

DEVELOPMENT OF THE ACADEMIC CULTURE FOR STUDENTS OF JETIS 3 JUNIOR HIGH SCHOOL OF BANTUL

Arif Rohman,

arif_rohman@uny.ac.id, FIP-UNY

ABSTRACT

This study aims to describe: (1) The values of academic culture possessed by students, (2) The efforts made by students in producing scientific work; and (3) The efforts made by the teacher in developing the academic culture of students in order to develop positively. This research was conducted using a phenomenological qualitative approach, with locations at the Jetis 3 Junior High School (SMP), Bantul, Indonesia. The research subjects were selected purposively including a principal, 20 teachers, and 30 students who were administrators of the Intra-School Organization. Data collection techniques used Focus group discussions, observations, and document studies. All collected data is then analyzed by the steps of phenomenological qualitative analysis as stated by John W. Creswell. The results of this study are: (1) That the academic culture possessed by Jetis Middle School 3 students always processes the dynamics of everyday life. It is reflected in various observable things called artifacts. Portrait of the academic culture of Jetis 3 Junior High School students is formed from the results of their discoveries which are then used as a guide in daily activities in school. There are 10 basic cultural values that guide the academic life of students at school. Three of them which are considered most important are the values of honesty, discipline, and courtesy. According to him, these three cultural values are undervalued by students but have an important role that can lead their owners to success. (2) Efforts to produce scientific works, Jetis 3 junior high school students have basic capital in each class namely wall magazine. But they have not optimized the wall magazine; (3) the teacher's efforts in fostering the academic cultural activities of students have been determined as school policies, namely: (a) Additional lesson guidance programs for accessing national examinations, (b) Youth Scientific Work group assistance programs, (c) Remedial programs for children who have achieving learning completeness, (d) Assistance program for Student Council activities, (e) Smile, greetings, greetings, (f) Personality and academic mental counseling programs, (g) Class wall magazine development programs, and (h) Bulletin and magazine piloting programs students.

Keywords: Academic culture, middle school students, business development

1. INTRODUCTION

The development of school quality in Indonesia is one of the important priorities in national policy. Various steps have been taken by the government and many related parties, both through the development of facilitation and competition-based programs, establishment of academic quality standards and school academic services through accreditation, development of academic quality assurance institutions, improvement of school curricula, improvement of teacher qualifications and competencies, as well as various kinds of things including increased funding from the central and regional governments. However, improving the quality of schools as a prescribed policy is still not satisfying.

In general, the development of school quality includes two main strategies, namely: (1) focusing on structural dimensions, and (2) focusing on cultural dimensions. Structural strategies are carried out through structuring the efficiency and effectiveness of the mechanisms of the bureaucratic organization of the ministry of education, education office, and school institutions. While cultural strategies are carried out through the development of cultural behavior of all members of the education community in particular the school's academic community on an ongoing basis. However, the two strategies above were carried out in a less balanced manner, the strategy for developing cultural dimensions was allegedly by many parties to be still not optimal. Structural strategies have long mastered ways of thinking, working systems for developing and improving schools such as various structural intervention actions carried out by the Ministry of National Education and related agencies. Examples of such interventions include the restructuring of the structure of the bureaucratic component, diversification of authority and basic institutional tasks, stipulation of various curricular reorientation arrangements, system engineering for delivering relevant information to demands, and others.

Based on quite a long experience, the structural quality development strategy was allegedly less effective, especially when dealing with long-term work needs. On the contrary, various experiences and results of research in the world of business and education provide a sign that the cultural dimension of implementing units is the best predictor to see the differences in the quality of various units.

Developing a quality school can be analogous to a towering mountain climbing team. The step forward and up become a reference so that the climb is successful. The road taken is unclear and must be sought, unless the climbers follow the usual path taken by previous climbers. Periodically the climb needs to be evaluated to determine the level of progress achieved and the variety of experiences gained during the climbing process as a lesson for further climbing. Not infrequently climbing is felt to rise, even though they are just walking around at the same height. Understanding of the conditions of climbing after some time by knowing the difficulties, risks, and ways to overcome them, as well as various weaknesses and successes is very important to set the pace of climbing onward.

