The Principal's Strategy for Fostering Morals and Worship Culture at Taruna Islamic Elementary School in Surabaya

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ABSTRACT

The principal is the educational leader at the school level and is responsible for the progress and decline of the school they lead. They are required to possess management and leadership skills to develop and advance their school effectively, efficiently, independently, productively, and accountably. The topic, "The Principal's Strategy in Fostering School Climate and Culture at Taruna Surabaya Islamic Elementary School (SDI)," is "The Principal's Strategy in Fostering School Climate and Culture at Taruna Surabaya Islamic Elementary School (SDI)," this study aims to uncover the principal's strategy in fostering school climate and culture at SDI Taruna Surabaya, along with the supporting and inhibiting factors.

To address this issue, the following research techniques were used: 1) observation, used to determine the condition of SDI Taruna Surabaya and its activities; 2) interviews, used to gather data related to the principal's strategy in fostering school climate and culture at SDI Taruna Surabaya, along with the supporting and inhibiting factors; 3) documentation, used to obtain data, particularly related to the various instruments and test results used at SDI Taruna; and 4) focus group discussions to validate research findings and seek solutions to existing problems.

Based on the formulation of the problem and by using data collection techniques, the results obtained are: 1) Strategies used to improve the quality of learning, which can be identified by researchers include: the implementation of an adaptive curriculum, boosting school achievement (students and teachers), involvement of the surrounding community and utilization of local potential, provision of infrastructure or service facilities, and establishing cooperation with external parties. 2) Several supporting factors are: the existence of good cooperation with teachers and educational staff based on their competence, discipline of the SDI Taruna academic community, adequate facilities and infrastructure, cooperative students in accepting school regulations, extracurricular activities, cooperation networks with external parties, support from the surrounding community. 3) The obstacles faced include: when there is an opportunity for students to participate in activities outside the area because of their competence, sometimes their parents do not allow it. Some do not have the funds for their children's pocket money, some because of psychological objections, and some for other reasons.

Keywords: *Principal Strategy, Building School Climate and Culture*

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[1] Sekolah Tinggi Agama Islam Taruna Surabaya

A. Background of the problem

The success of education and learning in schools is greatly influenced by the principal's ability to manage every component of the school. Developing effective, efficient, productive, and accountable schools requires changes in various other educational aspects, including school climate. Changes in the school climate are necessary to respond to today's increasingly deteriorating educational conditions. This is further reinforced by fundamental changes in various aspects of life, which require educational adjustments and a conducive school climate that supports meaningful learning. Within this framework, the principal's leadership management is essential in creating a conducive school climate and culture to achieve educational goals effectively, efficiently, independently, productively, and accountably.

According to Reynolds, in effective schools, special attention is paid to creating and maintaining a climate and culture conducive to learning. A conducive school climate and culture are characterized by the creation of a safe, comfortable, and orderly learning environment, allowing for effective learning. A conducive school climate and culture are crucial for students to feel happy and positive about their school, for teachers to feel valued, and for parents and the community to feel accepted and supported. This can occur through the creation of positive norms and habits, harmonious relationships and collaboration based on mutual respect. Furthermore, a conducive school climate and culture encourages everyone in the school community to act and do their best, leading to high student achievement.

School climate and culture are also related to fostering expectations for achievement among all members of the school community. Research by Wite and Walsh revealed a significant relationship between high expectations for achievement and student academic achievement. This characteristic relates to the creation of a positive ethos that can encourage student achievement. High expectations transmitted into the classroom play a role in

increasing student expectations, especially the desire to improve their academic achievement. High expectations and standards for achievement are also necessary for school staff, characterized by: (1) a belief that all students can learn, (2) a high level of responsibility for student learning, (3) high expectations for high-quality work, (4) promotion and grading requirements, and (5) personal attention to individual students.

Fostering a conducive school climate and culture is essential, given the constant development of science, technology, and the arts. Rapid population growth requires extensive educational services. Quality human resources are both fundamental capital and key to the success of national development.

