



Implementation of Improving Human Resources Based on School Culture at SMPN 1 Pematangsiantar

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Article History:

Received: June 04, 2022

Revised: July 29, 2022

Accepted: August 08, 2022

Online First: August 16, 2022

Keywords:

Achievement,
Human Resources,
School Culture,
School Management.

Kata Kunci:

Budaya Sekolah,
Manajemen Sekolah,
Prestasi,
Sumber Daya Manusia.

How to cite:

Rahman, A., Simanjuntak, E.O., Nasution, H.S., Sitepu, R.H., & Siburian, R.S. (2022). Implementation of Improving Human Resources Based on School Culture at SMPN 1 Pematangsiantar. *Edunesia: Jurnal Ilmiah Pendidikan*, 3 (3): 201-213.

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Abstract: This study aims to describe the implementation of improving school culture-based human resources at SMPN 1 Pematangsiantar. The culture that exists in schools is actually able to become the basis for improving human resources. School culture is closely related to the values, vision and mission of the school that have been built and agreed upon by the school. This research was conducted within the framework of a qualitative research approach. A qualitative research approach is a process followed to explain perceptions and cases about a matter in a way that reflects the truth in their typical environment and as a whole using various data collection techniques such as observation, interviews, and document analysis. The results of the study revealed that the hallmark or characteristics of SMPN 1 Pematangsiantar, North Sumatra Province, namely, based on discipline and being a school of character in forming a cadre of national leaders who are patriotic, have national insight, culture, independence, who are competitive in the fields of science and technology. technology, and skills within the framework of faith and piety have been transformed into a school culture which then contributes to the improvement of human resources. High discipline is one of the advantages of SMP Negeri 1 Pematangsiantar to improve human resources.

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan implementasi peningkatan sumber daya manusia berbasis budaya sekolah di SMPN 1 Pematangsiantar. Dalam penelitian ini digunakan pendekatan penelitian kualitatif, sebuah proses yang diikuti untuk menjelaskan persepsi dan kasus tentang suatu hal dengan cara mencerminkan kebenaran dalam lingkungan yang khas mereka dan secara keseluruhan. Pengumpulan data dilakukan dengan cara yakni, observasi, studi pustaka, wawancara, dan analisis dokumen. Hasil penelitian mengungkapkan, bahwa ciri khas atau karakteristik dari SMPN 1 Pematangsiantar, Provinsi Sumatera Utara yakni, berbasis kedisiplinan dan menjadi sekolah berkarakter dalam membentuk kader pemimpin bangsa yang berjiwa patriot, berwawasan kebangsaan, kebudayaan, kemandirian, yang berdaya saing di bidang ilmu pengetahuan dan teknologi, dan keterampilan dalam kerangka iman dan takwa telah bertransformasi menjadi budaya sekolah yang kemudian berkontribusi pada peningkatan sumber daya manusia. Kedisiplinan tinggi menjadi salah satu keunggulan SMP Negeri 1 Pematangsiantar untuk meningkatkan sumber daya manusia.

A. Introduction

Human Resource Management creates alignment between organizational strategy and organizational goals (Agustina, 2018). Human Resource Management objectives include activities such as staffing, recruiting, training, and ensuring that personnel and management comply with regulations. Its main purpose is to help organizations attract and retain employees/teachers/students. Efforts to retain an employee/teacher/student must begin the moment that employee steps in the door.