Various previous studies have found that the influence of school culture greatly influences student academic achievement. The determinants of school quality are not only in physical form, such as quality educators, infrastructure facilities such as laboratory and library equipment, but also in non-physical forms, namely in the form of academic culture. The results of research on academic culture in higher education by Rohman et al (2014) recommend the importance of developing an academic climate in universities to be able to build academic

culture for lecturers and students. The development of academic culture concerns the development of positive values, productive behavioral patterns, and supporting artifacts.

The results of the study of Cunningham and Gresso (1993) prove that structural improvements in education did not succeed in changing the situation. According to Kotter (1996), success through structural improvements through restructuring is only short-term. On the contrary, improvements through cultural dimensions are considered as predictors of differences in academic quality between educational institutions and academic quality between schools. School academic culture provides guidance on assessing what is important, what is good, what is right, and how to do it.

Wayne K. Hoy and Cegi G. Miskel in Darminta (1993) school culture includes a collection of values or the whole system, values, philosophy, ideology, beliefs, thought patterns, and behaviors that are displayed consistently, which arises and is developed by organizations from habitual patterns which becomes the norm or rule that is used as a guideline in thinking and acting, which directly or indirectly influences work patterns or management patterns in school organizations.

Based on the explanation above, the question that arises is how is the development of academic culture in schools, especially junior high schools (SMP)? What are the values of junior high school academic culture? How is the development of the production of junior high school students' scientific work? How is the middle school teacher's effort in influencing the academic culture of students so that they can develop positively?

Theoretically, Deal and Peterson (Mardapi, 2004) propose the concept of school culture as a pattern of values, beliefs and traditions that are formed through the history of the school. While Stolp and Smith (Mardapi, 2004) argue that school culture is a pattern of meaning emitted historically which includes norms, values, beliefs, ceremonies, rituals, traditions, and myths in degrees that vary by school citizens. School culture includes academic culture that lives and is developed in the school environment. Thus academic culture is described as a pattern of values, norms, attitudes, rituals, myths, and habits that are formed in the long journey by schools in the academic field.

Based on empirical research, "healthy" cultures have a high correlation with: (1) student achievement and motivation for achievement, (2) teacher work attitudes and motivation, and (3) teacher productivity and job satisfaction. However, cultural analysis in schools must be seen as part of a whole school unit. That is, something that is in a school culture can only be seen and explained in relation to other aspects, such as: (1) high stimulation of achievement, (2) high appreciation for achievement, (3) an orderly school community ((4) understanding of school goals, (5) strong organizational ideology, (6) parent and community participation in school development, (7) headmaster, homeroom and teacher leadership, (8) intimate relationships between teachers and students . In other words, the impact of school academic culture on student achievement even though it is very strong but not direct, but through various variables, among others, such as the spirit of hard work and the willingness to excel.

- I. School academic cultures that are expected to improve school performance will occur when the cultural qualifications are healthy, solid, strong, positive, and professional. This means that the school's academic culture must be a broad commitment at school. School academic culture becomes school identity and school personality. A good academic culture will effectively produce the best academic performance at: every individual, work group or work unit, school as an institution, and a synergistic relationship between the three levels of performance.
- II. In the United States research is often conducted on the factors that influence the formation of school culture. Ann Bradley (Sumarni, 2005) in "Hardly Working" put forward the results of the study. This research shows that students do not work hard

and they state that if they want they will be able to achieve better grades; they don't want a test, because the test only makes them have to learn more. This study also shows that students are not worried about poor academic grades, and only a few students are always doing assignments.

- III. Ann Bradley's research (Sumarni, 2005) also mentions that most of the respondents stated that the school was not disciplined in carrying out the teaching and learning process, about 80% wanted to study hard if all the learning processes in the school run exactly as the schedule has been determined. Some other students complain that the teacher often harasses them and does not treat them as adult children but treats them as young children. Therefore in return they also do not respect the teacher. Another important finding is that students are sure that by learning as they are now they will get a diploma and diploma is important, but it is not treated as a symbol of knowledge that has been mastered (Sumarni, 2005).
- IV. In general, efforts to improve school academic quality need to understand the academic culture of the school as its basic capital. Through understanding the school's academic culture, we can understand the functioning of the school, also various school problems can be known, and the experiences that have been carried out by the school can be reflected. Each school is unique based on patterns of interaction between school components internally and externally. Therefore, by understanding the characteristics of the school's academic culture, real actions can be taken from improving the academic quality of the school. Values, beliefs, and assumptions of life are so strong and difficult to observe and very difficult to change. If the achievement of the quality of educational institutions at the school level requires an effort to change the conditions and behavior of schools, school residents, and school supporters, then the cultural dimension becomes very central. Changes in the values believed by the school will be able to drive long-term improvement efforts.

