

ETHNOGRAPHIC STUDY OF SCHOOL CULTURE IN NORTH ACEH DISTRICT, ACEH PROVINCE

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*Corresponding Author, Received: March 27, 2023. Revised: April 20, 2023. Accepted: June 15, 2023



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ABSTRACT: This study aims to: 1) explore school culture, 2) describe the meaning of school culture, 3) describe school cultural values. This type of research is a qualitative research using an ethnographic approach. This research was conducted at Sawang 11 State Elementary School, North Aceh District. The informants of this research are school principals, teachers, education staff, and students. Data collection techniques include; observation, interview and documentation. Data analysis techniques include; 1) domain analysis, 2) taxonomic analysis, 3) componential analysis and, 4) cultural theme analysis. The results showed that first, the school culture developed at Sawang 11 Public Elementary School consisted of religious culture, literacy culture, adiwiyata culture and social culture. Second, the meaning of school culture at Sawang 11 Public Elementary School was character building and school quality improvement, third, the values contained in the school culture include; the value of piety, the value of responsibility, the creative value, the independent value, the value of loving the environment, the value of beauty, the value of empathy and the value of togetherness/kinship.

Key Words: School Culture, Values, Character

1. INTRODUCTION

In the face of increasingly advanced technological and information developments, human resource skills that are reliable and able to compete globally are needed. Schools as educational institutions must be able to make changes in carrying out their functions so that a generation that has global competitiveness is formed. The progress of a nation is determined by the quality of education. This is in accordance with the Indonesian government regulation concerning National Education Standards which states that education is a conscious and planned effort in realizing the learning process and learning atmosphere so that students are able to develop their potential, have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are useful for himself, the nation, and the country.

From these Government Regulations it can be concluded that education has an important role in developing the potential of students so that good character is formed in students. Changes that occur as a result of globalization have changed all aspects of people's lives, especially in the field of education. The globalization of education in Indonesia is marked by the existence

of a process of organizing education carried out by crossing national borders through a network of cooperation, the opening of branches of educational institutions by a country in other countries due to advances in information and communication technology. Globalization has an impact on changes that occur in various sectors, both economic, political and educational. The great influence of globalization on various aspects of life so that schools must be able to prepare students to have the skills to be able to deal with these changes [1].

Seeing the demands of the development of the times, schools must be able to create quality education, this can be seen from the existence of infrastructure, student learning outcomes, resources, teaching staff and a comfortable school environment. In essence, the quality of education can be seen from the input, output, process and outcome [2]. Quality schools have good quality graduates and can be accepted at favorite schools. According to [3] explains the quality of education is the superiority of goods and services that are visible and invisible but can be felt. Based on UNESCO data, the human development index continues to decline [4].

In addition, clear evidence of the decline in education in Indonesia is the occurrence of brawls, at the student and university level. Action brawls are usually triggered by trivial issues that have a big impact. Currently Indonesia is trying to improve the education system with various demands for students. One of the school's efforts that can be made to overcome the problem of the quality of education is through the development of a school culture. According to [5] school culture is the values that apply and lead to school policies for all elements of the school such as how to carry out work in schools and the beliefs held by all elements of the school. [6] reveals that school culture is all forms of activities and behavior of school members that illustrate how school members uphold values, beliefs or beliefs that apply at school. From the two opinions above, it can be concluded that school culture is the habits and behavior of school members while in the school environment.

School culture is believed to be able to bring good changes to school life. Research conducted by [7] said that school culture contributes to student academic achievement. Furthermore, research conducted by [8] said that school culture can improve school quality and performance. In addition, school culture can also shape the character of students who have noble character. Research conducted by [9] said that through a school culture program it can foster good student character. [10] further explains that the basic capital in improving school quality is to understand the culture of the school. Community based learning provide controlled opportunities and freedoms to the community to design, design, plan, and manage learning, as well carry out

2. RESEARCH METHODS

This type of research is a qualitative research using an ethnographic approach. This research was conducted at Sawang 11 Public Elementary School, North Aceh District. Research informants namely: principals, teachers, education staff, and students. Data collection techniques include observation, interviews and documentation. Data analysis is done through; 1) domain analysis, 2) taxonomic analysis, 3) componential analysis and, 4) cultural theme analysis.