Schools are complex organizations that must have leaders. In schools, leaders are called administrators (Rosdiana & Soedarmo, 2019). Without administrators, schools will have no direction. The word "administer": comes from the Latin *administrare*, which means to help or assist - to "serve". An administrator's highest priority should be teaching. It is their responsibility to remember the daily stresses of teaching. Effective school administrators know that their actions can increase teacher happiness, which in turn contributes to improving the quality of the learning environment. The following examples are ways in which administrators can be effective that are presented by Lazar (2020): 1) The administrator listens to the teacher; 2) The administrator asks questions to the teacher; 3) Administrators sympathize with teachers; 4) Administrators embrace their teachers; 5) Administrators recognize that their teachers are the backbone of the school; 6) Administrators build community among staff members; 7) Administrators trust their teachers and involve them in decision making; 8) Administrators articulate a vision that unifies the faculty; 9) Administrators demonstrate a passion for educational excellence; 10) Administrators teach in class to let teachers know that they stay on their side

Effective leaders must possess technical, human, and conceptual skills. Technical skills involve the ability to use the knowledge, methods, and techniques used in performing certain tasks (Mukarromah et al., 2019; Ibay & Pa-alisbo, 2020). Human skills require self-understanding and acceptance. Conceptual skills involve the leader's ability to see the school and the entire education system as a whole.

There are many personality factors associated with effective leadership. According to Hoy & Miskel (2005), there are four personality factors that seem to be very important. These factors are self-confidence, stress tolerance, emotional maturity, and integrity. Confident leaders are more likely to set high goals for themselves and their followers, to try difficult tasks, and to persevere in the face of problems and defeat. Stress-tolerant leaders tend to make good decisions, remain calm, and provide firm direction to subordinates in difficult situations. Emotionally mature leaders tend to have an accurate awareness of their strengths and weaknesses and are self-improvement oriented.

Integrity means that leaders' behavior is consistent with their stated values and they are honest, ethical, responsible, and trustworthy (Muliyani & Sjamsuri, 2019; Sinaga, 2020). Leadership skills help formulate and implement solutions to multifaceted social and technological problems and to achieve goals effectively. Retaining teachers is the goal of all school leaders.

Organizational theorists have long reported that paying attention to culture is the most important action a leader can take. Educational theorists have also reported that the principal's impact on learning is mediated through school climate and culture and not a direct effect (MacNeil et al., 2009). Bayar & Karaduman (2021) warn us that if the culture is not friendly to learning then student achievement can suffer. Arif (2019) reminds us that principals are responsible for building a pervasive teaching and learning culture in every school. However, it is necessary to take a closer look at the relationship of particular aspects of school culture to student learning. This study identified three categories of schools based on students' academic achievement.

There is substantial evidence in the literature showing that principals must first understand the school culture before implementing change (Ridho et al., 2018; Nehez & Blossing, 2022). Ghofar (2017) states that a leader must identify the existing school culture before trying to change it. Barbarin et al. (2010) studied the dynamics and complexities of school culture when teacher values match or conflict with school culture, with predictable outcomes. Mortimore (2001) warns us that we should concentrate on building more knowledge about the complex interactions between culture and schools. Shabrina (2021) studied the claim that it is necessary to change organizational culture to bring about organizational change and concluded that there is a causal relationship between the role of leaders and organizational learning. Eva (2016) argues that accountability through testing has become a threat, principals need to work on long-term cultural goals to strengthen the learning environment. Margareta et al. (2018) argue that the concept of an instructional leader is too limited to sustain school improvement. He promotes the idea that principals function as change agents to change the culture of teaching and learning in schools.

Testimonies from successful principals show that a focus on developing school culture as a learning environment is the basis for improving teacher morale and student achievement. Putri (2020) suggested that principals understand their school culture. New principals in historically low-performing secondary schools brought about a change in school culture and how it positively affected student achievement (Miller, 2013; Karadağ et al., 2020; Shen et al., 2020). Kytte & Bogotch (2000) examine school reform efforts through a 'reculturation' model, not a 'restructuring' model. They find that real and sustainable change is easier to achieve by first changing the school culture, than by simply changing the structure of the way schools operate and function.

Principals who choose to lead rather than just manage must first understand the school culture. It is important to realize that culture is complex because it has a very unique and special way of working. When an organization has a clear understanding of its purpose, why it exists and what to do and who to serve the culture it will ensure that things go well. When the complex patterns of beliefs, values, attitudes, expectations, ideas, and behaviors in an organization don't match or don't align, culture will ensure that things go badly. Successful principals understand the important role organizational culture plays in developing successful schools.

