SOCIAL CULTURAL TRANSFORMATION IN IMPROVING SCHOOL'QUALITY
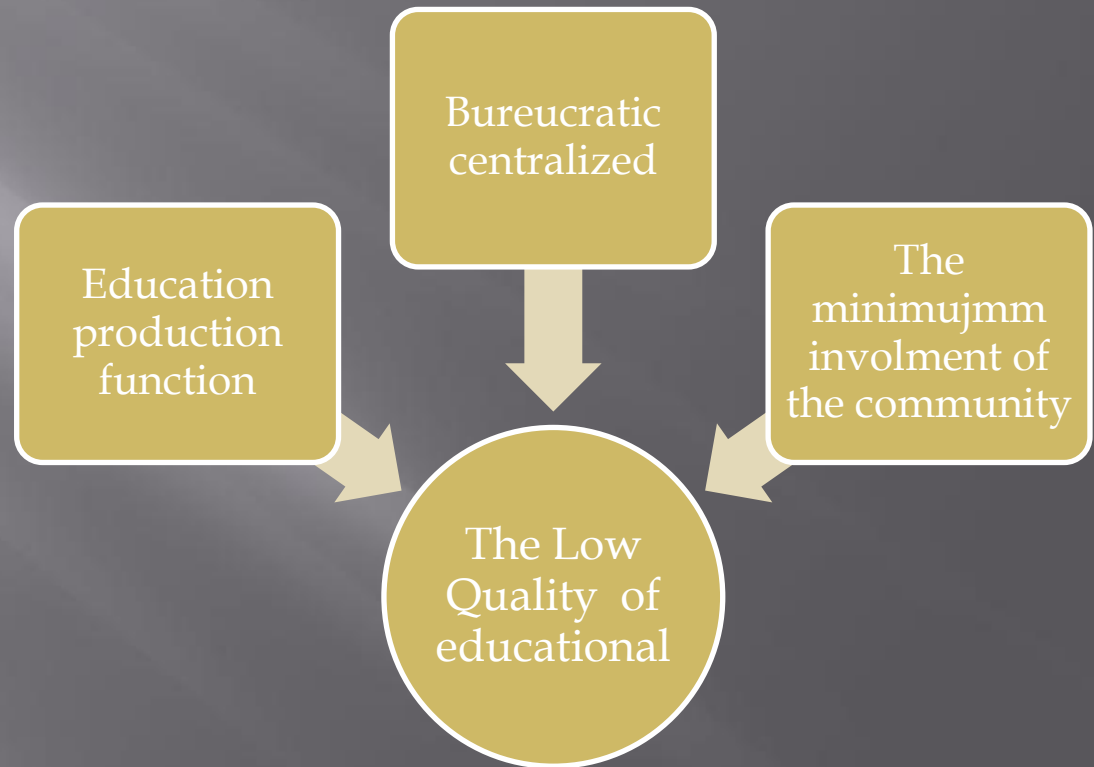