3. RESULT AND DISCUSSION

School Culture

Based on the results of research conducted at Sawang 11 Public Elementary School, it was found that there were four school cultures that were developed, namely religious culture, adiwiyata culture, literacy culture and social culture. As we know that school culture has an important role in improving the quality of schools

educational evaluations. The success of each educational institution is not only seen in terms of complete facilities and infrastructure, qualified teachers or good student input, but the role of school culture greatly influences school effectiveness [11]. Over time there are still a number of educational problems encountered, one of which is the problem faced in the world of education at this time is a lack of discipline in obeying school rules, such as: school rules, concern for environmental cleanliness, religion, honesty, nationalism and tolerance. These things are part of the school culture which must be improved so that school traditions can grow and develop in accordance with the spirit and values adopted at school.

From the problems above, it is necessary to develop a school culture so that a better output is formed. The school culture that needs to be developed is: a culture of discipline, responsibility, love for the environment, religious, honest, and has a high attitude of nationalism and tolerance, is responsible, behaves well and improves student achievement. Based on the phenomenon that occurred at Sawang 11 Public Elementary School, it was found that the problem of developing school culture was not as expected, such as; students are still lacking in discipline, teachers lack discipline in teaching, the school environment looks less clean, limited supporting infrastructure is adequate according to the minimum school service standards. Based on the problems above, the purpose of this research is to describe the culture of schools in North Aceh District.

so that it becomes the basic capital in improving the quality of education. The development of school culture in Sawang 11 Public Elementary School is carried out through:

1. Religious Culture

Forming student character through religious culture can be done through various religious activities. At Sawang 11 Public Elementary School these activities are carried out in the form of learning processes in class and outside of class hours. As for some forms of religious activities carried out are praying before and after studying, reading yasin and commemorating religious holidays. Religious culture creates a religious atmosphere that supports worship, ritual and religious practices, and studies on the integration of religion and science and religious literacy in an innovative and correct manner in a peaceful, calm and serene situation [12]. Religious culture is all forms of life patterns of school members based on faith and piety to God that emanate from daily behavior. Principals, educators, education staff,

students, and school stakeholders must create a religious culture in the school environment [13]. So it can be said that religious culture is a tradition or habit carried out by school members in the form of worship practices and religious rituals that are manifested from the behavior of all school members which can increase faith and devotion to God.

Religious culture can also shape the character of students who are religious. The existence of various forms of religious activities carried out in schools is expected to be able to build the character of students so that a young generation will be formed who have good character and noble character. By making religion a tradition in schools, consciously or unconsciously when school members follow these embedded traditions [14]. Increasing the values of piety can be done in various ways through school pilot conventions, learning exercises, extracurricular activities, and conventions of behavior of school residents which are carried out on an ongoing basis [15]. Meanwhile [16] explained that developing religious values in educational institutions can be done through; a) strategy, namely the institutional strategy of religious education by using power or through the power of the people, in this case the role of the head of the educational institution with all its strength is very dominant in making changes; b) persuasion strategies, namely carried out through the formation of opinions and views of the community or members of educational institutions; c) normative reductive. Thus it can be said that religious culture can build the value of devotion in students where it can be developed by carrying out various strategies to create Islamic character.

The realization of a religious school culture cannot be separated from the role of the school principal as the person in charge of achieving the programs created by the school. Research conducted by [17] revealed that the role of the principal as a leader in improving the quality of education is to monitor, mediate between teachers and students, discipline, motivate, innovate, liaise with outsiders, guide students on an ongoing basis, foster and improve teacher abilities, and make a decision. Meanwhile the results of research conducted by [18] school principal leadership must be able to master the fields of technology needed as it is today in the era of the digital revolution 4.0 to improve and explore the potential that exists in itself and the need for the readiness of school principals to face challenges in the era of revolution digital 4.0. From the results of several studies that have been conducted, it shows that the principal has an important role in improving the quality of schools, therefore the principal must

have leadership competence in dealing with the times.

2. Adiwiyata Culture

The creation of a healthy and clean school environment can provide comfort for all school members in their activities. Based on the results of research at Sawang 11 Public Elementary School, it was found that the development of school culture related to the environment was carried out in the form of adiwiyata activities. The adiwiyata program is one of the programs of the Ministry of Environment which aims to increase citizen awareness in environmental preservation. Adiwiyata culture aims to create school members who are responsible for protecting and managing the environment through good school governance to support sustainable development [19]. Meanwhile the results of research conducted by [20] revealed that the Adiwiyata program proved effective in increasing environmental knowledge of school members, as well as changing attitudes and environmentally friendly behavior of school members. Further research conducted by [21] concluded that the impact of caring for the environment provides a comfortable effect in carrying out activities in the surrounding environment, avoiding air pollution, avoiding harmful diseases. From some of the opinions and results of research that has been done, it can be said that adiwiyata culture can increase students' knowledge in environmental preservation. Besides that, it also has a good impact on the health of the school environment which is free from pollution and disease.