School culture is expected to improve school academic quality, school performance and quality of life which are expected to have healthy, dynamic or active, positive, and professional characteristics. Schools need to minimize traits without culture, anarchism, negativity, poison, bias and dominance. Healthy school cultures provide opportunities for schools and school members to function optimally, work efficiently, energetically, full of vitality, have high enthusiasm, and will be able to continue to develop. Therefore, this school culture needs to be developed.

A strong or strong culture gives an indication that he has entered all three levels of life, namely hidden in basic assumptions, contained in values and beliefs, and embedded in actions and various other artifacts. School culture must be continually developed and passed on from student to student and from group to group. A strong school culture has succeeded in building broad configurations of broad problems as well. Strong culture has the power and capital to make changes in improvement.

The dynamic nature of school culture is not only caused by the interrelated effects of school culture on its cyclic culture, but also between the layers of the culture. Changes in behavior patterns can be the process of changing the system of values and beliefs of actors and even changing the system of assumptions that exist, although this is very difficult. What is clear is that the culture of the faculty can lead to conflict and if this is handled wisely and healthily it can bring positive change.

School culture is collective property and is the result of the history of the school, the product of the interaction of the various forces that enter school. Schools need to be aware of the existence of various school cultures with their characteristics; healthy-unhealthy, strong-

weak, positive-negative, chaotic-stable, and the consequences for faculty improvement. Values and beliefs will not be present in a short time. Given the importance of the desired value system for school improvement, clear steps for activities need to be developed to shape the school culture.

Briefly the steps to form a positive school culture are: (a) observing and reading the current school culture, tracking its history and what problems arise from the existence of the school culture; (b) developing a school culture assessment system in line with the intended improvement of the school; (c) carry out school assessment activities to diagnose existing problems and cultural actions that can be carried out; (d) develop a school improvement vision, strategy and mission; (e) redefining various roles: school leaders, teachers, students, parents, and various stakeholders; (f) be aware of old negative behaviors, toxic values, and their coalitions; (g) designing patterns of school culture development and building new practices and new artifacts consciously associated with relevant old values and new values expected to grow; and (h) carry out dynamic monitoring and evaluation of the development of school culture and its impacts.

Kotter gives an overview of culture by looking at two layers. The first layer, the layers that can be observed such as: architecture, spatial, exterior and interior, habits and routines, rules, stories, ceremonies, rites, symbols, logos, slogans, news, pictures, signs, manners, ways of wearing, and similar things can be observed directly, and things that are behind that appear to be invisible, cannot be interpreted clearly immediately. This first layer is based on the norms of behavior with the citizens of an organization. The first layer of culture is in the form of group norms or traditional ways of behavior that have long been held by the group. These behavioral norms are generally difficult to change. This first layer is usually called an artifact.

The second layer, in the form of shared values adopted by the group, is related to what is important, good, and right. The second layer of all cannot be observed because it is located in a shared life. If the first layer with the norms of shared behavior is difficult to change, the second layer which has values and beliefs is very difficult to change and takes time to change.

Culture operates unnoticed by its supporters and it has long been inherited from generation to generation. Because the culture core is not visible, the operation is also not realized, people will feel the problems when behavior, attitudes, and ways of thinking that have far deviated. Culture regulates internal behavior and relationships as well as external behavior and relationships. This needs to be understood and used in an effort to develop a school culture. The desired new values will not be immediately operational in dealing with the old values that have been operational. Not infrequently new behaviors introduced are faced with old values that can inhibit the continuation of the introduction of new behaviors or school practices.

Stolp and Smith (1995) distinguish the meaning of school culture and school climate. The school climate is on the surface and contains the perceptions of the school community about the various relationships that exist today. School culture is the things that are historical in nature from the various relationships that exist and these things have been internalized by the school community. Stolp and Smith divide three layers of culture, namely surface artifacts, values and beliefs in the middle, and assumptions at the bottom.

Artifacts are layers of school culture that are immediately and easily observed such as various things of daily rituals in school, various ceremonies, symbolic objects in school, and various kinds of habits that take place at school. The existence of this culture can quickly be felt when people make contact with a school. A deeper layer of school culture in the form of values and beliefs in the school. This is the main characteristic of a school. Some of them are desirable norms of school behavior such as expressions of diligent cleverness, deep rippling water, and various descriptions of other values and beliefs. The most layers in school culture are

assumptions, namely symbols, values, and beliefs that cannot be recognized but continuously impact on the behavior of school members.

