

Strengthening Public School Culture: Integration of Local Wisdom, Religious Values, and Universal Values

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Abstract:

This study focuses on integrating local wisdom, religious values, and universal values. This study aims at revealing various secondary school cultures in public schools. This study employed a qualitative method with a case study design at Junior High School SMPN 7 Muaro Jambi. Data was collected using observation, in-depth interviews, and document study techniques. The collected data were analyzed using an interactive model, including data condensation, presentation, and verification. Triangulation techniques, extended observations, and member checks are employed to increase the validity of the data. The study revealed that five school cultures still characterize school managerial life: Gotong Royong (cooperation), Musyawarah (deliberation), Islamic Ritual, Clean and Healthy, and Discipline. These five cultures are manifestations of adherence to local values (indigenosity), religious values, and universal values. Combining these three integrated sources of values is a distinctive pattern of school culture that becomes the foundation for developing school quality at public schools at SMPN 7 Muaro Jambi. This research implies that integrating local, religious, and universal values in school culture enriches learning and prepares students for a globally complex world.

Keywords: *Local Wisdom, Public School, Religious Values, School Culture, Universal Values*

Abstrak:

Penelitian ini berfokus pada integrasi antara kearifan lokal, nilai agama, dan nilai-nilai universal. Penelitian ini bertujuan untuk mengungkap berbagai budaya sekolah menengah di sekolah umum. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus di SMPN 7 Muaro Jambi. Pengumpulan data dilakukan dengan menggunakan teknik observasi, wawancara mendalam, dan studi dokumen. Data yang terkumpul dianalisis menggunakan model interaktif meliputi kondensasi data, penyajian data, dan verifikasi data. Untuk meningkatkan validitas data digunakan teknik triangulasi, pengamatan diperluas, dan pemeriksaan anggota. Penelitian mengungkapkan bahwa ada lima budaya sekolah yang masih menjadi ciri kehidupan manajerial sekolah, yaitu Gotong Royong (gotong royong), Musyawarah (musyawarah), Ritual Islam, Bersih dan Sehat, dan Disiplin. Kelima budaya ini merupakan manifestasi dari ketaatan terhadap nilai-nilai lokal (indigenosity), nilai-nilai agama, dan nilai-nilai universal. Perpaduan ketiga sumber nilai yang terintegrasi ini merupakan pola khas budaya sekolah yang menjadi landasan bagi pengembangan mutu sekolah pada sekolah umum di SMPN 7 Muaro Jambi. Implikasi dari penelitian ini adalah bahwa integrasi nilai-nilai lokal, agama, dan universal dalam budaya sekolah memperkaya pembelajaran dan mempersiapkan siswa untuk dunia yang kompleks secara global.

Kata Kunci: *Budaya Sekolah, Kearifan Lokal, Nilai Religius, Nilai Universal Sekolah Negeri*

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INTRODUCTION

Culture has an essential role in the Sustainable Development Goals: to make cities and settlements inclusive, safe, resilient, and sustainable (Labadi et al., 2021). In today's social and educational context, the current issues surrounding school quality culture reflect society's challenges and social changes. These issues include the pursuit of equity and inclusion in education, addressing mental health and well-being, navigating the impact of technology and digital citizenship, adapting to the changing role of educators, fostering community and parental engagement, and preparing students for global competence and future readiness. These issues highlight the need for schools to create inclusive, supportive, and forward-thinking environments that address societal changes, promote well-being, and prepare students for a diverse and interconnected world (Sipayung et al., 2023).

Schools, in this regard, play an essential role in preserving a positive culture that can support school quality improvement. Several studies have shown that school culture correlates with student and organizational change and sustainable school quality improvement (Atasoy, 2020).

School culture in educational organizations is interpreted as policies, interpersonal dynamics, attitudes, habits, and formal and informal behaviour rules in schools (Mannix-McNamara et al., 2021). School culture is one of the most complex and essential concepts in education (Mincu, 2022). School improvement is also one of the most neglected. In Indonesia, attention to school culture is marked by cultural internalization through curricula and supporting programs such as quality culture schools, healthy schools, and Adiwiyata schools (Firdaus et al., 2020). However, these efforts have yet to produce an optimally established school culture, which tends to be formal (Hargreaves, 2021). Schools are expected to become a miniature society that integrates local, national, and global values as a foundation for surviving various events in the global era and core values that inspire managerial practice (Zguir et al., 2021).