Based on the results of research conducted at Sawang 11 Public Elementary School, one of the forms of adiwiyata activities carried out is tree planting or reforestation. This can be seen from the beautiful condition of the school environment. Research conducted by [22] explains that greening activities can create a sense of care for the environment in students. Research conducted by [23] which states that students' perceptions of the school environment will affect learning motivation in the learning process at school. Thus it is clear that environmental conditions greatly influence the learning process at Sawang 11 Public Elementary School which is also one of the schools in Sawang District that has implemented the green school program.

3. Literacy Culture

To increase the motivation and enthusiasm of students to love reading can be done through a school literacy culture. From the results of a survey conducted, students' interest in reading in Indonesia is low. Reading is one of the literacy skills that must be mastered by students, because reading is a basic communication skill in life and is the key to success in attending school for a

student [24]. According to [25] school literacy is a person's ability which is not only interpreted as the ability to read, write, listen, speak, but includes the ability to interpret information sources in various forms, namely print, visual, digital and auditory. The results of research conducted by [26] literacy culture have a very important role in improving students' critical thinking skills where the higher the students' literacy skills, the higher the students' critical thinking level.

The development of a literacy culture in schools can be carried out through various activities that have been programmed by the school. At Sawang 11 Public Elementary School the literacy program is carried out through reading activities 10 minutes before class where there is already a reading corner in the class. The results of research conducted by [27] concluded that the use of reading corners has a positive impact, namely it can foster students' interest in reading, besides that reading corners can also increase students' creativity. Furthermore, the results of research conducted by [28] the school literacy movement had a positive impact on increasing students' interest in reading where the efforts made had formed habitual patterns in students that occurred consistently without teacher coercion. From some of the results of research that has been done, it can be seen that the school literacy movement has a positive impact on the development of students' interest in reading. This can be done through a habituation process so that students become accustomed to reading.

4. Social Culture

The existence of social activities or programs is a form of effort in the formation of the character of students who have a social soul who help each other and help fellow human beings. According to [29] education on the value of social care is an effort to help students recognize, realize the importance of, and live up to the values of social care that are appropriate and should be used as a guide for human attitudes and behavior, in social life. At Sawang 11 Public Elementary School, social activities are carried out in the form of providing assistance to residents who have been hit by a disaster and visiting friends or school residents who are sick. The results of research conducted by [30] revealed that efforts to form social awareness through school culture can be developed through self-development activities, carrying out social activities, creating an atmosphere of living in harmony and peace, and showing tolerance among fellow school members.

The Meaning of School Culture.

The realization of a school culture in every educational institution has its own meaning depending on the school culture that is developed

where the goal is to shape student character. Based on the results of research conducted at Sawang 11 Public Elementary School, it can be seen that the school culture developed has meaning for the formation of student character and improving school quality. Therefore schools must be able to develop a school culture in accordance with the demands of society. An effective school culture certainly makes a positive contribution to school development and also has a good impact on all school members.

The formation of good student character cannot be separated from the school culture implemented by the school. According to [31] Character is a description of behavior that is done by showing and highlighting values (right-wrong, good-bad), implicitly or explicitly. In the educational concept of Ki Hadjar Dewantara it is also explained that the formation of the character of students needs to involve three educational centers (family, school and community) synergistically [32]. So it can be said that a person's character can be seen from the way he behaves and acts where the character is influenced by the family, school and community environment. further research results [33] Character education is proven to be able to improve quality education, have good morals, be honest, responsible, respect and discipline so as to increase the quality of human resources.

From the results of interviews conducted with informants it was also conveyed that school culture can improve school quality. According to [34] a school can be said to be of good quality if its educational inputs, processes and outputs can meet the requirements demanded by users of educational services, both internal and external. The results of the study [35] concluded that a school culture is able to create a conducive school environment so that it can realize good quality education in line with the school's vision and mission and can optimize the performance of teachers, principals, employees and students so that the results are optimal according to expectations.

