachers and students, the interaction between students themselves, the discipline of the students, the language and communication strategies, and the laws of the school are some of the aspects that influence this learning environment. SMK Batik 1 Surakarta is dedicated to offering high-quality professional education that places an emphasis on the development of exceptional human resources. In addition, the institution makes it a priority to develop innovative ideas, as well as to provide excellent services and to preserve harmony within the educational setting.

Various school culture programs are implemented at SMKN 1 Batik Surakarta School, including the culture of greetings, culture of discipline, religious culture and culture of hard work. In several literature studies, it was found that a positive school culture can create a conducive learning environment Jumrawarsi & Suhaili (2020). School culture implementation activities in shaping disciplinary and religious characters must be carried out every day. Based on the results of research from (Abdullah & Syahri, 2018), it states that religious culture is a culture that makes people worship God in a way that has been determined by religion.

Based on the explanation of the interview, it can illustrate the role of school culture in shaping a positive learning environment in students at SMK Batik 1 Surakarta accounting students including school facilities and infrastructure, teacher interactions with students, student interactions with students, student discipline, language and communication, school regulations. SMK Batik 1 Surakarta is a school in the SMK field that has produced the best graduates with superior facilities and infrastructure. based on its vision and mission.

The role of school culture begins with the principal holding a meeting with the teachers so that it can be a good communication. Through the meeting, it was conveyed that, how to condition good students, not only pay attention to their cognitive knowledge, but also their character must be considered (Retnawati, 2021). In the school culture of creating a good environment, it turns out that there are still students who do not obey the rules on the other hand, teacher interactions and student interactions with good and polite students have also been applied by Accounting Students at SMK. Batik 1 Surakarta. The rules set if violated by the school provide sanctions in accordance with the mistakes made. This is in line with research conducted by Hajar & Putra (2021) teachers already know

the various regulations in the school and try to comply with these regulations, if there are teachers who violate the rules must be sanctioned, however, the above opinion contradicts the research conducted by Fauzi & Permadi (2023) that a proactive and preventive approach to managing student behavior is more advisable than relying on punishment or reward as the only means of behavior control. That way, in addition to the school trying to provide a good learning environment, it must also be supported by students and instilled in students as their own awareness.

This research is in line with previous research by Suwarni (2022) that to make a good school culture not only provides good lessons but there are other factors that support such as interactions between teachers and students, interactions between students and students, adequate facilities for smoothness and also support the teaching and learning process, as well as rules that can certainly be carried out by all teachers and students. In addition to research conducted by Jumrawarsi & Suhaili (2020) which states that teachers should be able to generate an atmosphere and motivate students to create a conducive interaction process in the learning process in the classroom. In an active teaching and learning process, there is interaction between students and students and students and teachers. Good interactions built by the teacher will generate a sense of joy in learning and feel unburdened so that mutual respect will grow.

Conclusion

Based on the results and discussion, it is concluded that the facilities and infrastructure provided by the school are complete. The interaction between teachers and accounting students of SMK Batik 1 Surakarta is also well established and respect each other with polite language. In terms of student interaction with students, it is good but still like choosing friends in interacting. Sanctions for violations given by the school to students have been carried out. At school teachers always teach the use of Indonesian when the teaching and learning process takes place but to communicate with students there are still students who use local languages in the school area. School regulations have been established but there are still students who violate them. Based on the conclusions of the research results, the researcher has suggestions that the school be more assertive in imposing sanctions such as for students who often skip more than 3 times their parents are called so as to provide a deterrent effect and fear to students. Then for students to be able to obey school regulations because regulations are made for personal and school goodness.

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