

IMPLEMENTING A POSITIVE CULTURE IN REALIZING EDUCATION QUALITY IN ELEMENTARY SCHOOLS

Yulia Santi¹
Universitas Almuslim
yuliasanti@umuslim.ac.id

Riandi Marisa²
Universitas Terbuka
riandi.marisa@ecampus.ut.ac.id

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Abstract *This research aims to present an exposition on the impact of school quality as a result of the implementation of a positive culture on students in elementary school, specifically at SD Negeri 5 Bireuen. The research method employed is qualitative, utilizing data collection techniques such as observation, interviews, and documentation. The results of this study indicate the routine activities conducted by the school community, particularly teachers, towards students that apply a positive culture by enforcing discipline through positive habituation activities, such as instilling self-confidence through greetings upon welcoming students at the school gate, conducting blessed gatherings, reciting prayers, inquiring about well-being in a manner that stimulates students to share enjoyable and less enjoyable experiences, singing local songs before starting lessons, participating in joint cleaning or community service at school, involving students in every school activity such as being flag ceremony officers and participating in various extracurricular competencies like scouting and arts and culture workshops, and fostering a learning community through Malim Diwa to enhance the quality of education and develop characters of self-confidence and independence in students. The learning process is based on real-life issues related to students' daily lives, which trains students to think critically in expressing ideas and concepts within the learning material. Additionally, the study encourages practical activities in the creation of art pieces and wall decorations for classrooms, based on ideas agreed upon by students, aiming to develop student creativity.*

Keyword: Positive Culture, Educational Quality, Students, Elementary School

Correspondent *Yulia Santi | ✉ yuliasanti@umuslim.ac.id

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Abstrak Penelitian ini bertujuan menyajikan pemaparan bagaimana dampak mutu sekolah sebagai hasil dari penerapan budaya positif terhadap murid di

sekolah dasar yaitu di SD Negeri 5 Bireuen. Metode penelitian yang digunakan adalah metode kualitatif dengan teknik pengumpulan data observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan kegiatan rutin yang dilakukan oleh masyarakat sekolah terutama guru terhadap siswa yang menerapkan budaya positif dengan menegakkan disiplin secara aktivitas pembiasaan positif, seperti menanamkan rasa percaya diri dengan kegiatan salam sapa menyambut murid digerbang sekolah, kegiatan jumar berkah, membaca doa-doa, menanyakan kabar dengan cara siswa distimulus untuk bercerita aktivitas yang menyenangkan dan yang tidak menyenangkan, menyanyikan lagu daerah sebelum mulai pembelajaran, melaksanakan piket bersama atau kerja bakti di sekolah, melibatkan siswa untuk setiap kegiatan di sekolah seperti menjadi petugas upacara bendera dan mengikuti pengembangan kompetensi anak lainnya ekstra kurikuler berupa pramuka dan sanggar seni, komunitas belajar melalui kornel Malim Diwa dalam rangka meningkatkan mutu pendidikan sekolah dan membentuk karakter percaya diri serta mandiri siswa, memberikan proses pembelajaran berdasarkan permasalahan dengan Contoh permasalahan yang terkait dengan kehidupan sehari-hari siswa sehingga akan melatih bernalar kritis siswa dalam mengemukakan ide-ide dan gagasan dalam materi pembelajaran, dan melakukan praktik-praktik pembuatan karya seni, hiasan dinding untuk ruang kelas dengan ide siswa yang disepakati Bersama dalam rangka mengembangkan kreatifitas siswa.

Kata Kunci: Budaya Positif, Mutu Pendidikan, Siswa

A. INTRODUCTION

A meaningful educational process carried out in learning becomes an important cultural part in meeting students' learning needs because education as part of culture plays an important role in shaping student character as an initial foundation for the readiness of the nation's next generation of students. The main role of schools as educational units in the formation and development of all student potential. The education that students get at school is the most important part as the most effective place in shaping and developing students' potential and character so that it develops optimally in the environment around students (Hadi & Chaer, 2017).

Education that is carried out by habituation and is well interpreted by students will form a good character so that students from an early age can show behavior and act in accordance with the values that characterize students

according to their personality. Therefore, habituation or positive culture is a means to form a personality that has balanced intellectual and socioemotional abilities (Erlinda, 2021).