Previous research on school culture has focused on several aspects. Several studies have examined the influence of leadership on developing a quality culture in schools (Morris et al., 2020). Other research has highlighted school quality culture about student achievement and its relation to the quality of learning (Liu et al., 2020).

Several other studies have discussed the influence of school culture on quality management (Kalkan et al., 2020). Quality culture positively contributes to the image of educational organizations and quality culture about positive mental health and school health promotion (Sheppard & Broughton, 2020).

Research that examines school culture based on local, national and local wisdom is still minimal, except for that carried out, for example, by who focuses on the Design of School Culture Models Based on National Values and Local Wisdom in Realizing the Pancasila Profile. I revealed the method of instilling local wisdom values in Banguntapan 3 Public Middle School through routine activities, exemplary behaviour, and environmental conditioning, highlighting the teacher's

role in internalizing and actualizing local wisdom-based character education in elementary schools. Looks at the role of schools in character building based on Javanese local wisdom (Hidayati et al., 2020).

In today's social and educational context, the current issues surrounding school quality culture reflect society's challenges and social changes (Hidayati et al., 2020; Kyle, 2020). These issues include the pursuit of equity and inclusion in education, addressing mental health and well-being, navigating the impact of technology and digital citizenship, adapting to the changing role of educators, fostering community and parental engagement, and preparing students for global competence and future readiness. These issues highlight the need for schools to create inclusive, supportive, and forward-thinking environments that address societal changes, promote well-being, and prepare students for a diverse and interconnected world (Diana et al., 2023).

Additionally, research on this topic is considered highly important as Indonesia, a country abundant in cultural diversity, possesses various noble heritage values supporting the establishment of a school work culture. It is argued that integrating a school's quality culture with local culture is crucial, whereas merely developing it as a program with a set timeframe will only result in it becoming a mere slogan. Therefore, this research aims to uncover the quality culture within public schools rooted in local, religious, and global wisdom.

The influence of school culture on students' mental health and well-being is still an open area of research (Zaini et al., 2022). More detailed studies of how inclusive school cultures relate to students' mental well-being and measures to create an educational environment that supports students' mental health need to be expanded.

So, through the exposure to the data presented above, this study has a purpose. The following are the research objectives in the form of a narrative: The purpose of this study is to explore and deeply understand the integration of local, national, and global cultural values in forming a solid and inclusive school culture. The research aims to identify effective ways of integrating values from these three sources to support the development of a sustainable school culture. In addition, the study aims to analyze the contribution of local wisdom in building a strong school culture and how these local wisdom values can be applied more concretely in the educational environment. Another aim is to explore the impact of an inclusive school culture on students' mental health and well-being and devise strategies to create a more supportive educational environment for students' mental well-being. The research also aims to provide a more comprehensive understanding of integrating cultural values in educational contexts. It also provides practical recommendations for strengthening inclusive school cultures, fostering students' well-being, and preparing them for a diverse and globally connected future.

RESEARCH METHODS

This study uses a qualitative approach with a case study design. This design was deliberately chosen so that contemporary phenomena can be expressed in the context of real life in the School (Hong et al., 2020). This research was conducted

on the social background of public junior high schools in Jambi. This site was chosen based on two primary considerations: firstly, the school is in an urban location that incidentally contains school residents from various cultural backgrounds; secondly, there is easy access to the location. Meanwhile, the subjects of this study were principals as critical informants, vice principals, teachers, and students. The determination of the informants was carried out using a purposive sampling technique in order to understand the main phenomena (Wattimena & Nursida, 2022). The primary consideration in selecting informants is those with rich information about the phenomenon (Dyar, 2022).

The data collection encompassed semi-participant observations, in-depth interviews, and document studies (Parham, 2020). Direct observations were made within the school environment, focusing on behaviours reflecting the school's inherited quality culture. Interviews were conducted with key stakeholders in the public school system to gain insights into the culture and dynamics within these educational institutions. Participation in this research included representation from one headmaster, one vice headmaster, three teachers, and three students, ensuring diverse perspectives. Document studies were conducted by gathering school data on implementing quality culture, encompassing documents stored in school archives and uploaded on the school website.

