THE PRINCIPAL'S ROLE IN DEVELOPING SCHOOL CULTURE AT SMA NEGERI 5 KUPANG

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Abstract: The objective of this research was to determine the role of the principal in developing school culture and to identify factors that support and inhibit the principal's role in developing school culture at SMA Negeri 5 Kupang. The qualitative method was implemented in this research, where the principal, teachers, and students from SMA Negeri 5 Kupang become subjects of research through a purposive sampling technique. Furthermore, data collection techniques include observation, interviews, and documentation. After that, the data analysis implements data collection, data reduction, data display, and conclusion. Based on research conducted at SMA Negeri 5 Kupang, there are two roles of the school (1) implementing regulations that can build school culture, such as discipline, tolerance, honesty, responsibility, overcoming problems, and giving firmness fairly to all school members, and (2) build communication in order to establish a good cooperative relationship with all school members. Besides, in the development of school culture, there are both supportive and inhibiting factors. School regulations and school community participation are important factors in developing school culture. While the lack of school community cohesion is an impediment to developing school culture.

Keywords: Headmaster, School Culture

ABSTRAK: *Penelitian ini bertujuan untuk (1) mengetahui peran kepala sekolah dalam mengembangkan kultur sekolah di SMA Negeri 5 Kupang dan (2) mengetahui faktor yang mendukung dan menghambat peran kepala sekolah dalam mengembangkan kultur sekolah di SMA Negeri 5 Kupang. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Subjek penelitian ini adalah kepala sekolah, guru dan siswa SMA Negeri 5 Kupang. Teknik penentuan subjek pada penelitian ini menggunakan pusposive sampling. Adapun teknik pengumpulan data yaitu menggunakan observasi, wawancara dan dokumentasi. Teknik analisis data menggunakan pengumpulan data, reduksi data, display data, dan penarikan kesimpulan. Berdasarkan hasil penelitian yang dilaksanakan di SMA Negeri 5 Kupang yaitu peran kepala sekolah dalam mengembangkan kultur sekolah dapat menerapkan peraturan-peraturan tentang kultur sekolah yakni perilaku disiplin, toleransi, kejujuran, tanggung jawab, mengatasi permasalahan-permasalahan, serta memberi ketegasan kepada seluruh warga sekolah agar dapat menaati peraturan-peraturan dan membangun komunikasi yang baik agar terjalinnya hubungan kerja sama yang baik dengan seluruh warga sekolah. Faktor pendukung dalam mengembangkan kultur sekolah yaitu peraturan sekolah dan partisipasi warga sekolah. Sedangkan faktor penghambat kurangnya kekompakan dari warga sekolah dalam mengembangkan kultur sekolah.*

Kata kunci*: Kepala Sekolah, Kultur Sekolah*

INTRODUCTION

Education is an important factor that determines the life of culture, nation, and state (Syahrul, 2021; Syahrul & Hajenang, 2021). The progress of a nation is highly dependent on the level of education obtained by each individual. Each individual obtains education through the mechanism of the national education system that has been established. The education system is implemented to improve the quality of the nation's life both in the moral-spiritual sense and quality in the intellectual-professional sense (Syahrul et al., 2021; Syahrul, 2020a; Syahrul & Datuk, 2020). A number of educational problems are still often encountered, one of the problems faced by the world of education at this time is school culture, namely the problem of discipline in obeying school rules, cheating behavior that is still applied by students, learning and reading culture which is still very low, as well as honesty and responsibility (Maswi et al., 2022; Syahrul,

2019, 2020b). Answers that have not been developed by students in the school environment (Bola, 2020; Kodi, 2021; Parfin, 2020).

School culture reflects how school members behave and must act. Therefore, each school has its own culture that is different from other school cultures. Schools have rules, customs, and other institutions that characterize each school. In addition, school culture has a very broad scope of ceremonial activities, expectations, socio-cultural relations, demographic aspects of curriculum activities, extracurricular activities, decision-making processes, guidelines, and social interactions between components (Syahrul, 2020b; Syahrul & Arifin, 2018). School culture is an atmosphere of school life that interacts between students, teachers and teachers, teachers/counselors and students, teachers and education staff, education staff with teachers and students, community group members, and school members. The key elements of school culture are norms, beliefs, traditions, ceremonies, religion, discipline, honesty, cleanliness, and order which are translated by a certain group of people. School culture is one aspect that affects student growth. Schools with a facilitating culture improve the quality of learning management and ultimately lead to higher academic performance (Rosya, 2017; Eilers & Camacho, 2016).

However, there are still many schools that do not yet have a strong school culture. This can be seen from several things, namely the low level of discipline from both students and teachers at school, there are still many students who violate the rules at school, there are still school members who are less disciplined, behave less honestly, there are still students and teachers who come late to school, lack of reading culture, and tolerance that has not been fully implemented by all school members (Turan & Bektas, 2013; Waldron & McLeskey, 2010).