A positive culture that is appropriately interpreted by students can be integrated into the student learning process from various aspects of education implemented in schools such as school management, namely the implementation of learning that meets student learning needs, extracurricular activities, and learning activities that foster student creativity and critical thinking (Praheto, Sayekti, & Muning, 2016). One of them is the cultivation of a positive culture with the aim of maximizing school quality.

School culture is a collection of values, principles, traditions, and habits formed in the long-term learning process, developed by the school over a long period of time, and become the handle and belief of all school members so as to encourage the emergence of attitudes and behavior of school members (Zamroni, 2011). School community according to Law number 20 of 2003 concerning the national education system consists of students, educators, principals, teaching staff and school committees. The entire school community plays its role and carries out its duties in accordance with the values and norms that are an important and main part in the implementation of the education process in the school. (Suharsaputra, 2010).

Positive school culture is the values, beliefs, and habits in schools aimed at students so that students can develop into critical, respectful and responsible individuals (Zamroni, 2011). The quality of education in an educational unit is strongly related to the implementation of the learning process so that the involvement and concern of all school communities are needed in realizing meaningful and sustainable education in every aspect of student life.

B. METHOD

This study used a qualitative approach with data collection techniques of observation, interviews, and documentation. Time and Place This research was conducted for three weeks, on May 25 - June 10, 2024 at SD Negeri 5 Bireuen, Bireuen Regency. Research Subjects The research subjects in this study were

principals, teachers, administrative staff, and all students of SD Negeri 5 Bireuen, Bireuen Regency. This research procedure was carried out through three stages, namely; The first stage, the researcher made several preparations before going to the field, such as choosing a school for research and this school as a driving school and several teachers have graduated as driving teachers, preparing files for requesting permission for research, preparing the necessary instruments and other research needs; The second stage, the researcher went to the field to conduct research.

Research conducted to obtain data using interviews, observation, and documentation approaches; The third stage, researchers compile reports on the data that has been obtained. Data, Instruments, and Data Collection Techniques Data collection was carried out using data collection techniques through observation, interviews, and documentation. The observation technique was carried out by directly observing the existing conditions or conditions at the school. The interview technique was carried out by interviewing several school communities, namely principals, teachers, and students so that the data obtained had a good level of accuracy. The documentation technique was conducted to facilitate the understanding and presentation of field data.

C. RESULT AND DISCUSSION

The implementation of a positive culture is an important understanding in providing learning space as a supportive environment in improving the quality of learning in educational units from various aspects that support students' learning needs in their educational process.

Positive culture is very important because it can improve the quality of student learning with habituation that makes students feel ownership and meaningfulness of the learning process. Habituation that becomes a positive culture, students feel valued and encouraged in a supportive environment, students tend to be more active and productive in the learning process and foster a spirit that is committed to the learning process. This will certainly improve the quality of education because the quality of their output is good in learning and also in collaborating with fellow students.

Positive culture will avoid conflict and increase collaboration among students, this builds open communication and mutual respect for differences is important. A positive culture will create a conducive atmosphere in the student learning process, reduce conflict, and facilitate the collaboration process between students in learning, of course this is one of the keys to improving the quality of learning or the quality of school education (Rahayuningsih, Y. S., & Iskandar, S. (2022).

The application of a positive culture becomes a focal point in the development of competencies that students have in a sustainable manner what students have experienced in their learning process with meaningfulness so that students' skills and knowledge will produce higher quality learning outcomes, creativity, character. In a positive environment, opportunities to learn and develop are more accessible, which will contribute to improving the overall quality of education.

The best impact of implementing a positive culture when reflecting on learning activities carried out by teachers will be increased satisfaction and meaningful learning felt by students. Maximum involvement is felt as a form of appreciation from a positive environment. This satisfaction and appreciation encourage students to give the best of their potential, high fighting power and motivation directly affect the quality or quality of education achieved.

Increased quality in the learning process can make the learning process sustainable for students' daily lives. In a positive culture, students tend to focus on solutions rather than problems. This helps create a learning environment that is proactive in finding ways to improve the quality of education and overcome daily challenges in the learning process (Lestari, D., Praheto, B. E., & Setiowati, S., 2022, May). By creating and maintaining a positive culture in education units, it can improve the quality of learning, strengthen character in various learning processes carried out by students both in education units and in everyday life. A positive culture supports long-term success because it focuses on continuous growth, collaboration and development of all the potential that students have.