The flow model analysis proposed was employed as the data analysis technique in this research (Li et al., 2022). This analysis technique allows for a systematic examination of the collected data (Alam, 2021). Initiated with data reduction, the organization and summarization of the collected data were conducted to identify key themes and patterns. This process aimed to condense the data and extract meaningful information, contributing to understanding the school's quality culture (Masciotta, 2021). Subsequently, after data reduction, the next step involved data display. This process transformed the data into visual representations like charts, diagrams, or matrices. Data display facilitated the visual representation of relationships and connections within School quality culture elements, simplifying data analysis and interpretation. Following the data display, concluding became the subsequent step in the flow model analysis. This phase encompassed analyzing the reduced and displayed data to derive meaningful insights and conclusions regarding the school quality culture. By examining emerging patterns, relationships, and themes within the data, researchers could formulate informed conclusions and generate valuable findings (Peel, 2020).

RESULTS AND DISCUSSIONS

The school culture at SMP N 7 Jambi includes all the values, activities and symbols shown by school members to support the quality of education. The school implements five cultures that have taken root and become support in achieving quality education. The culture includes;

Cooperation Culture

Gotong royong is a culture that has grown and developed in the social life of the Indonesian people as a cultural heritage that has existed for generations. Gotong royong is a form of community group cooperation to achieve a positive

result of the goals achieved by consensus and joint deliberation. Gotong royong arises from encouragement, awareness, and enthusiasm to carry out and bear the consequences of work, especially those that are real, together, simultaneously, and in crowds, without thinking about and benefiting themselves, but as for the shared happiness. as contained in the term "gotong".

One form of cooperation culture is that students cooperate every Saturday morning; some do healthy gymnastic activities on Saturday, and some do cooperation activities to clean the school environment according to a predetermined schedule. The cooperation of students is monitored and directed by the teachers. Cooperation activities are carried out at 07.30-08.30 WIB, which is counted as 1 hour of the subject, as is the flag ceremony.

The culture of gotong royong is one of the characteristics cultivated by the Government through formal education. Therefore SMPN 7 Muaro Jambi has built a culture of quality that can enhance the character of cooperation in students. Gotong royong reflects appreciating the spirit of cooperation, aiding or assisting people who need to achieve common goals. The theory of understanding quality culture states that quality culture is activities manifested to achieve the level of excellence expected by schools. We can see it in the culture of gotong royong which is one of the quality cultures at SMPN 7 Muaro Jambi. This is said because the culture of gotong royong is an activity or behaviour carried out by school members every Saturday which aims to achieve a level of excellence in becoming an Adiwiyata school with a clean and healthy environment.

Deliberation culture

The deliberation culture is one of the cultures implemented by SMP Negeri 7 Muaro Jambi through the behaviour and habits of school members in achieving common goals. The culture of deliberation is manifested, for example, in the election of vice principals in the fields of curriculum, student affairs, facilities and infrastructure, and other positions. This is done by assessing whose performance is better without dropping the others because those who lead in the future are expected to be able to make SMP Negeri 7 Muaro Jambi become an even better school.

In addition, parents are also involved in deliberations for decision-making in improving the quality of education at SMP Negeri 7 Muaro Jambi. This is done because quality is a need that must be felt by students, teachers, parents, or education stakeholders. The culture of deliberation between teachers and parents is still carried out as much as possible even though, in its implementation, only some parents participate due to economic factors.

Another form of deliberation is a culture of deliberation between students and teachers. The deliberation is about the teaching and learning process system that is applied, or that will be implemented in the future. The deliberation is usually held at the turn of the new school year when there is a change of students at SMP Negeri 7 Muaro Jambi. Even the results of these deliberations are binding not only on students but also on teachers, such as agreements arriving on time. If students or teachers violate, there will be separate sanctions based on the provisions that have been decided together. Through deliberation, teachers and

students have developed a robust value system for quality improvement.

The culture of deliberation also accesses continuous improvement in the quality of education at SMP Negeri 7 Muaro Jambi because in continuous improvement, deliberations must be held together on decisions taken to improve the process. We know that no process is perfect. In a culture of deliberation, we can find ways to deal with problems that arise while improving the quality of education.