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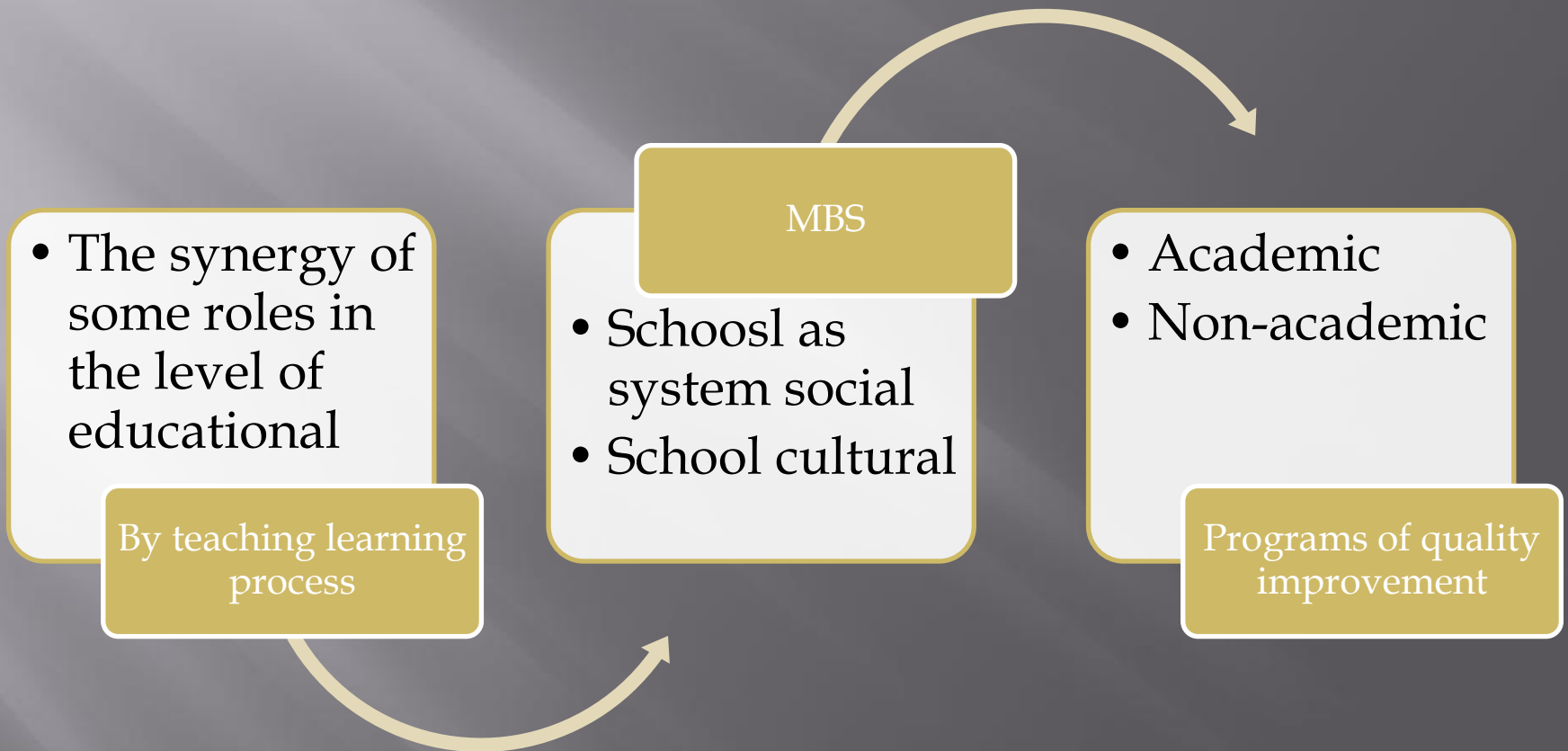
INTRODUCTION