B. Method

This research was conducted within the framework of a qualitative research approach. A qualitative research approach is a process followed to explain perceptions and cases about a matter by reflecting the truth in their typical environment and as a whole using various data collection techniques such as observation, interviews, and document analysis (Creswell & Creswell, 2018).

The qualitative research approach is one of the stages of knowledge generation; lifestyle, stories, people's behavior, organizational structure, and social change have been sought to be understood in this research method (Sugiyono, 2017). Qualitative research approach aims to study the subjective point of view of people related to an event. Qualitative research approaches are interested in how people perceive events; in other words, interested in describing events. In this research method, a person feels the problem he faces in his own life and observes and examines the problem in his natural environment, but does not intervene in the problem in question.

This research method is one method of retrieving new information that is formed by a person to offer insight into what he feels and to thoroughly examine the social system that he contributed to its formation. The qualitative research approach is based on the assumption that the researcher establishes reality, there is interaction with the reality in question, reality is understood by the researcher's point of view and it is necessary to use personal language in reports about research (Creswell, 2003). In this study, semi-structured interview techniques were used as a data collection tool. This technique presents information that is more systematic and can be compared with researchers. Because the researcher prepared the interview protocol before the interview and he adhered to it during the interview; this provides convenience for researchers (Rijali, 2019).

In this technique, interview questions can be prepared by the researcher in advance. However, the researcher can change the questions, can change the order of the questions, or can add additional questions to his questions according to the answers he receives (Kim et al., 2017). The point to be kept in mind when preparing questions is that they should be articulate, and should not be leading and multidimensional questions. While the questions were being prepared for the study, a literature review was conducted, expert opinions were received, interviews were conducted with two students as pilot interviews, and the questions were checked for articulation. Interview questions were resolved in this way. Interviews were conducted with the principal, the head of the school committee, teachers, students, and education staff, as well as parents of students.

Data analysis in this study was carried out during data collection and after completion of data collection in a certain period. This means that the analysis was carried out at the time of the interview, the author has started to analyze the answers given by the informants. When the answers given by the informants were not satisfactory and answered the research objectives, the authors continued the questions again, until the data obtained became credible.

Miles & Huberman (1994) stated that activities in data analysis can be carried out interactively and take place continuously until the data obtained are complete and finally the data is saturated. According to Miles and Huberman, data analysis in this study consisted of several flow activities carried out together, namely data reduction, data display and conclusion drawing/verification.

The three paths are activities in the form of interactions in the data collection process when in the field as a cyclical process. In the process the author moves from the direction of data collection during the data collection process and runs the lines of Miles & Heberman (Nowell et al., 2017). Thus, the authors conducted data analysis including data reduction, data display and conclusion drawing/verification. It aims to find and build an understanding of the workflow and obtain data accurately, precisely and empirically.

C. Result and Discussion

Culture includes all products, institutions, customs and traditions, attitudes and behaviors that arise as a result of the relationships and interactions that are shared among people living in a society; in other words, culture consists of all beliefs and goals (Bauto, 2016; Hasudungan, 2020). School culture consists of all the values, implementations, and beliefs that are shared among the people who attend the school. Ngalu (2019) has stated that traditions originating from the school's past, knowledge of those in school and mutual communication between them play a role in shaping school culture. School culture is formed because of life experiences and shared among people from time to time. Attitudes and behavior of school management, teachers, students, and school staff have a role in the formation of school culture. There are big differences between schools in terms of student and teacher behavior, dealing with parents, holding social and cultural events, valued moral behavior, & communication among people. Just like people have personalities, schools also shape their personalities over time. This formed personality reflects the school culture.