Many Islamic schools in Indonesia are still of low quality. The term "low" was coined by comparing the quality of Islamic schools (such as Muhammadiyah and Nahdlatul Ulama) with those run by schools of other faiths. It is no secret that NU-run education lags behind schools run by other organizations, especially educational units of other faiths. This sense of being behind, although not widely expressed, is widely felt. Indeed, facts speak for themselves, words cannot deny. That's the general impression among the public, although it's not entirely accurate, as NU also has many popular and high-quality schools; one of them is SDI Taruna Surabaya.

Up to the 2017/2018 academic year, SDI Taruna Surabaya has achieved various achievements in both academic and non-academic fields:

1. 2015/2016 Achievements

a. Top 10 Islamic Boarding Schools for Elementary Schools in Surabaya

b. Second Place in the Islamic Boarding School for Boys at the Children's Level in East Surabaya

c. Third Place in the Islamic Boarding School for Girls at the Children's Level in East Surabaya

d. Top 10 Islamic Boarding Schools for Elementary Schools in Rungkut District Poetry Reading

e. First Place in the Islamic Education Speech Performance in East Java

f. First Place in the Indonesian Language Speech Competition in Surabaya

g. First Place in the Islamic Boarding School for Students in Surabaya

h. Second Place in the Indonesian Language Speech Competition in Surabaya

i. Second Place in the Islamic Boarding Schools for Elementary Schools in Surabaya

j. First Place in the Islamic Boarding School for Students in East Java

k. Third Place in the Islamic Boarding School March

2. 2016/2017 Achievements

a. First Place in the Male Integrated Islamic Boarding School Competition for Elementary Schools/Islamic Elementary Schools in Rungkut District

b. Second Place in the Male Integrated Islamic Boarding School Competition for Elementary Schools/Islamic Elementary Schools in Rungkut District

c. Second Place in the Female Integrated Islamic Boarding School Competition for Elementary Schools/Islamic Elementary Schools in Rungkut District

d. Third Place in the Elementary School Archery Compound Division for Surabaya City

e. Second Place in the Elementary School Calligraphy Competition for Surabaya City

f. Second Place in the MTQ Competition for Elementary Schools/Islamic Elementary Schools (e.g.) Third Place in the Calligraphy Competition for Elementary Schools/Islamic Elementary Schools in Rungkut District

h. Second Place in the Healthy Teeth Competition for the 46th Anniversary of Ubaya Surabaya

3. Achievements in 2017/2018

a. First Place in the MTQ Competition for Elementary Schools/Islamic Elementary Schools in Rungkut District

b. First Place in the Calligraphy Competition for Elementary Schools/Islamic Elementary Schools in Rungkut District

c. First Place in the Global Handwashing Day Exercise Competition for East Java

d. First Place in the Surabaya City-Level Elementary School Calligraphy Competition

e. Third Place in the Muharram Parade for the Rungkut District

f. Third Place in the Compound Division of the Surabaya City-Level Archery Championship

g. Overall Champion of the 2015 Penggalang Camp, Rungkut Sub-district

h. First Place in the Team Archery Championship for the East Java Level

i. Second Place in the East Java Level Archery Championship

The dedication of SDI Taruna Surabaya has borne fruit. Numerous changes have occurred, including improvements in school infrastructure and learning materials/methods, as well as improvements in the quality of human resources for educators and staff. SDI Taruna conducts training in learning methods and strategies for teachers and ICT for subject areas, the results of which are used in the Teaching and Learning Process (PBM) in the classroom.

Seeing the progress achieved by SDI Taruna and the many academic and non-academic achievements achieved by this NU school, which are certainly inseparable from the principal's strategy, the author is eager to highlight this in research. Based on the description of the research background above and driven by a sense of belonging to participate in developing and advancing Islamic educational institutions in Indonesia, the author chose the title of this study "The Principal's Strategy in Fostering School Climate and Culture at SDI Taruna Surabaya."

B. **Research purposes**

1. To determine the principal's strategies in fostering school climate and culture at SDI Taruna Sarabaya.

2. To determine the supporting factors of the principal's strategies in fostering school climate and culture at SDI Taruna Sarabaya.

3. To determine the inhibiting factors of the principal's strategies in fostering school climate and culture at SDI Taruna Sarabaya.