1. Religious Culture.

The religious culture developed at Sawang 11 Public Elementary School has several values, namely:

a. Faith Value

Devotion is one of the attitudes that manifest one's love for the creator, this is done through worship or carrying out orders and avoiding all prohibitions. According to Desinta, worship is a means of self-protection or fear of Allah. This attitude or tendency is born from a belief in God who is all-powerful and who is always watching. The results of the study [36] stated that there was an influence between piety and the honest attitude of students. Meanwhile the results of the study

[37] to form students' akhlakul karimah need a strategy, so that students are not only accustomed to but from the habituation that is applied they are more able to understand and live up to these values, some of these methods are giving exemplary, religious lectures, habituation, advice and punishment.

The activities carried out at Sawang 11 Public Elementary School to increase faith and piety are reading yasin, praying, praying in congregation, commemorating religious holidays. The implementation of green school environmental care in North Aceh District was well implemented. Where schools have implemented environmental care activities by creating a clean environment. Green school environmental care activities are carried out in the form of activities such as the cleanliness and tidiness of the principal's room, classrooms/study rooms, libraries, teacher and student toilets, school yard/yard, school activity units room, guarantees for the comfort of teacher activities, guarantees for the comfort of learning activities, and guarantees serve vulnerable groups.

2. Adiwiyata Culture.

a. The value of love for the environment.

Love the environment is an attitude that shows one's concern for the environment. The environment has an important meaning for the survival of living things. If the environment is polluted, of course it will have a negative impact on living things. In school life, cultivating or instilling character values of caring for the environment is carried out through the adiwiyata program. The results of the study [38] explain that the implementation of the Adiwiyata program has a role in supporting the formation of students' environmental care character at school. Therefore it is necessary to have a school policy in realizing this adiwiyata program. One of the environmentally sound school cultures in improving the quality of education is the existence of a policy, curriculum supports school culture through structured stages starting from the planning, implementation, monitoring, and evaluation stages. [39]. From the findings of research results in the field, it shows that the value of loving the environment is manifested in the form of planting various types of plants such as flowers, palm trees, mutual cooperation activities, and others.

b. Beauty value.

Beauty is a form of environmental atmosphere that provides comfort for all school members. Talking about beauty cannot be separated from aesthetic values. According to [40] aesthetics is everything that has to do with the beauty that is in one's eyes, and how one can see an object so that the object has its own value in the heart of those who enjoy it. Meanwhile, in the study of

aesthetics, Immanuel Kant formulated beauty in terms of moments. There are four moments, namely quality, quantity, relationship, and modality [41].

Based on the results of research conducted at Sawang 11 Public Elementary School, the formation of the beauty of the school environment can be seen from the neat, clean and comfortable school buildings for school residents. In the school environment, plants and shade trees are also planted for reforestation so as to provide coolness in the school environment. This is inseparable from the participation of all school members who help with adiwiyata activities which are manifested in the form of activities such as mutual cooperation, not littering, planting flowers and trees and keeping the environment clean.

3. Literacy Culture

a. Value responsibility

As a student or students have responsibilities and obligations while in the school environment. This responsibility can be seen from the seriousness in carrying out its role as a student. According to Lickona, responsibility is oriented to others by paying attention and reacting to their desires. The emphasis on the value of responsibility is more on obligations. Responsibility emphasizes the obligation to protect one another. Research by Koutelides, Digelidis, Sympas, Wright and Goudas which discusses students' perceptions of responsibility, where indicators at level 1 relate to respecting the rights and feelings of others, the results show that students' responses describe 144 rights and conflict resolution in a peaceful and democratic manner and involve teacher in progress

The results of the study show responsibility in a literacy culture where each student is given the task of reading a topic and later students are asked to present and present in front of other students. In this activity other students listen and after that are given the opportunity to respond and express opinions according to what their friends convey in front of the class.

b. Independent value.

Independence is a form of attitude that does not depend on other people so that the individual can solve the problems faced by himself. In school life this independent value is very important to instill in students so that they do not depend on other people, both in the school environment, family and community environment. To build independence in students can be done in various ways or programs developed by schools, one of which is through extracurricular activities. Independent character values that need to be developed in school culture are having a sense of caring and empathy or sensitivity to the environment, being more confident and respecting others, being able to

control emotions, holding back and being patient, being able to make decisions and having a sense of responsibility.