Achievement means all behaviors that are in line with program goals (Idrus L, 2019). In order for students to be considered successful, they are required to perform these behaviors. If so, what is the impact of school culture on student academic achievement? That people who work together at school are united on what things should be considered important in school and what things are expected to be done in school (Nababan et al., 2022). And school culture plays an important role in the emergence of what is expected of teachers, and students; and he states that in effective schools, the above-mentioned school culture encourages personal growth and people's self-learning; and also in structures that support education-training activities in schools.

Studies which state that school culture affects student achievement are generally carried out by obtaining opinions from teachers. However, the number of studies conducted by obtaining student opinions is quite limited. Therefore, the purpose of this study was to examine school culture and its influence on students' academic achievement.

When examined related literature, it appears that culture has many definitions. For example, according to Hendro (2020), culture is a sign and symbol that distinguishes people from one another. Culture both includes the values of a society as well as interpreting the values concerned. There are factors in culture that shape social and cultural solidarity, including those that are common to the development and improvement of society. Culture consists of the knowledge, sense of art, manners and customs, skills, and habits that a person has learned in the society in which he lives. That culture is a whole in which there are elements of life that are unique to a nation, religion, morals, law, mentality, aesthetics, language, economy, and science that are in harmony with one another. Culture can be defined as the totality of life experiences that are transferred from one generation to another.

School Culture

Most studies conducted on school culture focus on changing and improving schools; they assume that understanding school culture is a prerequisite for making them more effective. School culture is the totality of values, beliefs, and norms that are typical in schools (Rohman et al., 2020). To understand the culture of a school, it can be studied symbols, traditions, ceremonies, rites, legends, and stories that represent the school. Culture can be observed when informal and unwritten relationships between people are being investigated. Liddicoat et al. (2018) also consider school culture as a structure that combines various students, teachers, school administration, and parents. It can be said that the values held by the school over the years and the attitudes of those who work in the school, the students who receive education there, and the parents of the students concerned are effective in shaping school culture. School culture can be seen or reflected in the vision, mission and special goals (characteristics) of the school.

The vision of SMPN1 Pematangsiantar: To become a school with leading character in forming a cadre of national leaders with a patriotic spirit with national insight, culture, independence that is competitive in the fields of science, technology and skills within the framework of faith and piety. Meanwhile, the mission of SMP Negeri 1 Pematangsiantar (SMP Negeri 1 Pematangsiantar, 2022), is as follows:

1. Prepare graduates with leadership spirit who have faith and piety to God Almighty
2. Prepare graduates with character, independence and culture
3. Prepare graduates who have a love for the nation and the Republic of Indonesia based on Pancasila and the 1945 Constitution
4. Improving the quality of graduates in academics, personality and physical abilities, skilled in science and technology that has global competitiveness
5. Improving the competence of education and education personnel to optimize public services

SMPN1 Pematangsiantar is a junior secondary education institution that is based on discipline and becomes a school of character in forming a cadre of national leaders who are patriotic, have national insight, culture, independence, who are competitive in the fields of science and technology, and skills within the framework of faith and piety. SMPN 1

Pematangsiantar is located on Street Merdeka, No. 331, East Siantar District, Pematangsiantar City, North Sumatra.

The advantages of SMPN1 Pematangsiantar is that students are educated, forged, and built into individuals who have comparative, competitive advantages, character, personality, academic abilities, and physical abilities based on insight into struggle, nationality and Indonesian culture. High discipline is one of the advantages of SMPN 1 Pematangsiantar.

Dimensions of School Culture

When the study of the dimensions of school culture is examined, it is seen that a typical school culture has many different dimensions. In line with that, Lundberg (1996) suggests that school culture consists of at least four dimensions. The first level includes cultural production and oral production. The second level includes people's perspectives. While the third level includes school values, the fourth level includes assumptions.