A new culture can only be presented through its reflection in the system of behavior and structuring life with the group. Kotter emphasized that building organizational culture requires the need for responsive and positive leadership development for change. With leadership, there are internal and external dimensions of the organization that can be developed. Internally an organization needs to be solid and stable, and externally an organization needs to be adaptive adaptive.

Efforts to build a new culture in schools that are pro-quality, school leaders must: (1) understand realistically the culture that supports or is toxic in quality improvement; (2) building a new culture by: (a) cutting the value of the old culture through stopping its practices, (b) introducing new practices and linking them with relevant cultural elements, (c) making new practices and the foundation of the values that will be developed, (d) linking new practices with tangible results, and (e) talking about many new practices related to the desired values.

2. METHODOLOGY

- i. This research was conducted with a phenomenological qualitative approach, with the intention of being able to dig deeply and interpret academic culture in location schools, regarding values and beliefs, patterns of academic behavior of school citizens, as well as observable and non-observable artifacts in school location. The location was chosen in Jetis 3 junior high school, Bantul, Indonesia, because this school was relatively left behind compared to other schools.
- ii. The research subjects were selected purposively including a principal, 20 teachers, and 30 students. While data collection is done by dokumen study techniques, interview techniques, and observation techniques. The document review is used to get an overview of school artifacts and to study various school documents. Interviews were conducted used to explore desires, motivations, hopes, and other things that were not visible but had a role in influencing students' academic culture. The observation is used to observe the academic activities of school members who can complement the two techniques above.
- iii. Data analysis was carried out by using qualitative data analysis steps, through steps of data reduction / categorization, interpretation, and conclusion / univitation. The artifacts that can be observed will be shot and then edited and narrated to show documents that reflect the profile of students' academic culture in the school.

3. RESULTS AND DISCUSSION

The results of the study included three things that were the focus, including: an overview of the student's academic culture, the dominant factors that influence the student's academic culture, and the teacher's efforts in influencing the student's academic culture to develop positively.

3.1. Portrait of Student Academic Values

Academic culture is an asset that is abstract in nature, unique, and always processes with different dynamics between one school and another. In relation to the development of school culture is that culture can only be recognized through reflection on various observable things called artifacts.

In general, the portrait of the academic culture of students at Jetis 3 Middle School is not running without the basis of value. The students have the basic values that they find themselves as a guide in their daily activities at school. There are ten basic values that guide and hold students. Three of them are considered the highest because many are called by students is the

value of honesty, discipline, and manners. This has a meaning in considering that honesty in many schools is not so much noticed. In addition to honesty, discipline and courtesy are two values that can lead the owner to success.

Theoretically, the values that form the basis of students' academic activities can effectively produce the best academic performance for each individual, work group or work unit, school as an institution, and a synergistic relationship between the three levels of performance. Western countries including the United States, there have been studies on factors that influence the formation of school culture. Ann Bradley in "Hardly Working" put forward the results of research that students who do not work hard will not be able to achieve better grades. At the school level, schools that are not disciplined in carrying out the teaching and learning process will produce less encouraging.

This is in line with the opinion of Cunningham and Gresso, which suggests that structural improvement in education is less successful in changing the situation, but who can change the situation are basic cultural values. Likewise the opinion expressed by Kotter, namely only short-term income from efforts to change through restructuring. Long-term change is through cultural change, so that the three values, namely the value of honesty, discipline, and courtesy are positive cultural values.

However, the three values above are the values of honesty, discipline, and manners are positive values that can be maintained. It would be better if the academic culture that should be done by students is the values of craft learning, persistence in trying. This is as acknowledged by some students, namely diligent study and perseverance trying to achieve high achievement. Especially in order to achieve academic achievement the subjects most liked by students are Social Sciences (IPS), Indonesian Language, and Cultural Arts.

3.1. Development of Production of Student Scientific Works

Regarding the development of the production of scientific work among students of state junior high school 3 Jetis, the school has the basic capital of having developed a tradition of making wall magazines among students. But the magazine owned by Jetis 3 junior high school students has not been optimized. This is the responsibility of the Principal and Student Development Teacher.