The fundamental probelm of education in Indonesia is the low quIality of each educational

1. input-ouput analysis is not consequently excuted on field.
2. The schools lose their independence, motivation, initaitives to develop
3. No participation , not the educational process

Education production function

Bureucratic centralized

The minimujmm involment of the community

The Low Quality of educational

The developmnet of quality...?

- The synergy of some roles in the level of educational

By teaching learning process

MBS

- Schoosl as system social
- School cultural

- Academic
- Non-academic

Programs of quality improvement
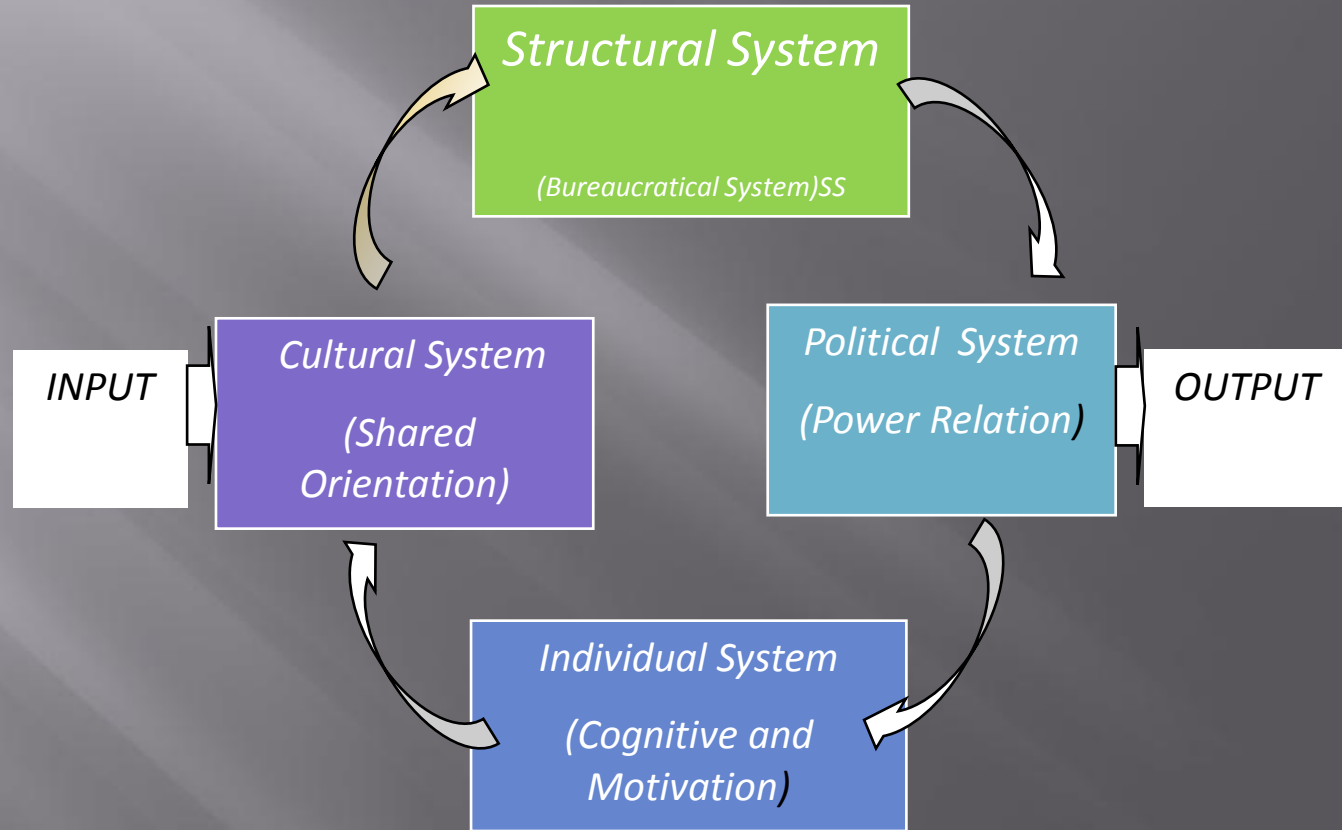
CULTURE SCHOOL

- Culture is the philosiphy of life which together and accepted among the member of a group in community. It involves the way of thinking, behavioour, attitude, phsyical and abstract values .

- Culture can be seen as behaviour, values, attitude, the way of life in adapting with the enviroment and the way of seeing and solving problem as weel.

- School is a prominent instituion which is designed to make the transmission process between generation run smoothly.

School As System Social

QUESTION RESEACH

- How do shools apply the social cultural transformation in improving their quality in schools ?

I. METHODOLOGY (1)

SMPN4 Pakem
- International Standardized School (SBI)
- The avarage score of each subject tersed in National is 9

SMPN 1 Depok
- National Standardized School (SSN)
- The avarage score of each subject tersed in National is 7