The results of research conducted by [42] show that there is an influence between the school literacy movement on students' independent character values shown by a coefficient of determination of 22.9%. Furthermore, the research results of Febrianti and Supriadi said that independent character has three main values, namely self-confidence, knowing one's own abilities and responsibility in completing their tasks.

Based on the findings at Sawang 11 Public Elementary School, the independent character in literacy culture can be seen from the self-confidence that students have in completing assignments given by the teacher well. This shows the existence of self-confidence possessed by students, therefore self-confidence is the main capital in achieving success.

c. Creative value.

The ability of students to produce something new is a form of student work, both in the form of objects or other works. There are three ways to foster student creativity, namely social modeling, reinforcement and classroom environment. Creativity is a capacity required by individuals at different levels. In the school environment, student creativity is highly demanded, therefore the school must be able to explore the talents and interests of students. Creativity is the ability to create something new, whether it is really something new or something new that is obtained by connecting several existing things and making it something new. In addition, creativity is something that amazes us with new things, because creativity can bring brilliant ideas to life [43].

The implementation of building a literacy culture has been running in a scheduled and conducive manner, and all school members are collaborating to build a literacy culture in the formation of students' creative character. The results of research conducted by [44] explain that (1) the literacy movement in elementary schools is able to foster critical thinking skills which are very necessary in the application of creative-productive learning, (2) literacy skills are needed in exploratory activities in creative-productive learning, namely by read, write, sort information to solve problems and discover new concepts. From these two opinions, it can be seen that in order to foster a creative attitude in students, cooperation is needed in building students' creative character.

At Sawang 11 Public Elementary School regarding the formation of creative character values in literacy culture, it can be seen that students are given freedom by the teacher in reading topics and themes that they like and then

students will present or present in front of the class according to their respective creativity, respectively. In this activity it can be seen that each student has a different way of expressing something they read.

4. Social Culture

a. Value please help

Please help is an attitude or behavior to help others without expecting anything in return. Please help is prosocial behavior through action to provide benefits to society. So it can be said that the attitude of helping is important to develop for students so that they have social care both in the school environment, family and community.

b. Empathy value

Empathy is an attitude that shows the feeling of feeling what others feel. Empathy shows a person's understanding in order to feel and experience the emotional experiences felt by others by bringing up a positive action in order to help that person. In the educational context, empathy is related to students' interpersonal intelligence and also students' prosocial behavior. There was a relationship between interpersonal intelligence and student empathy. Thus by instilling the value of empathy for students at school has a very good impact on students' self-development. Based on the results of research at Sawang 11 Public Elementary School it is known that instilling the value of empathy in students is carried out through activities, one of which is collecting donations or assistance for victims of natural disasters. These donations did not only come from students but also from the teacher's assembly, both in the form of money and basic needs for the victims of the natural disaster.

c. Family/togetherness values.

The existence of a sense of kinship and togetherness in life is a form of strong brotherhood among human beings. A life that upholds a sense of kinship and togetherness can provide peace in life. According to Nyman and Isaksson togetherness as a process of making meaning, connecting people, and places where togetherness is created. The research conducted by Jantzen looks at the concept of togetherness in schools from two perspectives, namely togetherness seen from the participation of students. The study it was found that to form a sense of kinship and togetherness it was carried out in the form of visiting school members who had experienced disasters, both from teachers, students and staff. From this it can be seen that in school life there is no difference between one and the other. This will strengthen the sense of brotherhood in school life.

4. CONCLUSION

Ethnography of school culture at Sawang 11 Public Elementary School can be summarized as follows:

1. At Sawang 11 Public Elementary School there are four school cultures that have been developed, including; a) Religious culture, which is a school culture that is developed related to religious values that aims to shape the religious character of students, b) Literacy culture, is a school culture that aims to increase students' interest in reading. Literacy culture aims to add insight and knowledge to students, c) adiwiyata culture, is a school culture related to the cleanliness of the school environment. adiwiyata culture aims to increase students' awareness of the environment, d) social culture, namely school culture related to social activities in order to form a socially caring attitude.

2. The meaning of school culture is character building and school quality improvement.
3. The values contained in the school culture include; the value of piety, the value of responsibility, the creative value, the independent value, the value of loving the environment, the value of beauty, the value of empathy and the value of togetherness/kinship.

5. ACKNOWLEDGEMENTS

This research was carried out thanks to the cooperation of various parties. thank the researcher goes to the principal, teachers, and students of Sawang 11 public elementary school, and the academic community of the Social Sciences Education Study Program at Almuslim University.

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