To overcome these problems, school culture is expected to improve the quality of schools. It is necessary to develop values among students such as discipline, the value of togetherness, mutual respect, responsibility, cleanliness, order, and relationships between students and all school members. The values of student togetherness can be seen in the application of good relations in the school environment such as interactions during KBM or outside KBM, mutual respect between students is seen as mutual respect between students grows and develops well (Maryamah, 2019; (MacNeil et al., 2009).

Based on the above background, the questions in this study are (1) what is the role of the principal in developing school culture at SMA Negeri 5 Kupang City? (2) What are the factors that support and hinder the principal in developing school culture at SMA Negeri 5 Kupang City?

METHOD

In this study, I chose the qualitative method because in this study it seeks to provide a complete picture of the principal's role in developing school culture. In addition, it can find out the phenomena that occur during the research by presenting actual events. The place for this research is SMA Negeri 5 Kupang City, East Nusa Tenggara, Indonesia. The researcher chose the location of this research because he wanted to see how the principal's success was in developing school culture at SMA Negeri 5 Kupang City. The informants of this study were the Principal (Veronika Wawo), 4 teachers (Agustinus Higa Huki, Narsianus Maltus, Patrisius Bana), and 8 students (Yalani Berkati Lonia Para, Chindy M.A Edon, Herman Eik, Wardani-ati, Juliano E.P. Alan San, Yudhistira Andika, Clarine Sjioen, and Laura Sintia Gat). Determination of the subject of this research by means of purposive sampling with consideration can provide clear information about the actual conditions at the time the research took place. Data collection in the study includes observation, interviews, and documentation. The data analysis used in this study is descriptive analysis, which is used to collect data that is then compiled, explained, and analyzed. So that the data collected is not raw information material, the authors use qualitative data analysis, namely the way of processing more or based on a description of words or sentences then separated by category to obtain conclusions. Activities in data analysis are Miles and Huberman model analysis.

RESULT AND DISCUSSION

The principal is a leader who is given the task, trust, and addition to leading a formal educational institution that is organized based on interaction and learning processes. The principal's leadership style is reflected in the behavior of the principal in carrying out his daily duties. The principal of the school plays an important role in carrying out his duties. In carrying out their duties, the principal is not only behind the scenes but must be actively involved in the programs and agendas carried out by the school, especially in developing school culture. The principal's role in developing school culture consists of 7 roles, namely the principal as manager, leader, administrator, supervisor, educator, and innovator.

As a leader, in developing school culture, the principal must be able to create a good and conducive school culture. It can be seen that, in develop-

ing school culture, school principals can apply regulations regarding school culture, namely about disciplined behavior, tolerance, overcoming problems and assertiveness to all school members so that they can obey these regulations and seek to build harmonious communication and relationships with students. all school members in order to establish a good cooperative relationship. The following are the results of an interview with Veronika Wawo as the principal of SMA Negeri 5 Kupang saying that as a leader who regulates all activities in this institution, I emphasize to all school members to follow all rules starting from discipline, maintaining cleanliness, being responsible, orderly, and implementing mutual respect and do not distinguish one another. The results of the interviews were supported by the researcher's observation that the principal came earlier to monitor all students, teaching staff, and employees who arrived late at morning apple. Thus, it can be understood that as a leader, the principal of the school tries to implement all the regulations to monitor all students, teaching staff, and employees who arrive late in the morning apples to give directions and regulate all school members so as not to violate and comply with all existing rules.

This is related to the opinion of Ilmasari (2019) who explains that in developing school culture it is also seen how the attitudes and ways of principals overcome conflicts in schools, especially problems regarding negative culture in schools through deliberation or discussion with teachers to find ways to solve them. Principal as manager. The role of the principal in developing school culture at SMA Negeri 5 Kupang is that the principal is able to develop plans related to effective school culture and apply positive values by behaving honestly, responsibly, and being able to apply a culture of discipline, obeying rules and utilizing culture. read at school. The following are the results of an interview with Veronika Wawo the principal of SMA Negeri 5 Kupang, saying that as a manager in developing school culture, namely instilling a good attitude to all school members, setting a good example so that all school members can obey all existing regulations. The results of the interviews above are supported by research observations that students who arrive late at school are given guidance, there are no students who dress differently. Thus it can be understood that the role of the principal as a manager in developing school culture is that the principal is able to be firm with all school members so that they are able to follow these regulations. Students who are late are punished.

In line with Ridho's opinion (2019), the role of the principal as a manager is in developing an effective school culture through several policy programs for habituation of positive values such as 5S: reading culture, disciplined culture, honest culture and so on. The principal of SMA Negeri 5 Kupang as an administrator in developing school culture can carry out his duties such as planning, organizing, managing, coordinating and monitoring areas such as the curriculum in order to be able to manage it well so as to build a culture of order. For example, the principal asked the teachers to prepare teaching materials, such as lesson plans, syllabus, and control class administration. The following results from an interview with Veronika Wawo said that in carrying out my duties, as an administrator, I was able to manage all administration, do planning, and monitor all areas related to the school. Thus it can be understood that the principal as an administrator can organize and manage the entire school administration so that everything goes according to what has been planned.