SMPN 1 Ngaglik
- State School (SN)
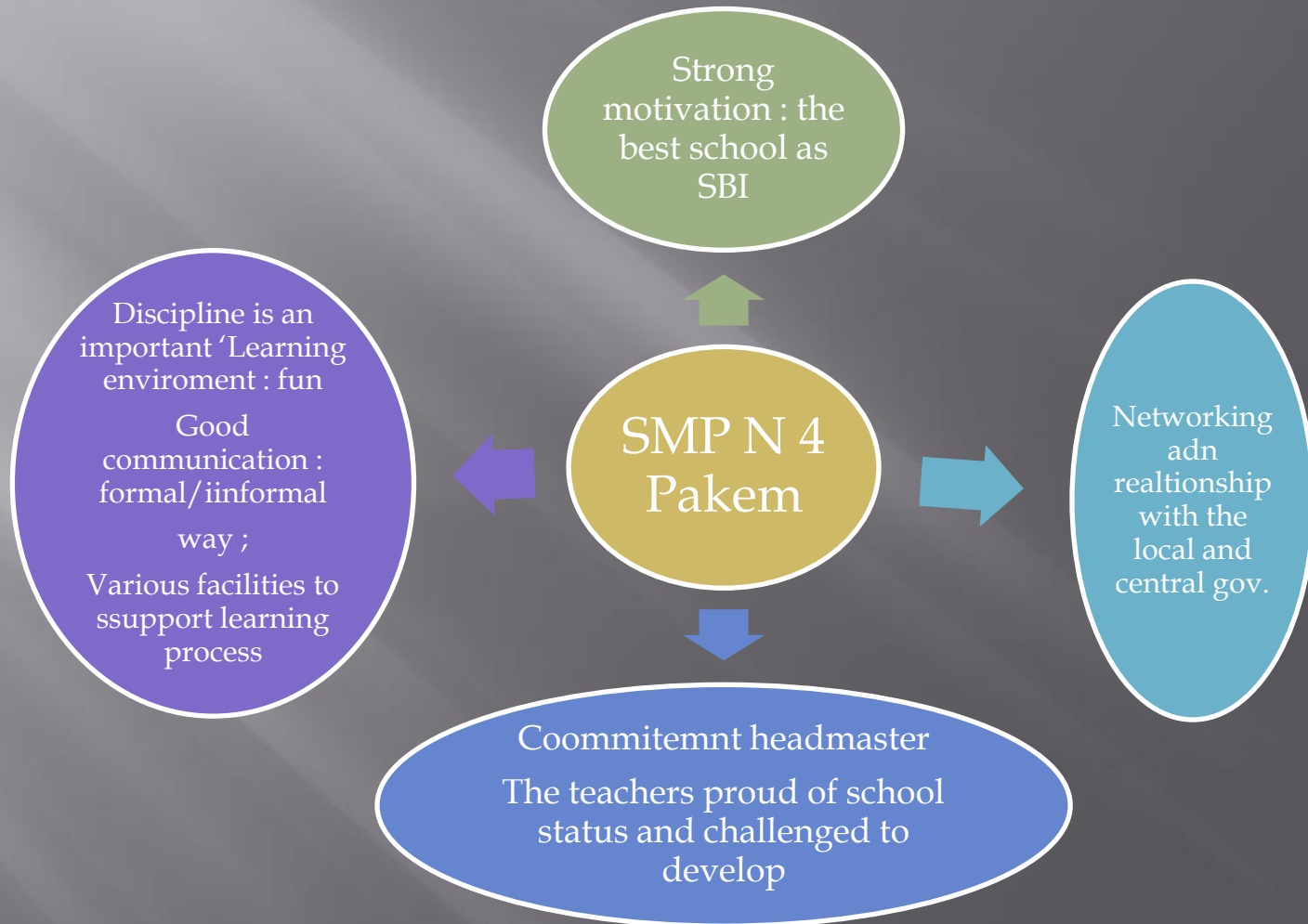- The avarage score of each subject tersed in National is 5

METHODOLOGY (2)

- The approach used in this study is qualitatif research combined with grounded research varies from : indepth interview, observation, FDG, participation questioner and documentation.

- The key informan: teachers, schoolmaster, student, parent, and school commitee

- The analysis is carried out using some activities such as data reductions, data dispaly, and conclusion.

