

EFFORTS TO IMPROVE SCHOOL CULTURE IN MAS TARBIYAH ISLAMIAH HAMPARAN PERAK DISTRICT, DELI SERDANG REGENCY

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Abstract: This study aims to determine efforts to improve school culture, inhibiting and supporting factors at MAS Tarbiyah Islamiyah Hamparan Perak, Deli Serdang. The research uses a narrative descriptive qualitative approach. The data sources are (1) primary data, obtained from school principals, teachers/homeroom teachers and students, (2) secondary data, obtained from literature, relevant research, and documents. Data collection by observation, interviews, documentation, and field notes. Data analysis by reducing data, displaying data/presenting data, and verifying/drawing conclusions. The results of the analysis of research data: (1) work programs in an effort to improve school culture: short, medium and long term by applying high dedication, modesty, greeting each other, sincere, mutual cooperation, religious, preserving the environment, cleanliness, tolerance, cooperation, innovate, creative, hospitality, noble character, personality. Efforts to improve school culture at MAS Tarbiyah Islamiyah Hamparan Perak, Deli Serdang have shown significant, accountable results. effective and efficient, (2) Strengthening the behavior and personality, morals and commendable attitudes of students, teachers and stake holders.

Keywords: *Effort, Improvement, School Culture*

Introduction

A. Background

Education is very urgent in producing human resources (HR) who have personality, knowledge, skills, and can develop interests, talents according to the potential of students who are expected to become the nation's successors from all elements that support the Indonesian nation. Indonesian National Education has goals formulated in Article 3 of Law no. 20 of 2003: National education functions to develop capabilities and shape dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are

healthy, knowledgeable, capable , creative, independent, and become a democratic and responsible citizen.

Education is a deliberate and planned effort to create a learning atmosphere and learning process for students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the skills needed by themselves and society.

Improving the quality of education in schools/madrasas is accompanied by efforts to improve school culture, so that it can be interpreted as a strong effort and has a positive impact on changes in students' skills, skills and morals, as well as becoming human beings who are useful to the nation for life. The application of school culture is a part of discipline that is in line with the goals of national education in law number 20 of 2003, article 3.

In line with the goals of national education, it is natural for efforts to improve school culture in madrasas to be developed and preserved on an ongoing basis in order to obtain values and have a quality, effective and efficient school culture. In this way it is clear that school culture is an external environment, part, situation, feeling, nature, and the school season can effectively describe a good experience in the growth and development of intelligence, diligence and student activity.

School cultural activities can be reflected in the relationship between school/madrasah principals, teachers and students, as well as other stakeholders who create discipline, a sense of responsibility, rational thinking, motivation, creativity, innovation, instill religious values, noble character, healthy, knowledgeable , capable, creative, and independent.

If habituation is carried out continuously and continuously, it will appear that the school culture is applied effectively. This is in line with Mulyasa's opinion, he explained that the purpose of character education is to improve the quality and results of education in a complex, integrated manner, and in accordance with graduate competency standards that lead to the quality of character formation and children's noble character.

In the era of globalization it is very important to manage religious character education in a professional manner which is managed by all elements of the madrasa, especially the madrasa head makes regulations and standard operating procedures as a guide in applying it in everyday life together in madrasas, so that it becomes a model that can boost religious character education which eventually became a culture in madrasas.

From the results of observations by researchers conducted in September 2022 where the results of the researchers' observations were that the Private Madrasah Aliyah Tarbiyah Islamiyah, Hampan Perak District, Deli Serdang Regency had habits and effective school/madrasah cultural efforts. This habituation becomes a culture in madrasas that is carried out by the head of the madrasa, teachers, students are like;

1. students greet each other when they meet friends and teachers,
2. greet each other with kindness,
3. before starting and after learning students pray,
4. pray every Friday,
5. clean the school/madrasah environment, and others which builds a strong school/madrasa culture by increasing the morals and religiosity of educators, students, and stake holders.

B. The Importance of Conducted Research

Efforts to improve school culture are very important to be carried out in schools and madrasas as an effort to produce students with absolute and good personalities, so that they become daily habits in the context of carrying out the learning process both intracurricularly and extracurricularly. Habits that are carried out because of the collaboration of all elements in the school/madrasah to build values so that the great hope is an increase in school culture at MAS Tarbiyah Islamiyah Hamparan Perak.

The school culture is organized and has standard operating procedures (SOPs) which include habits that are carried out daily in madrasas, exemplary educators, student discipline in participating in the learning process, involving all elements of education and education staff in madrasas, and considering all regulations, and tradition in the madrasah.