C. Research Methods

The research question is "The Principal's Strategy in Fostering School Climate and Culture at SDI Taruna Surabaya." This research attempts to describe phenomena in their natural state, holistically, complexly, dynamically, and meaningfully. This approach in research methodology is called a qualitative or naturalistic approach. Therefore, this type of research is qualitative-naturalistic because it is conducted in a natural setting.

According to Yin, research that seeks to answer "how" questions is more explanatory in nature and tends to use case studies as its strategy. Therefore, this research design uses a case study design. The qualitative approach used in this study is a phenomenological rationality approach.

In terms of method, this study uses a descriptive method. The use of descriptive methods is an effort to obtain and convey facts clearly and accurately. Description is a generalization, namely an observation of phenomena not only for the purposes of the events themselves, but also for a broader understanding of phenomena. In accordance with these characteristics, this study uses three steps: 1. Description, 2. Reduction, 3. Selection.

The data collected in this study are grouped into primary and secondary data. Primary data comes from first-person sources and individuals with clear and detailed knowledge of the problem being studied. Primary data is characterized by words or spoken words and human behavior/actions. Other informants, acting as additional or complementary informants, are educators and education personnel at SDI Taruna Surabaya. The collected data will be recorded through written field notes, a combination of asking, listening, and observing questions. Secondary data comes from documents in

the form of notes, recordings, and photographs, which can be used as supplementary data.

Informant subjects were determined using snowballing. This technique is used to continuously seek information from one informant to another, resulting in increasingly extensive, comprehensive, and in-depth data. The snowballing technique was discontinued when the data obtained was deemed to have reached saturation. Furthermore, the research findings on the Principal's Strategy in Fostering School Climate and Culture at SDI Taruna Surabaya were combined into an analysis. Based on the analysis, a qualitative research findings framework was developed. Although the informant selection technique used snowballing, certain criteria were applied to the informants selected. The subjects and informants selected for this study were: the Principal, the Deputy Head of Curriculum, teachers, and students of SDI Taruna Surabaya.

D. Research Results

1. SDI Cadet Head's Strategy in Developing School Climate and Culture

In fostering a school climate and culture to improve the quality of learning, several strategies that principals can implement include acceleration programs, boosting academic achievement, utilizing the school's surrounding environment and involving the community, and developing entrepreneurship programs.

In the context of SDI Taruna, it is an educational institution or school that consistently strives to improve the quality of its learning through fostering a school climate and culture. Therefore, within the school's locality in Rungkut District, and even in Surabaya, it is considered a superior and competitive school.

SDI Taruna is a school affiliated with Nahdlatul Ulama (NU) and excels compared to other NU schools in the Rungkut area. According to SDI Taruna's Principal, Zainal Mahmudi, SAg, SDI Taruna's excellence is

inseparable from its founding history. Therefore, SDI Taruna's current excellence has been a pursuit since its inception. The educational staff at SDI Taruna currently continue, maintain, and develop the values of excellence pioneered since its founding. The founders of SDI Taruna have been committed from the outset to providing quality and superior education.

Throughout its history, to maintain the quality of learning at SDI Taruna, they have fostered a school climate and culture. In terms of curriculum, the school climate and culture developed are adaptive, incorporating elements of the Ministry of Religion's curriculum and the national curriculum.

Improving the quality of education is one of SDI Taruna's commitments. This improvement is inseparable from the curriculum used by SDI Taruna. Drawing on training, workshops, and seminars on adaptive curriculum development, the subject teacher MGMP strives to develop the curriculum at SDI Taruna.

SDI Taruna also provides matriculation materials in morning classes. These materials include religious instruction. This additional material aims to provide knowledge and skills related to religion.

Over the years, SDI Taruna has earned the trust of the wider community, particularly those in the Rungkut District. This support and trust have led SDI Taruna to become a School of Excellence. SDI Taruna does not want to disappoint the community and strives to maintain its existing trust. In building relationships with the community, especially parents, SDI Taruna's strategies include involving parents in field trips and accompanying their children. Teachers always supervise any children's or students' activities, regardless of their school program. This increases parents' trust in the school. The school always informs parents about student activities outside of the school program. If parents allow their

children to participate, they are included. If parents object to their children's participation, the school does not force them to participate.