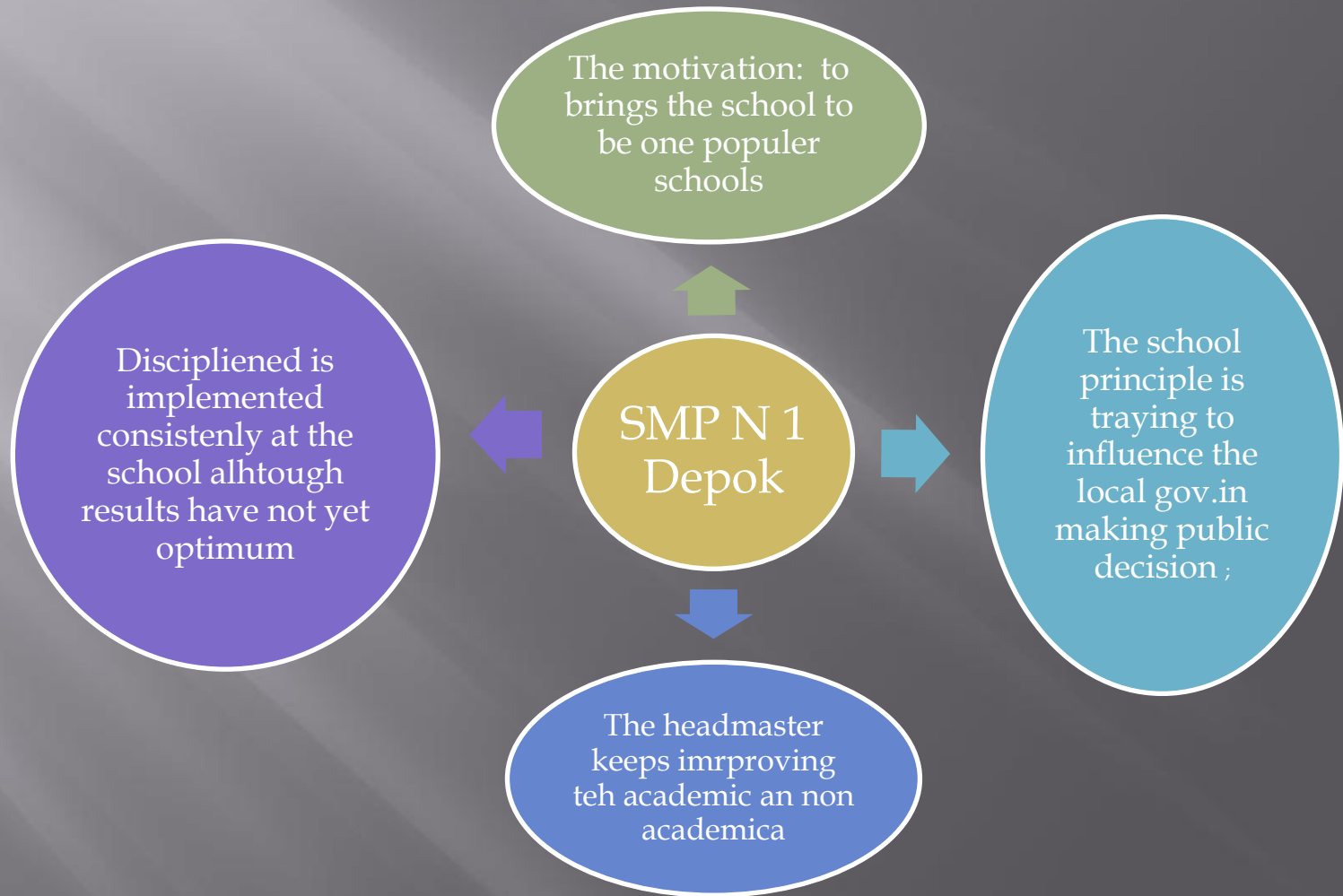# III. FINDING (1)

▫ Each school has different ways in developing school culture in Social system Model fo School, and it can be seen from the difference of ability of each school. As diclosed in the study pf SMP N 4 Pakem, SMP N 1 Depok, SMP N 1 Ngaglik.