Clean and Healthy Living Culture

The spread of COVID-19 in Indonesia has caused schools to be temporarily closed and directed to carry out distance learning (online), and when the Government implements that, schools can return to their activities according to regulations from the Government of Jambi City, which has been mentioned in Circular Letter No. 12/HKU/EDR/2021 Concerning the Odd Semester Learning Trial for the 2021/2022 Academic Year During the Corona Virus Disease (Covid-19) Pandemic in Jambi City, including Teachers, Education Personnel, and Students Must adhere to strict health protocols.

One health protocol is washing hands with soap and running water. Besides improving cleanliness, this also improves health to protect from COVID-19. This health protocol has become a habit for school residents. Students at SMP Negeri 7 Muaro Jambi have a clean and healthy living culture, reflected in their behaviour every Saturday morning in the habit of cleaning the school environment. Cleanliness of the school environment is carried out alternately according to a predetermined schedule. This week for all VII graders, next week for VIII graders, and next week for all IX graders. Cooperation in cleaning the teacher's office and the fence, as explained in the cooperation culture in the yard, and cleaning the school environment count as one subject.

Before starting the lesson, students must clean the classroom according to a predetermined schedule. Classroom cleanliness can increase comfort in the teaching and learning process and give students the responsibility to create a clean and healthy environment. A healthy culture is carried out with exercise activities every Saturday morning, which are carried out alternately according to a predetermined schedule.

Religious Culture

The following quality culture owned by SMP Negeri 7 Muaro Jambi is religious. This culture is reflected in the behaviour or habits of school members, especially students. Religious culture is reflected in the activity of reading one of the Surahs in the Koran every Friday morning for students who adhere to Islam, and for non-Muslim students they carry out cleaning activities in the classroom. Reading Yasin is done on the basketball court, but if it rains, it is done in the mosque led by the teacher. Then, all students always read a prayer when starting the lesson. The habit of praying before learning begins is also carried out by students, where each student gets a turn to lead the prayer according to a predetermined schedule to build self-confidence and responsibility.

The religious culture of the school is the realization of the values of religious teachings as a culture of behaviour and organizational culture that all school

members follow. This needs to be done so that religious values are always reflected in the daily behaviour of all school members, especially students and can become a shield in dealing with negative cultures that exist in their environment.

As we know, the people of Jambi there is most of the population embrace Islam, with a total of 3.38 million people out of 3.56 million people in Jambi or around 95.07% of the population in Jambi Province, who embraced Islam in June 2021, according to the Ministry of Internal Affairs. The external culture of the school influences the religious culture at SMP Negeri 7 Muaro Jambi. The people of Jambi, especially those who embrace Islam, carry out their habits by Islamic law, as the traditional saying goes, 'Adat Bersendi Syara', Syara' Bersendi Kitabullah'. One of the habits of the people of Jambi is reading Al-Quran Surah Yasin every Friday.

Religious culture at SMP Negeri 7 Muaro Jambi aims to improve the quality of educational processes and outcomes that lead to the achievement of the formation of character and noble character of students, integrated and balanced according to graduate competency standards. Through religious culture, students can independently increase and use their knowledge, study values and noble morals to realize good behaviour every day.

Disciplined Culture

Teachers implement Discipline culture by carrying out their main tasks and functions properly, such as preparing lesson plans and carrying out learning process assessment activities. Teachers at SMP Negeri 7 Muaro Jambi also carry out teaching and learning activities promptly and always carry out the tasks given by the school principal correctly and on time.

The culture of Discipline also manifests in student habits, so a culture of Discipline arises. This habit has been regulated in the student rules. Student rules include coming to school on time, doing homework assigned by the teacher or school, and participating in extracurricular activities, such as Scouts. Student Council activities, national holidays, and religious holidays dress completely and neatly according to the rules from the Government of Jambi City, which has been mentioned in Circular Letter No. 12/HKU/EDR/2021 Concerning the Odd Semester Learning Trial for the 2021/2022 Academic Year During the Corona Virus Disease (Covid-19) Pandemic in Jambi City, including Teachers, Education Personnel, and Students Must adhere to strict health protocols. One health protocol is washing hands with soap and running water. Besides improving cleanliness, this also improves health to prevent Covid-19. This health protocol has become a habit for school residents.