For the production of scientific works other schools do not yet have, such as bulletins, scientific magazines or magazines. This is the responsibility of the principal and student development teacher along with all the other teacher boards. This is because the development of the academic culture of students at Jetis 3 junior high school will not succeed when without the touch of the head of the school and all the teachers.

In an effort to increase the production of scientific works students at Jetis 3 junior high school headmaster made a policy of conducting a wall magazine competition between classes for two weeks. The competition program was coordinated by the OSIS board with student teacher counselors, which were attended by all classes, 18 classes ranging from class VII to class IX. The making competition activity is carried out by schools in order to foster creative passion among students collectively. They are encouraged to carry out competition to compile the wall according to the creativity of each class. They were facilitated by being given a plywood board measuring 120 x 100 cm for each class then they were asked to compile a menu of offerings with educative content and artistic accessories. There are two assessment criteria given by the school, namely the depth of the content of the presentation material and the beauty of appearance.

The results of the magazine competition above, then selected three groups from class VIIIc as the 1st winner, class VIIIa as the second winner, and class VIIIb as the 3rd winner. Each of

them received a trophy and a prize in the form of coaching money which was handed over during the flag ceremony.

With the various efforts carried out by the school, it certainly can have an impact in the future in the form of increasing creativity in producing scientific works. However, this is the most important thing is to maintain the rhythm of the consistency of the school itself in fostering students still have the spirit to be creative in producing scientific work. Moreover, among the Jetis 3 junior high school students who claimed to have a great desire to win a prestigious championship in an academic race at the national level or even at the international level. It can be reaffirmed in this discussion that students of Jetis 3 Junior High School, Bantul have extraordinary high hopes and desires, including: (1) want to be successful people who boast of parents and school, (2) want to get good at science Olympiad competitions and national and international scientific work competitions, (3) want to be able to make novel works or champion champion painting, (4) want to be useful for many others, (5) want to become professional soccer players in Indonesia and abroad.

3.3. Teacher's Efforts in Fostering Student Academic Cultural Activity

Exposure to data in advance shows that there are many attempts by teachers to foster student academic activities. The teacher's business has been determined to be a school policy, including: (1) Additional lesson guidance programs for accessing national examinations, (2) Youth Scientific Work group (KIR) mentoring programs, (3) Remedial programs for children who have not achieved mastery learning (4) Student council and student assistance program, (5) Smile, greetings, greetings, (6) Personality and academic mental counseling programs, (7) Classroom wall magazine development programs, and (8) Student bulletin and magazine piloting programs.

The eight programs that have been designed and prepared by the school are theoretically part of the school's strategy in building the school's academic culture especially among students. School academic culture is a collective property and is the result of the journey of school history, a product of the interaction of various forces that enter school. Schools need to be aware of the existence of various school cultures with their characteristics; healthy-unhealthy, strong-weak, positive-negative, chaotic-stable, and the consequences for faculty improvement. Values and beliefs will not be present in a short time. Given the importance of the desired value system for school improvement, clear steps for activities need to be developed to shape the school culture.

Theoretically also, school efforts in developing a positive school culture need to pay attention to: (1) observing and reading the school culture that is now there, tracking its history and what problems arise from the existence of the school culture; (2) developing a school culture assessment system in line with the intended improvement of the school; (3) conduct school assessment activities to diagnose existing problems and cultural actions that can be carried out; (4) developing a school improvement vision, strategy and mission; (5) redefining the various roles of schools, teachers, students, parents, and all school stakeholders; (6) be aware of negative old behaviors that can be toxic in advancing school; (7) designing patterns of school culture development and building new practices consciously associated with relevant old values and new values expected to grow; and (8) carry out dynamic monitoring and evaluation of the development of school culture and its impacts.

But there is a relatively different side of the efforts of teachers and schools in developing the school culture in Jetis 3 junior high school with the desired guidance of students. The students want the development of academic activities by teachers to students including efforts such as the preparation of a dedicated and sustainable development program that prioritizes discipline, fostering students in developing students' reasoning and imagination, guidance

through organizations because they are more free to exchange ideas and give input to one another, teacher guidance that is able to boost students to achieve, teacher guidance that can be understood by students that makes students smart and knowledgeable, guidance lessons that can be understood by students, teachers want to accompany students when students learn, guide in a way that is patient and relaxed.