The positive culture applied in elementary schools as a foundation in improving the quality of education has several underlying aspects such as focusing on developing the potential of students so that school programs that are

part of the curriculum are focused on learning activities that develop all the potential of elementary school students.

The quality of education must be understood together by the school community not only includes cognitive aspects, but also character development, increasing motivation and how students are prepared to face various problems faced in the learning process. The education unit, especially at the elementary school level, is a very important place to instill values such as the character of honesty, cooperation, responsibility, empathy, and respect for others and all of that can be fostered in every positive culture implemented in the education unit. By implementing a positive culture, students understand the importance of these values in their daily interactions.

The importance of a positive culture applied in educational units will create a safe and comfortable and pleasant learning environment for students. When educational units promote a positive culture in the learning process, it will create a learning environment for all students. This can include using approaches such as positive classroom management, giving praise or rewards to students who demonstrate good behavior, and implementing educational conflict resolution strategies.

The implementation of a positive culture provides ample opportunities for student engagement because it prioritizes the active involvement of students in every learning activity. Students are encouraged to participate in activities that not only improve their academic abilities, but also their social and emotional skills. This includes group activities, collaborative projects and activities that encourage a sense of belonging to the school, all of which can improve the quality of school education.

The involvement of the entire school community, including student guardians, is a major support in the success of student learning and is part of the implementation of a positive culture in education units. Good communication between these three parties supports the creation of an environment that is more conducive to student development. Parents are expected to be involved in their children's educational process, while teachers act as facilitators and mentors who

motivate students to achieve their best potential. This happens because a positive culture is well implemented in the education unit.

Learning approaches that are carried out by applying a positive culture in a way that is fun, creative, and encourages student exploration and curiosity will be more in-depth and meaningful. Teachers act as motivators who facilitate students to learn in a fun and interesting way. Education units with a positive culture implement a fair and consistent reward system. Awards are given to students who demonstrate good behavior, hard work or significant achievements in both academic and non-academic areas. This provides motivation for students to continue to develop and maintain positive behavior and significantly improves the quality of education (Nirmala, et al., 2024).

The implementation of a positive culture not only improves the quality of education but also maintains and supports students' mental health and maintains and pays attention to students' emotional and mental well-being. The implementation of a positive culture makes education units provide space for students to talk about their feelings, recognize and manage emotions, and provide support for students who are experiencing difficulties. This is important for building students' emotional intelligence early on. Overall, the background of positive culture in primary schools is a comprehensive approach that emphasizes not only academic achievement but also the formation of strong character and healthy social skills. The implementation of this positive culture aims to make students not only develop intellectually, but also become individuals who are able to adapt and contribute well in society (Hasnadi, 2019).

SD Negeri 5 Bireuen implements habits that have become the school culture there. This school culture is unique and characterizes this school. The habituation of character values is inserted in every activity at school, both in learning activities, extracurricular activities, and outside of class hours. The cultivation of character values in this school is adjusted to the character and local culture where the school is located. In addition, it is also adjusted to the ability of students. That way, the character values of the Pancasila student profile can be more easily understood and formed in students (Rizki, 2017: 4). The results of observations and interviews with 10 data sources from the school community, the process of

instilling a positive culture as a form of improving the quality of education and instilling the character of the Pancasila student profile at SD negeri 5 Bireuen by: (1) making an agreement or class belief in each class, this is done based on the opinion of the class members in the education unit. Class beliefs are a collective agreement to realize the attitudes, behaviors, and rules desired by students in the class and only apply in that class.

With the existence of class beliefs, it can be seen that students are more responsible in carrying out existing rules because they are made based on mutual agreements that students want. The contents of SDN 5 Bireuen's class beliefs, namely praying before and after learning activities, getting used to greeting each other, greeting, behaving politely and smiling at each other or better known as 5S (Salam, Sapa, Sopan, Santum, Senyum), habituation of expressions of apology, help, and gratitude which are exemplified directly by the teacher or Principal, maintaining classroom cleanliness and tidiness with full responsibility, coming to school on time, and being responsible for carrying out school assignments. (2) the habituation of all teachers waiting for students at the school gate and giving a warm touch and greeting this is done to show that the educational unit where students learn is a safe, comfortable and pleasant place, all teachers gather to welcome students with a smile starting at 7.00 WIB in the morning until the entrance bell rings at 7:30 WIB.