Efforts to improve school culture at Madrasah Aliyah Tarbiya Islamiyah Hamparan Perak are inseparable from the foundations of the Koran and Hadith, as well as Article 3 of Law no. 20 of 2003: National education functions to develop capabilities and shape dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Thus it can be stated that it is very important that this research is carried out to develop and build superior adolescent human resources and have religious character values that are directed through refractions in school culture to reflect good personality and morals now and in the future.

C. Problem Formulation

Based on the problems that have been described above, the formulation of the problem that the writer will discuss in this study can be formulated as follows:

1. What are the Efforts to Improve School Culture at MAS Tarbaiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency?

2. What are the inhibiting and supporting factors in Efforts to Improve School Culture in MAS Tarbaiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency?

D. Research Objectives

This study aims in accordance with the formulation of the problem above, are as follows:

1. To find out the Efforts to Improve School Culture in MAS Tarbaiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency.
2. What are the inhibiting and supporting factors in Efforts to Improve School Culture in MAS Tarbaiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency.

E. Research Hypothesis

The research hypothesis entitled Efforts to Improve School Culture in MAS Tarbaiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency is true that this phenomenon occurs with efforts to improve school culture that can have a positive impact on the behavior of all learning participants, teachers, and other stakeholders at this time, and in the future.

Literature Review

A. Definition of School Culture

It is better if before putting forward various concepts of school culture, the definition of culture should be put forward first. In the Big Indonesian Dictionary, culture is defined as: thoughts, customs, something that has developed, something that has become a habit that is difficult to change.

The culture that is meant here is the various habits that a person makes, such as customs in accordance with the development of the era, which become strong habits. Kotter and Hessket, stated that the term culture can be interpreted as the totality of behavior patterns, arts, beliefs, institutions, and all other products of human work and thought that characterize a society or population that are transmitted together. In addition, culture is also interpreted as behavioral norms agreed by a group of people to survive and be together.

The opinion examined by Kooter et al, culture is a pattern of behavior that exists in society with various works created such as art, institutions, and all products produced by thinkers, human beings who are made the norms of life. Meanwhile, Vijay Sathe argues, "Culture is the set of important assumptions (opten unstated) that members of a community share in common. This means that culture is a set of important assumptions shared by members of society. Hofstede defines culture as values and beliefs that give people a programmed way of seeing.

This understanding is that culture is a pattern of basic assumptions of life that are believed together, which are created, discovered, or developed by a group of people and can

be used to solve their life problems, therefore taught and passed down from generation to generation, as a guide to behavior, thinking, and a sense of community among them.

In an organization (including educational institutions), culture is defined as follows: First, action, namely shared beliefs and goals that are owned by members of the organization that have the potential to shape their behavior and last a long time even though there has been a change in mutual respect, tolerance and so on. Second, the norms of behavior, namely the ways that are already members.

In educational institutions, for example, this culture is in the form of greeting each other, commonly used in an organization that lasts a long time because all members pass this behavior on to new members. In educational institutions, this behavior includes the spirit to always study hard, always maintain cleanliness, speak politely and various other noble behaviors.

Educational institutions are declared as educational unit organizations that have the potential to shape the character of all learning participants, managers, teaching and educational staff, and all stakeholders within the school organization. School culture is an identity that is imaged by the school itself in accordance with educational goals.

Furthermore, Stolp and Smith in Aan Qomariah, argued that school culture as: "school culture can be defined as the historically transmitted pattern of meaning that includes the norms, values, beliefs, ceremonies, rituals, traditions and myths understood, maybe in varying degrees, by members of the school community. This system of meaning often shapes what people think and how they act.

In the opinion of Stolp and Smith, school culture is interpreted as a history of patterns of conveying a meaning which includes norms, values, beliefs, ritual ceremonies, traditions, and myths, perhaps that is what distinguishes the levels of members in school communication. These systems often shape what people think and how they act.

School culture is an organizational personality that distinguishes one school from another, how all members of the school organization play a role in carrying out their duties depends on the beliefs, values and norms that are part of the school's culture.

From the above opinion that school culture is the development of an organization that is grown from all elements of the school organization that creates values and norms. Effective school culture is the values, beliefs, and actions as a result of a mutual agreement that gives birth to the commitment of all personnel to implement them consistently and consistently. School culture is a distinctive characteristic of a school that can be identified through the values it adheres to, the attitudes it has, the habits it displays and the actions shown by all school personnel who form a special unit of the school system.