If examined in depth there are certainly differences in perceptions, perspectives, and starting points on how to foster academic culture that must be done, between the wishes of the teacher and the school with the wishes of students. For this reason, schools need to be smarter in developing intensive communication and dialogue with their students to find the smartest meeting point so that later implementation will not experience significant obstacles later. This becomes very important to do so that differences in perceptions between the wishes of the school and the wishes of the students above can be bridged. Even if necessary, students through the OSIS committee are invited to participate limitedly to design action programs for developing academic culture aimed at students.

4. CONCLUSION

Based on the explanation of the results of the above research, the researcher can then draw conclusions. Some research conclusions are that the portrait of the academic culture of students at Jetis Negeri 3 Middle School runs on the basis of cultural values that are explored by students or which they find themselves as a guide in their daily activities at school. There are ten basic cultural values that guide students in all behaviors of the student academy. Three of them which are considered most important are the values of honesty, discipline, and courtesy. This has a meaning in considering that honesty in many schools is not so much noticed. In addition to honesty, discipline and courtesy are two values that can lead the owner to success.

Regarding the efforts to develop the production of scientific works of Jetis 3 junior high school students, there has been a basic capital that can be developed further, namely each class has a wall magazine (mading) among students. However, the magazine they have has not been optimized. This is the responsibility of the Principal and Student Development Teacher. As for other scientific works such as bulletins, student magazines, have not been initiated. the production of scientific works mentioned is only initiated and will be initiated by the school to be realized. The principal, student development teacher, and all the teachers have committed to make it happen.

Whereas the teacher's efforts in fostering the academic cultural activities of students have been determined to be school policies, including: (1) Additional lesson guidance programs for accessing national examinations, (2) Youth Scientific Work Group (KIR) mentoring programs, (3) Remedial programs for children who have not achieved learning completeness, (4) Assistance program for student council activities and students, (5) Smile, greetings, greetings, (6) Personality and academic mental counseling programs, (7) Classroom wall magazine development programs, and (8) Student bulletin and magazine pioneering program.

The eight programs that have been designed and prepared by the school turned out to be different from the students' wishes. Some students want the development of academic cultural activities by teachers to students include efforts such as the preparation of a dedicated and sustainable development program that prioritizes discipline, fostering students in developing students' reasoning and imagination, guidance through organizations because they are free to exchange ideas and give input to each others, teacher guidance that is able to boost students achieve achievements, teacher guidance that can be understood by students that makes students become smart and knowledgeable, guidance lessons that can be understood by students, teachers want to accompany students when students learn, guide in a way that is patient and relaxed.

REFERENCES

- [1] Alexander Phuk Tjilen, Samel W. Ririhena, Nur Jalal, Leo Antonio, Yohanis E. Teturan, and Welhelmina Jeujan. 2018. The Coastal Community Development Project (CCDP) Environmentally Sustainable Empowerment Model in District Merauke. *E3S Web of Conferences* 73, 02016 (2018).
- [2] Emiliana B. Rahail, Julianto J. J. Kalalo, Herbin F. Betaubun, Chyntia N. Kalalo. Environmental Law Politics and Malind Anim Indigenous People Rights Protection based on Free and Prior Informed Consent Principles. *E3S Web of Conferences* 73, 02017 (2018).
- [3] Geertz, Clifford. 1973. *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, Inc. Publishers.
- [4] Mardapi, Djemari. 2004. Kultur Sekolah. *Jip.pakjateng.go.id*. 27 Oktober 2007, diakses tanggal 29 Maret 2014.
- [5] Mirna. 2006. Membentuk Kultur Sekolah Atasi Problem Siswa. *www.pikiran_rakyat* 27 Oktober 2007, diakses tanggal 17 Mei 2014.
- [6] Rohman dkk, Arif. 2014. *Model pengembangan Kultur Fakultas Ilmu Pendidikan UNY*. *Jurnal Penelitian Ilmu Pendidikan*. Nomor 6/Th.V/2014.
- [7] Stephen, Stolp and Stuart C. Smith. 1995. *Transforming School Culture*. Eric Clearing House on Educational Managemen University of Oregon.
- [8] Sumarni, Siti. 2005. Membangun Kultur Sekolah. *www.pikiran_rakyat.com*, diakses tanggal 29 Juni 2014
- [9] Terrence, E. Deal and Kent D. Peterson. 1999. *Shaping School Culture, the Heart of Leadership*. San Fransisco: Jossey-Bass Publishers.