School culture can be interpreted by analyzing symbols, events, rituals, ceremonies, icons, heroes, myths, traditions, and legends typical of the school (Cajete, 2017). When identifying school culture, questions such as which traditions the school still adheres to, whether there are teachers or students whose characteristics and what they did are still remembered, can be asked to obtain information about the history of the school. Regarding school beliefs, although not stated directly, questions such as what assumptions teachers and others present at the school have and how they think may be asked. Regarding grades, questions such as what the school awards and what things the school is looking for can be asked. In terms of norms and standards, the behavior given and punished can be examined while determining the norms and standards that shape behavior in schools. Regarding behavioral patterns, questions such as behavior patterns, traditions and ceremonies that everyone agrees and repeats can be asked.

In terms of realizing common goals, school culture has a major role, and forms norms about what things are expected to be achieved (Sukadari, 2020). A school culture consisting of shared goals needs to be established for students to succeed and continue their success. When the dimensions of school culture are considered, it can be said that the myths, ceremonies, traditions, and events that have been followed and transferred from the past of the school to the present are effective.

Strong and Positive School Culture

School leaders are responsible for establishing a strong and positive school culture in the school from the start. School leaders have an important place in forming a positive school culture in schools by creating a shared vision, prioritizing cooperation and joint participation in administration, and having effective communication with people who work in schools (Fikri & Hasudungan, 2021).

According to M. A. Ridho (2019), the first thing the principal must do about school culture is to create a strong school culture. The school administration is responsible for the establishment and preservation of a strong school culture to a large extent. Therefore, the

principal must know what elements make up the culture and he must define the school in which he is the principal by analyzing the school in that knowledge. Thus, a sub-culture that has a destructive effect cannot emerge in a strong school culture. There are common goals in schools that have a strong and positive school culture and those goals are shared among the people who work there; those who work there are motivated to teach. To appreciate the achievements of students and teachers, several ceremonies were held. They have become traditional; heroic stories have circulated unofficially; predetermined criteria determined by good work and student development. Students are more enthusiastic to study in schools that have a strong school culture. It can be said that a strong and positive school culture is formed by principals, teachers, and students. It can be said that the people mentioned above have a close relationship with each other in terms of realizing the common goals of the school.

When examining the literature, it appears that there are many similar definitions of achievement and academic achievement. For example, Tabroni (2013) defines achievement as students who achieve the target of the program in question adequately as a result of the program given to them. The criteria that indicate the extent to which a student can benefit from coursework in a school are defined as merit. The importance of placing academic achievement by school, having good teaching staff and teachers' trust in parents and students are factors that affect student achievement; and they are in close relationship with each other (Hasudungan et al., 2022).

To increase the level of academic achievement, it is effective for schools to define their academic achievement goals with clear and unambiguous expressions; to explain these goals to students, teachers and instructors; to motivate the people concerned to fulfill those goals; to reward achievement, and to encourage students in terms of achievement (Pratiwi & Meilani, 2018). Furthermore, when assessing school effectiveness and productivity, academic achievement is one of the most significant criteria reflecting schools in this regard. To achieve academic achievement, school administration, teachers and students must focus on achievement; Must be motivated and willing to excel.

D. Conclusion

The culture that exists in schools is actually able to become the basis for improving human resources. School culture is closely related to the values, vision and mission of the school that have been built and agreed upon by the school. School culture as a structure that combines various students, teachers, school administration, and parents. It can be said that the values held by the school over the years and the attitudes of those who work in the school, the students who receive education there, and the parents of the students concerned are effective in shaping school culture. School culture can be seen or reflected in the vision, mission and special goals (characteristics) of the school. The hallmark or characteristics of SMPN 1 Pematangsiantar, North Sumatra Province, namely, based on discipline and being a school of character in forming a cadre of national leaders who are patriotic, have national insight, culture, independence, who are competitive in the fields of science and technology,

and skills in the framework of faith and piety has been transformed into a school culture which then contributes to the improvement of human resources. High discipline is one of the advantages of SMPN 1 Pematangsiantar.

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