The distinctive characteristics of schools are a benchmark for building schools that have an effective school culture, so that all members of the organization have values by implementing them in full and consistently. In this way, all designs made can be integrated into the curriculum developed by the values that become the pillars of the school.

The implementation of learning is not just developing scientific values, but also internalizing these values in the entire learning process in all fields of study. Likewise the assessment process will also be carried out by prioritizing the values espoused by the school. This process will ultimately produce graduates who have superior grades, which may be different from graduates from other schools, so that schools have truly developed their independence in the implementation of the education they carry out.

From the above opinion it can be revealed that internalizing values in the learning process is very important to be able to change the character and morals of students for everyday life both at school and in their family environment.

Meanwhile, Aan Komariah & Cepi Triatna, revealed that the mes it developed values that are relevant to the school's vision and especially in favor of the learning process as the school's main mission. therefore, the core values (basic values) of the school must be directed at providing optimal learning services for students so that students can optimally develop their potential. Peter and Waterman found values that were consistently implemented in good schools.

Thus it can be stated that the learning process provides services to students optimally to develop potential that has values that are commensurate with the vision and mission of the school to develop the potential of students. According to Terrence Deal and Kent Peterson, school culture is related to shared values, rituals and symbols. They stated that the core of the school's problems were not technical problems but social problems.

A customer service culture that emphasizes service quality can change employee attitudes and behavior towards customers and lead to increased customer satisfaction and sales. If workers feel in accordance with the school's organizational culture, they will tend to develop emotional closeness to the organization. School culture is something that is built from the result of a meeting between the values held by the principal as a leader with the values shared by teachers and employees in the school.

From the various opinions above, it can be concluded that school culture which produces values for students and all other members of the school organization is in the form of an action with the right emotional closeness to be carried out together in everyday life.

B. Characteristics of School Culture

Each school has its own distinctive school culture that is built and is different from other schools. This difference shows the existence of highs and lows, both positive and negative in the school culture. As knowledge and to understand the differences between cultures in schools can be seen from the cultural characteristics of schools.

The characteristics of school culture that must be maintained to improve school quality according to Saphier and King include the following:

1. Collegality. It is a peer-to-peer climate that creates mutual respect and respect for fellow educational professionals.

2. Experiment. Schools are a suitable place to conduct experiments towards finding better work patterns (such as learning models) that are expected to belong to the school.
3. High expectations. The freedom of school culture that gives hope to everyone to get the highest achievement ever achieved.
4. Trust and confidence. Trust and strong belief is the most important part in the life of a profession. A conducive school culture will provide opportunities for everyone to be confident and have confidence in the incentives that will be received on the basis of the new ideas they provide for the organization.
5. Tangible and support. School culture supports the birth of improved learning and encourages the creation of professional and skill development.
6. Reaching out to the knowledge base. School is a place for the development of knowledge broadly, objectively and proportionally, studies, development of new ideas, research, development of new concepts all require an understanding of the scientific basis first.
7. Appreciation and recognition. The school culture maintains appreciation and recognition for teacher achievements so that it upholds teacher self-esteem.
8. Caring, celebration, and humor. Paying attention, respecting each other, praising and rewarding the kindness of a teacher at school is a commendable deed. Humor and exhilarating each other is a healthy social culture.
9. Involvement in decision making. A school culture that involves staff participating in decision-making makes problems transparent and all school staff can identify the problems they are facing and solve them together.
10. Protection of what's important. Maintaining and maintaining work confidentiality is a culture at school. A good school culture will know what to talk about and what to keep secret.
11. Traditions. Maintaining traditions that have been going on for a long time and are considered good is a culture in the school environment and it is usually difficult to get rid of, such as graduation traditions, flag ceremonies, awards for services or achievements and so on.
12. Honest, open communication. Honesty and openness in the school environment should be maintained, because schools are educational institutions that form honest, intelligent, and open people either by new thoughts or by differences of opinion.

With the characteristics mentioned above, it is a basis that can be used as a guide or indicator to determine the development of school culture to be carried out. School culture in particular is of course very important to be directed to be implemented in schools effectively and efficiently for all members of the organization, so that effective and efficient educational goals are achieved in educational units.

C. The Function of School Culture

Education units/schools should have a culture that can be implemented properly and can develop all members of the organization, which is meant for all education and education staff, students, and including other stakeholders.