This is related to the opinion of Fitrah (2017) saying that the principal is responsible for the smooth running of all administrative work and activities in his school. The principal as a supervisor in developing school culture. Principals are able to help develop the professionalism of teachers and education personnel by supervising and directly observing teachers in the learning process, so as to achieve quality education goals. The results of the interview with Veronika Wawo said that as a supervisor I also paid attention to the teacher in the learning process, observing the teacher in educating and providing material to students. Thus, it can be understood that the principal also directly observes and sees the development of teachers in the teaching and learning process in order to achieve professional teachers.

This is related to the opinion of Ridho (2019) who said that as a supervisor the principal made several efforts in developing school culture by conducting regular supervision to find out the extent to which teachers were teaching by conducting class visits. The principal as an educator in developing good school culture, the principal provides good direction and examples not only in disciplinary behavior but values, beliefs, tolerance, and religion. Regulations for the development of school culture are not only made but implemented and implemented by all school members, both principals, students, and teaching staff in the school environment.

The following is the result of an interview with Veronika Wawo who said that in developing school culture as an educator, I emphasized, guided, applied all the rules to all school members so that they would not be negligent and violated the rules, and set an example for them to follow. Thus it can be

understood that in carrying out their duties, the principal is able to guide, set a good example so that all the rules are followed by all students.

This is related to the opinion of Fitrah (2017) saying that the principal as an educator is in charge of guiding teachers, education staff, students, following science and technology developments and being a good role model. The principal as an innovator regards developing school culture, and the principal as an innovator is able to provide guidance to all students so that they can follow all school regulations to shape behavior in the form of moral attitudes, honesty, and student habits. The results of the interview with Veronika Wawo said that in developing the culture of the guidance school I had done every day for students who were late, absent, and did not wear uniforms according to the rules, not only to students but to teachers and other staff.

The results of the interview are supported by the results of research observations that students who are late are given coaching, one of which is pulling grass. Thus it can be understood that as an innovator the principal can provide guidance to all school members who do not follow the rules. This is related to the opinion of Fitrah (2019) who said that as an innovator the principal has the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, and set an example for all education personnel in the school. Carrying out activity can not be separated from the support and the existence of obstacles. A program that is carried out will run well if there is support both in terms of facilities and infrastructure, resources, and the environment. Developing good school culture and a smooth journey, of course, cannot be separated from the obstacles and support from the school environment. In practice, there are supporting factors, that inhibit the role of the principal in developing school culture. Supporting factors are factors that are supportive, invite and participate in an activity. In developing school culture, of course, it cannot be separated from support, activities, and programs run well, of course, there is support from both the school environment, infrastructure, and other things.

Following the results of an interview with Veronika Wawo said that the supporting factors in developing school culture were infrastructure, cooperation at school with teachers, and staff, school components working with schools, and cooperation with parents and committees with stakeholders and others (Interview, 19 May 2022). The results of this interview are supported by research observations that the factors that support the role of school principals in developing school culture, adequate infra-

structure, and the cohesiveness of teachers and other stakeholders. Thus it can be understood that the factors that support the role of the principal in developing school culture have received a lot of support from all school members so that programs and activities run well. This is related to the opinion of Chaniago (2021) explaining that one of the factors supporting school culture is a factor where all the organizational structures are solid, a collaboration between stakeholders and school principals and even good parental involvement and a work environment that is very possible to develop school culture.

Inhibiting factors are factors that hinder the course of activity and are like thwarting something. Developing school culture, of course, cannot be separated from obstacles. To carry out its role properly, of course, does not run smoothly. Therefore, at SMA Negeri 5 Kupang there are several factors that hinder the role of the principal in developing school culture. The following results from an interview with Veronika Wawo said that the inhibiting factor was a small group who did not like building school programs, for example, children who were lazy to study and teachers who did not follow the rules at school and was busy at school. outside and so on (Interview, 19 May 2022).

The results of the interview are supported by research observations that there are still students who do not follow school rules, are late for school, and are lazy to follow lessons at school. Thus, the results of the interviews above can be understood that the factors that hinder the principal in developing school culture are that there are still lazy students, and there are still some teachers who do not follow the school rules that are made and still violate these rules. This is related to the opinion (Eilers & Camacho, 2016; Waldron & McLeskey, 2010) that the obstacles faced in developing school culture are the lack of teacher responsibility in carrying out the development of school culture and the difficulty of building student commitment so that it has an impact on disciplinary and religious values such as breaking the rules. school.

CONCLUSION

The principal's role in developing school culture at SMA Negeri 5 Kupang is that the principal as a leader provides a good example to all school members not only disciplinary behavior but about values, norms, trust, tolerance, honesty, responsibility, cleanliness, and other school cultures that must be instilled and implemented by all school members, both students and teachers in the school environment. Supporting factors for the role of school prin-

cipals in developing school culture are infrastructure, cooperation between school principals and teachers, employees and collaboration with parents, school committees, curriculum and stakeholders and others. While the inhibiting factors are the new curriculum, students who are still lazy to learn and violate the rules, teachers who still violate existing rules at school and differences of opinion between teachers.

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