Therefore, SDI Taruna's strategy for fostering a school climate and culture to improve the quality of learning involves leveraging the high level of community trust in the school. This trust is leveraged to further organize itself for its progress. Community interest in sending their children to SDI Taruna has increased year after year, as evidenced by the increasing number of SDI Taruna student applicants.

In implementing the curriculum and in all school activities, SDI Taruna consistently implements three (3) steps: plan, action, and change. SDI Taruna.

Therefore, SDI Taruna's strategy for fostering a school climate and culture to improve the quality of learning involves boosting the achievement of teachers, educational staff, and students. Those who excel will receive awards from the school. Meanwhile, those who are undisciplined and fail to comply with administrative procedures will be subject to punishment. For example, if a homeroom teacher fails to demonstrate achievement, or if their performance record is suboptimal, their position will be removed and they will be confined to teaching.

To boost this achievement, numerous changes have been made, in addition to improving school facilities and infrastructure and learning materials/methods, as well as improving the quality of teaching and learning staff. SDI Taruna conducts training in teaching methods and strategies for teachers of all subjects, the results of which are used in the classroom Teaching and Learning Process (PBM).

SDI Taruna has also collaborated with Education and Training Institutions to improve the quality of teaching and learning staff. It also collaborates with Higher Education Institutions in Indonesia, which are expected to improve the quality of educators, thereby increasing their effectiveness.

2. **Supporting Factors for the Principal of SDI Taruna in Developing School Climate and Culture**

Several factors supporting the principal of SDI Taruna in fostering a positive school climate and culture include: strong collaboration with teachers and educational staff according to their competencies, discipline within the SDI Taruna academic community, adequate facilities and infrastructure, cooperative students who adhere to school rules and regulations, extracurricular activities, collaborative networks with external parties, support from the surrounding community, and the quality assurance unit.

Strong collaboration between teachers and educational staff allows for the effective implementation of policies aimed at fostering a positive school climate and culture at SDI Taruna. The discipline of the SDI Taruna academic community is also a crucial supporting factor in achieving this positive school climate and culture, improving the quality of learning and the quality of the school.

School infrastructure and service facilities are also crucial in supporting the development of a positive school climate and culture, improving the quality of learning and the quality of SDI Taruna. SDI Taruna has a plethora of adequate service facilities.

Extracurricular Activities: Qiro'ah, Banjari, Paskibraka, Theater / Drama, Fine Arts, Coloring, Dancing, Scouts, Archery, Calligraphy, Speech and Music.

3. **Obstacles for the Principal of Taruna SDI in Developing School Climate and Culture**

In fostering the school climate and culture at SDI Taruna, the obstacles faced are relatively minor. Although there are challenges, they are relatively manageable. Among the challenges faced by SDI Taruna are: when opportunities arise for students to participate in out-of-town

activities due to their competencies, their parents sometimes refuse to allow them. The reasons for this are varied. Some parents lack the funds for their child's pocket money, others have psychological objections, and still others have other reasons.

Some parents also want their children to be delegated out of town, but their child's competency doesn't support it. Some parents who want their children to go out of town generally rely on their financial means. However, the obstacle is sometimes the child's IQ doesn't support the trip.

Another obstacle sometimes faced by SDI Taruna in fostering the school climate and culture is slight resistance from teachers when the principal conducts teacher assessments. Some teachers, whose assessments are unsatisfactory, complain to the principal. The typical complaint is: why don't they trust the teacher's performance, that they have to conduct assessments? This can be addressed by management by ensuring that teacher performance assessments are conducted to monitor the quality of learning and the quality of the school.

Teacher performance assessments are not conducted for malicious purposes, but for a good and noble purpose: to control quality. No matter how high the quality of an institution, if it is not monitored, it can become complacent, and when complacent, that quality declines.

E. Discussion of Research Results

Researchers have identified several strategies implemented by SDI Taruna Surabaya to foster a school climate and culture to improve the quality of learning, including the implementation of an adaptive curriculum. Boosting school achievement is also a strategy for fostering a school climate and culture at SDI Taruna. Other strategies include involving the surrounding community and utilizing local potential. Providing infrastructure and service facilities is also a strategy implemented to foster a school climate and culture at SDI Taruna. Another

strategy for fostering a school climate and culture is establishing collaborations with external parties.