▫ Table 1 : page 5-7

FINDING (2)

Strong motivation : the best school as SBI

Discipline is an important 'Learning enviroment : fun

Good communication : formal/iinformal way ;

Various facilities to ssupport learning process

SMP N 4 Pakem

Networking adn realtionship with the local and central gov.

Coommitemnt headmaster

The teachers proud of school status and challenged to develop

III.FINDING (3)

The motivation: to brings the school to be one populer schools

Discipliened is implemented consistenly at the school alhtough results have not yet optimum

SMP N 1 Depok

The school principle is traying to influence the local gov.in making public decision ;

The headmaster keeps imrproving teh academic an non academica

FINDING (4)

To make the schools as eligible and accountabel which is accepted by the community

Diciplin is still a crucial aspect to be established by this schools

SMP N 1 Ngaglik

The schools prinmciple is struggling for intrudction the schools that once was top ranked and qualified shool in 1950.an

The headmasters keeps building the student's awarnesss to study & learn

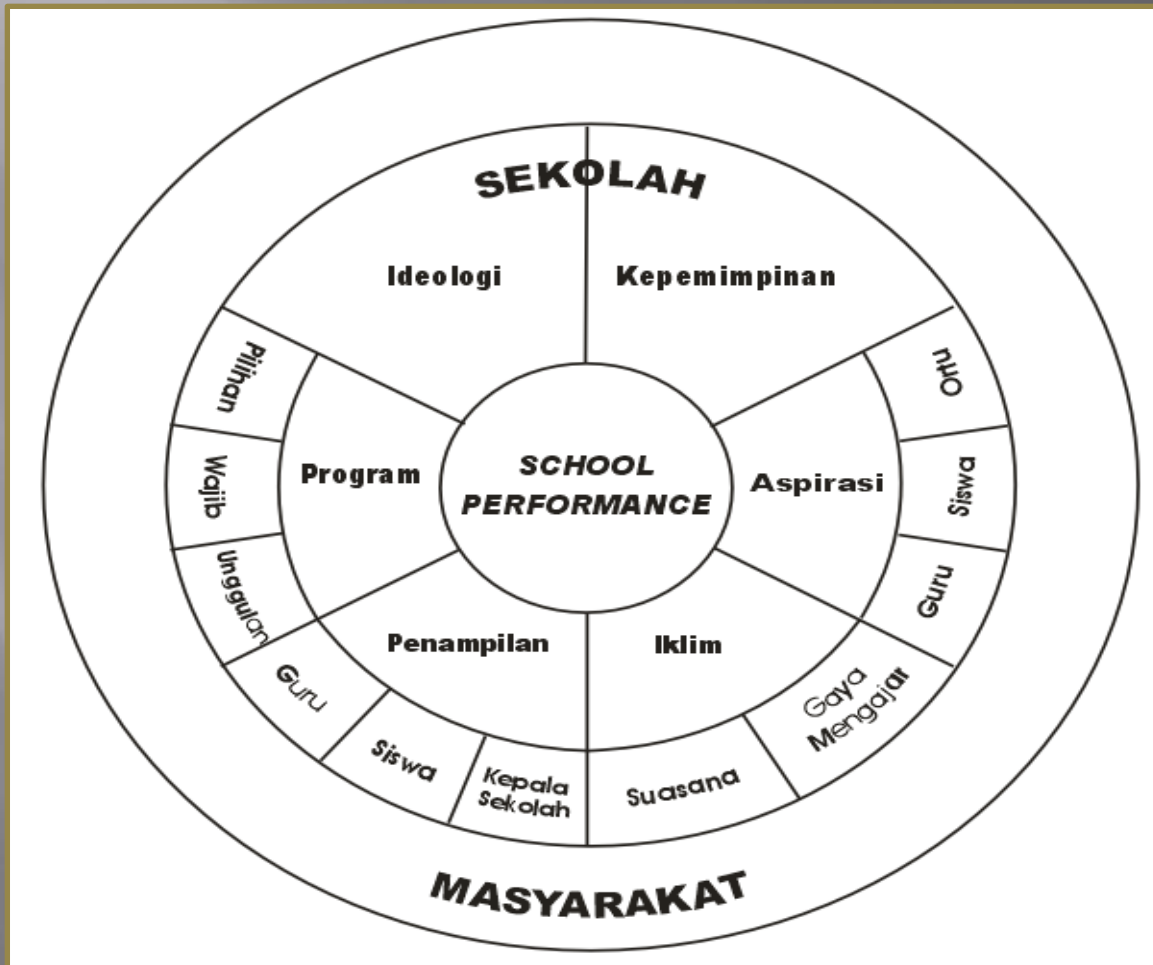Teachers keep woring hard to motivae their students to willing and eager to study