Furthermore, (3) habituation in involving students in every program at school: ceremonies, community service, art performances, and extracurricular activities. Socializing every activity that will be carried out in the education unit, both activities to celebrate state holidays or religious holidays as well as competition activities at the school level or competition between schools (4) through habituation carried out in the learning process, among others: praying before and after learning, singing compulsory and folk songs, questions and answers, and the practice of making works.

Based on the observations of researchers, every morning students of SD Negeri 5 Bireuen who have a class picket schedule come early, so that the task can be carried out properly and the learning process is not interrupted by these activities. They clean the class and the yard in front of their class together. When

the entrance bell rang, students immediately lined up neatly in front of their respective classes, then one by one they entered the classroom in an orderly manner while washing their hands that had been provided in front of the classroom door. Before learning begins, they pray together starting from learning prayers, prayers for the good of the world and the hereafter and daily prayers so that they become habituated in the daily lives of students and this activity is led by the class leader.

After that, it is continued by singing a song that is prepared together every day as well as Aceh. Before entering into learning, the teacher will motivate students with enthusiastic clapping. Then proceed with apperception activities by questioning the learning that has been learned before so that students do not forget and associate with the material to be learned that day. In the learning process, teachers always provide problems to students through questions to train students' critical reasoning in expressing ideas and ideas in learning materials. In SBdP subject content, learning is usually carried out with art-making practices, as well as regional dances and so on to develop student creativity. Every Monday, SD Negeri 5 Bireuen carries out Flag Ceremony activities starting at 07.20 am. Flag ceremony officers usually take turns in each class, starting from grade 4 to grade 6. For classes that are in charge on Monday, they will practice the ceremony on Saturday accompanied by their homeroom teacher.

Then on Friday, the school carries out the Yasin letter reading activity and Friday clean-up activities, namely gotong royong. Gymnastics activities are also carried out on Tuesdays to Saturdays arranged by grade level. The higher grade students will line up in the front row as examples or gymnastics demonstrators for their younger siblings. Once a year, the school also holds a pensi activity at the end of the year. All students from grade 1 to grade 6 participate in this activity. They will showcase their talents, such as singing, drama, dancing, and so on. Every Eid al-Adha, the school also organizes the slaughtering of Qurba animals as a result of the collection of funds from the entire school community.

In addition, there are also ceremonial activities in this school, including holding ceremonies and competitions on the Commemoration of National Holidays, such as the Commemoration of Indonesian Independence Day and Kartini Day and

religious activities, such as Islamic Boarding Schools, commemoration of the Maulid of the Prophet Muhammad SAW because all students are Muslim, so they are required to follow it by wearing Muslim clothes.

The application of a positive culture fosters the character values of the Pancasila Student Profile and also improves the quality of education through several activities and habituation at SD Negeri 5 Bireuen. At SD Negeri 5 Bireuen, the art studio is very active, this art studio is a forum for the development of student creativity and intellect, Malim Diwa art studio there are learning studio activities (regional and national dances, reading and writing poetry, and learning picture art, activating student digital literacy), Tahfizh Quran, pencak silat, table tennis.

All activities that become school culture have a strong influence in improving the quality of education of educational units and the formation of student character, one of which is SD Negeri 5 Bireuen strives to realize the character profile of Pancasila students in all its students by familiarizing positive cultural activities through school culture.

D. CONCLUSION

There are several applications of positive culture at SDN 5 Bireuen school, including Friday blessings, namely donating to provide assistance to the underprivileged, reviving love for regional culture and preserving it with the activity of singing folk songs before learning and introducing regional attractions, carrying out joint pickets or community service at school, involving students to become flag ceremony officers and participate in extra-curricular activities such as pencak silat, strengthening literacy, developing local culture in order to improve students' independent character, provoking students by asking questions to train students' critical reasoning in expressing ideas and ideas in learning materials, and conducting art-making practices, to develop student creativity. The real results of the implementation of a positive culture at SD negeri 5 Bireuen are that every competition activity students always win, students have high self-confidence and great motivation in every learning process.

A good school is a school that is able to create a positive school culture so that it can shape the character of students in accordance with the profile of Pancasila students. For this reason, every school must strive to create a positive school culture through habits that are carried out, both inside and outside of class hours so as to form the expected student character.

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