In this context, SDI Taruna does not develop an accelerated program, arguing that there is no guarantee that accelerated program graduates are more competent or superior than regular program graduates. Based on this, the learning programs developed at SDI Taruna are implemented regularly, as in schools in general. Therefore, the measure of excellence and competitiveness of student output is not speed, but achievement.

One of the strategies implemented by the principal of SDI Taruna Surabaya to foster a school climate and culture to improve the quality of learning and school quality is to boost academic achievement. Learning is essentially a conscious effort made by individuals to meet their needs. Every learning activity undertaken by students will result in changes within them. Bloom et al. categorize learning domains into cognitive, affective, and psychomotor domains.

Learning achievement is influenced by many factors, such as intelligence, interests, attitudes, and motivation. Intelligence is one factor that influences learning achievement. Intelligence is the potential basis for achieving learning outcomes, meaning that learning outcomes depend on intelligence, and learning outcomes will not exceed intelligence levels. The higher the intelligence level, the higher the potential learning outcomes. If intelligence is low, the likelihood of achievement is also low. However, it cannot be said that low levels of learning achievement in school necessarily indicate low intelligence, as many other factors influence it.

Learning achievement is also influenced by time and engagement. The time and opportunities available to each individual vary, thus influencing differences in student abilities. Thus, students who have ample time and opportunity to study tend to have high academic achievement.

Experts have stated that a person's intelligence is largely determined by time and opportunity. Everyone can accomplish anything as long as they are given sufficient time and opportunity. In other words, intelligent people can accomplish many things in a relatively short time and with sufficient opportunity, while dull people require more time and opportunity. Therefore, teachers should be able to provide individualized services to each student, allowing them to develop optimally.

There are five ways to improve reading skills to boost the quality of learning. First, don't allow students to read using a pencil or their hands to point to the words they are reading, as this will slow down the reading process. Students should simply read with their eyes; second, keep students from moving their lips or mouths while reading; third, discourage students from moving their heads (from right to left) while reading; fourth, teach students how to read aggressively and actively; and fifth, teach students how to skim.

In terms of boosting learning achievement, there are things that need to be considered, including: First, study groups should be formed, because by studying together students who do not understand can be informed by those who already understand and those who already understand can improve their understanding, because they explain to their friends; second, all work and exercises should be done immediately and as well as possible, because practice, especially expression practice is the best way to master knowledge and skills; third, put aside negative feelings in discussing or debating about a problem, because it will hinder expression and reduce clarity of thought; fourth, diligently read books/magazines related to the lesson, by reading a lot, the limits of views and insights regarding a lesson will grow further and wider; fifth, try to equip and maintain learning tools well; sixth, always maintain health so that you can study well, sleep regularly, eat nutritious food and get enough rest; seventh, use recreation time as well as possible,

F. Conclusion

Several conclusions can be drawn from this:

1. The strategies implemented by SDI Taruna Surabaya in fostering a school climate and culture to improve the quality of learning, identified by researchers, include: implementing an adaptive curriculum, boosting school achievement (for both students and teachers), involving the surrounding community and utilizing local potential, providing infrastructure or service facilities, and establishing collaborations with both domestic and external parties.

2. Several supporting factors for the SDI Taruna principal in fostering a school climate and culture include: good collaboration with teachers and educational staff based on their competencies, discipline within the SDI Taruna academic community, adequate facilities and infrastructure, cooperative students in accepting school rules, extracurricular activities, collaborative networks with external parties, and support from the surrounding community.

3. In fostering a school climate and culture at SDI Taruna, the obstacles faced are relatively minor. Obstacles faced by SDI Taruna include: when there are opportunities for students to participate in activities outside the city due to their competencies, sometimes their parents do not allow it. Some do not have the funds for their children's pocket money, some because of psychological objections, and others for other reasons. Another obstacle that SDI Taruna sometimes faces in fostering a school climate and culture is a little resistance from teachers when there is an assessment/supervision by the Principal. In fact, the assessment of teacher performance is not done for bad intentions, but for good and noble intentions, namely to control the quality (quality control) of teacher performance.

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