FINDING (5)

- Based on the description, it can be conclud that within the process of transformation, the dynamics of schools are similarly determined by several aspectsc such as structural, individual, cultural, and political.

- Social reality each school shows different dynamics.

- It is the difference that makes dynamics among schools tend to be dissimilar in term of developing the quality strategy at the levl of education unit.

FINDING (6)

- The strategy of school quality development is particualry determined by the school culture.

- This is supported by several strategis of the quality development such as the theory of The Total Quality Management, Organizing Bussines for Excelent an d Four Quality Development Model that places school culture as a crucial variable for quality strategy.

- School culture → "unique" , "dynamic"

The Reality of School Culture

The Capital of Education

Culture Capital

Intellectual Capital

School Perfomance = Improving School´s Quality

Economic Capital

Political Capital

Schools Culture ; Fred C.Lunnerburg

- Culture represent the organization's cummulative learning, as reflected in organization structure, poople, administrative processes, adn external envioroment. This trends to preputuate beliefs and behaviour and specifies, the goals, values, adn mission of the organization and the criteria by which to measure the organization the organization's success

Personal Capability of the Headmaster
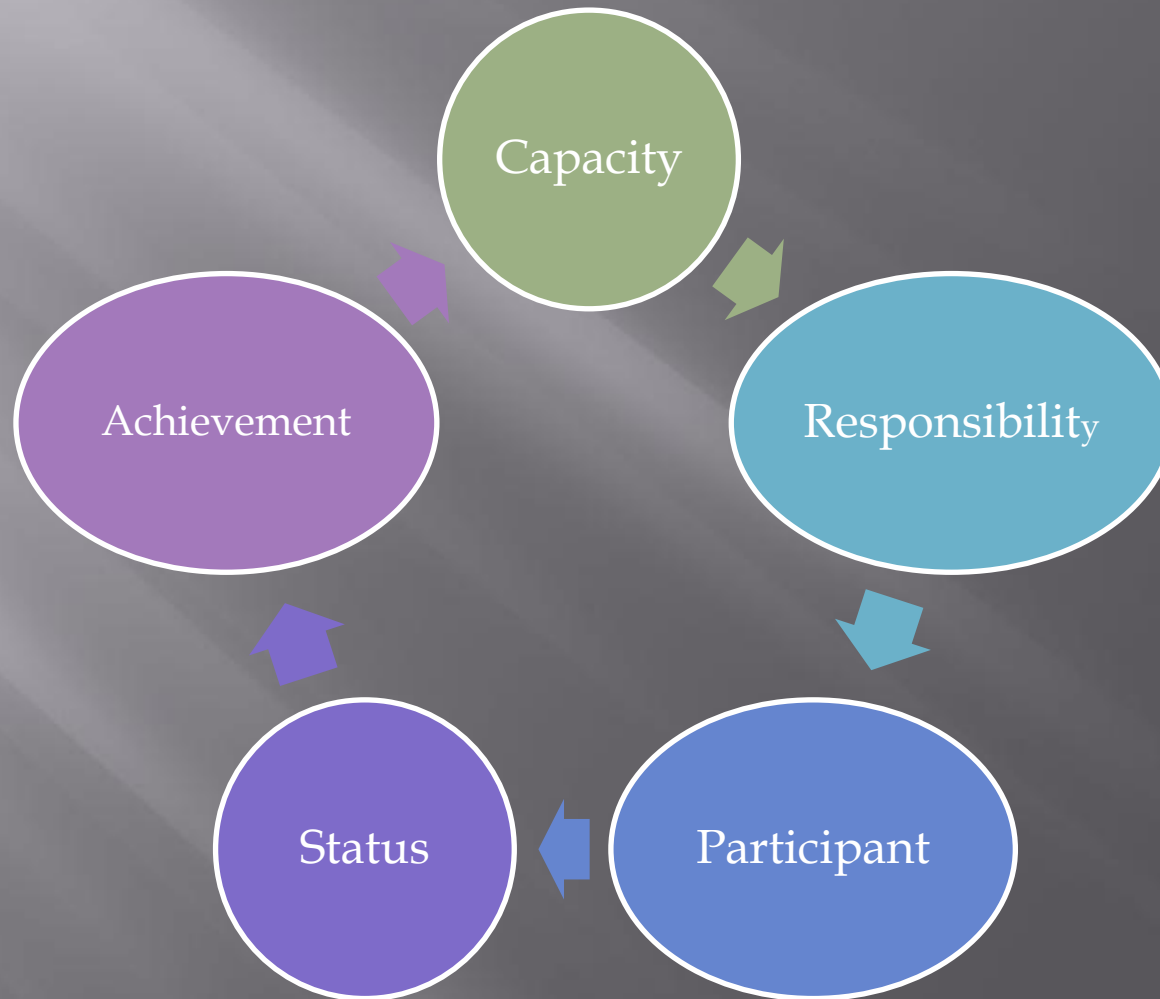
Dimension	SMP N 4 Pakem	SMP N 1 Depok	SMP N 1 Ngaglik
Capacity	Progamming basic diagnostic test to improve student capability	Developing the role of "peers"	Motivating student to love going school
Achievement	Futuristic and visionary in five year program	Improving DIY Ranking	Making the school as the champion in non-academic field (sport, drum-band)
Responsibility	Developing special service program	Developing supriors class progams .	Building the trust of the school neighborhood
Status	As a leader supported by success team to perform his function	As leader supported by devp. Team which is not optimal in this work yet	As leader, he has not had asolid quality devepment team
Participant	Efficient in time and selective in attening meetings.	Active in attending any forum of teachers and headmasters	Active in attending any forum of teachers and headmasters