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The results showed that 5 (five) cultures (quality) were implemented in SMP 7: the culture of cooperation, deliberation, cleanliness and health, religion, and Discipline. These four cultures are integrated into learning and the school's quality management system.

These cultures are also interrelated and support each other, and most of them are habits that the local community has practised for generations, such as the culture of cooperation and deliberation; some are derived from national culture, such as clean, healthy, and disciplined culture. as well as religious culture which is the embodiment of religious tradition (Islam) as the majority religion. This confirms that school culture must be distinct from the culture and beliefs that develop in society. Even schools are said to be a miniature of community life.

School cultural practices carried on for generations can be interpreted as adhering to the nation, religion, and local cultural values (Fuadi & Suyatno, 2020; Fajrussalam et al., 2020). This is very positive for character education and the development of school quality management because this culture contains rituals and values of motivation, cooperation, and innovation.

This study's results align with Abdullah's research that school culture originates from (1) values, norms, and behaviour, (2). the physical environment of the school: beauty, safety, comfort, serenity, and cleanliness; (3). school system: quality-based, principal leadership, Discipline and order, rewards and incentives, expectations for achievement, access to information, evaluation, intensive and open communication. The results of the study also confirm that the application of religious culture in schools through the provision of places of worship, religious ceremonies, and religious symbols has a predictive effect on the religious character of students, which is described by obedience in carrying out teachings (Maarif et al., 2020).

Extracurricular and habituation activities include smiling greetings and greetings, reading morning prayers regularly, cleanliness, exemplary behavior, and giving gifts and punishments. Habits such as Greeting, Smiling, Polite), nationalism culture (singing the Indonesian national anthem), literacy culture, clean culture, speaking local languages on Fridays, and religious culture. Likewise, school culture contributes to the effectiveness of school management and develops positive internal habits that result in the goal of an effective and efficient school (Manshur, 2020; Kalkan et al., 2020).

These findings confirm that the school culture in public junior high schools has characteristics compared to other types of schools in Indonesia. Public schools generally receive budget and policy support from the Government. They are even strengthened by programs included in schools such as Quality Culture Schools, Healthy Schools, Adiwiyata Schools, and others. In comparison, private schools have their pattern. Understanding the patterns of quality culture in public schools

at the secondary level is essential in making policies for fostering quality culture and strengthening school traditions that support change and development of school quality.

The results of this study suggest that public school managers build a school culture based on local wisdom, religious values, and universal values. This pattern is relevant to the characteristics of students and school user communities.

The research on school quality culture contributes to the development of Islamic education management in several ways. Firstly, it provides insights into the cultural-based management, planning, implementation, supervision, evaluation, and supporting factors and obstacles in Islamic educational institutions. Understanding the cultural aspects of school management is crucial for effectively addressing Islamic education's unique needs and values. Secondly, research on school quality culture helps identify the role of school culture in developing and improving school quality. By examining the impact of school culture on various aspects of education, such as leadership, teaching practices, and student outcomes, researchers can provide valuable recommendations for enhancing the quality of Islamic education management.

Furthermore, studying school quality culture in the context of Islamic education management allows for a deeper understanding of the cultural and religious norms that may affect educational attainment. This understanding can inform strategies to overcome challenges and promote equitable access to education for all students, including addressing gender disparities and ensuring that family laws align with general Islamic precepts rather than imposing strict limitations on educational opportunities.

CONCLUSION

SMP Negeri 7 Muaro Jambi is one of the public schools in Indonesia that preserves school culture, including cooperation in cleaning the school environment, a culture of deliberation in making decisions, a clean and healthy culture in maintaining the school and classroom environment, a religious culture that is reflected in the ritual of reading the Al-Quran (Surat Yasin) every Friday morning, and a culture of Discipline in complying with school rules. These cultures are sourced and derived from Indonesian local wisdom, Islamic traditions as the majority religion in Indonesia, and global culture.

These school cultures are the foundation for developing a quality school culture in Indonesia, in this context at SMP N 7 Muaro Jambi. This finding can be used as a reference in looking at schools in Indonesia with the same characteristics, especially public schools. The limitation of this research is that it has yet to reveal the school culture influenced by specific local cultures, for example, Malay culture, which in some ways is unique to other cultures in Indonesia. Therefore, this topic becomes a recommendation for further research.

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