IV. DISCUSSION

- Based on the finding, there are two interesting things to be discussed in social-culture transformation process in the quality strategy :

- 1). How to build a school culture ?

- 2). Who will play the important role in building a school culture ?

- Building a school culture is not easy, even the process is considered as the most difficult one in the strategy of developing the quality

1. The most difficult process in building a school culture is the implementation of discipline

- **Discipline:**
- a habit which is done in daily activities .
- is a self-awareness to do something based on the rules determined by the policy maker.
- is a mental behaviour and a moral position to determine something right or weong, and always say right for right things and wrong for the wrong one just the way it is.

Discipline is not easy to be realized by school ...?

- ▫ a student are not ready to go to school;
- ▫ Rules which are inconsistently
- ▫ Teachers are premissive ;
- ▫ There is no control from parent

The motive purposes od discipline

- Clear rulers
- Gradual socialization
- Clear punishment
- To include student associatiates for student problem
- The actively give apprecation for students

2. The power of headmaster in forming a school culture is relatively

- The capability of headmaster is not similar one to another is creating a formula in the strategy of quality improvement especially in academic achievement.

- Specically, in creating a formula of quality improvement conducted by school, it tend adjusted to the schools potency and conditions so that it present the different learning climate at each school.

V. CONCLUSION

- The transformation of process in each school tends to describes different phenomena in each education unit. The difference is caused by the difference of school characteristics.
- The dynamics in transformation of process of social-culture on the education unit are determined by structural, individual, cultural, and political aspects.
- The improvement of quality on the education level is determined by the capability of school in building the culture.
- The dynamics in building the school culture is dtermined by the dynamics of the relationship various culture and role.
- The obstacle in building the culture is the descipline application on the education unit level.
- The power of building the school is determined by headmaster's personal.

THANK YOU.........!

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