The meaning of the word is that the school has a strong culture because of the function in it. Culture has a very important function, because it provides support for school identity, so that a school culture that is built can be maintained consistently, will certainly be able to display faith, piety, creative, independent, and innovative behavior to be developed in a sustainable manner.

According to Peterson, it is very important to maintain school culture for the following reasons:

1. School culture influences school achievement and behavior. meaning that culture is the basis for students to achieve through the serenity created by the climate and the competitive opportunities created by the school program.
2. School culture is not created by itself, but requires creative, innovative and visionary hands to create and move it.
3. School culture is unique even though they use the same components but no two schools are exactly the same
4. School culture provides all levels of management to focus on school goals and culture to become a cohesion that binds together in carrying out the school's mission.
5. Even so, culture can be counter productive and become an obstacle to the success of midwives g Education and culture can differentiate and emphasize certain groups in schools.
6. Cultural change is a slow process, such as changes in teaching methods and decision-making structures

School culture functions to transmit all forms of behavior, the maturation process, and the formation of the personality of the learning participants and all school members. As stated by Komariah who stated that at the beginning of its emergence, school culture was formed on the basis of a person's vision and mission which was developed as an adaptation to the environment (society) both internally and externally.

It can be seen that basically the function of school culture is as a school identity which has its own characteristics that distinguish it from other schools. This identity can be in the form of curriculum, teaching delivery systems, school rules, school logos, standard operating procedures regarding the school environment, school uniforms, extracurricular coaching (religious, scouting, sports, arts).

Method

A. Research Materials

In qualitative research, the presence of researchers is necessary. In addition, researchers themselves act as research instruments. Where the researcher is tasked with planning, carrying

out data collection, analyzing, interpreting data, and in the end the researcher is also the reporter of the results of his research. This is because in order to understand the research background and educational context.

The research material focuses on the research object, namely the Application of the Management Model for Religious Character Education as an Effort to Improve School Culture at MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency. In this case, the researcher acts as a full observer, that is, as an observer who is directly involved with the research subject in carrying out the educational process, this is done in order to maintain the objectivity of the research results.

B. Research Procedures

In this study, the researcher is a full observer, that is, an observer who is directly involved with the research subject in carrying out the educational process, this is done in order to maintain the objectivity of the research results.

The procedures to be carried out by researchers in carrying out research in the field or research objects are as follows:

1. The preparation stage, namely compiling research instruments based on research objectives and the type of data presented by research sources, the instruments used in collecting this type of data are observation, interviews, interviews, and documentation as well as real data. After that came to the respondent with the intention that in carrying out the research there would be no misunderstandings for the respondent. So researchers need to go to or make initial observations at schools to provide necessary information to respondents (principals, BK teachers, subject teachers, and some students).
2. Then conduct interviews with informants and collect all necessary data, such as data on the practice of school culture in the formation of religious character and other data for research purposes.
3. Completion stage, namely activities carried out to compile the data that has been obtained and analyzed in the form of a research report obtained in chapter IV.

C. Observed Parameters

The parameters observed and focused on in this study were Efforts to Improve School Culture empirically at MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency.

D. Place and Time of Research

The location of this research was at MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency, while the time of this research was carried out from October 2022 to February 2023.

E. Types and Scope of Research

This study uses a qualitative approach, because the data required is data taken directly from the research object, is natural and from an entity, holistic, and process oriented. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people whose behavior can be understood.

Qualitative research is also research conducted based on paradigms, strategies and implementation of qualitative models. This type of research is descriptive. Descriptive research is research that seeks to provide solutions to current problems based on data which are then presented, analyzed and interpreted. Descriptive research seeks to provide systematically and accurately the actual facts and characteristics of a particular population.

As for descriptive research, it is generally carried out with the main objective, which is to systematically describe the facts and characteristics of the object or subject studied appropriately. With this approach and type of research, Efforts to Improve School Culture at MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency can be described more thoroughly and in depth.

F. Data Collection Techniques

Data collection techniques used in this qualitative research consisted of: observation, interviews, and documentation.

1. Observation (observation), intended for Culture Improvement Efforts. In this case the researcher is a full observer, namely as an observer who is directly involved with the research subject in carrying out the educational process, this is done in order to maintain the objectivity of the research results.
2. Interviews, namely holding a set of questions and answers to school principals, teachers, and students about Efforts to Improve School Culture at MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency.
3. Documentation, which is used by researchers as a complement to other data collection techniques and is expected to be more extensive and truly accountable for the truth. The data collection instrument is to use recordings and cameras.

G. Population, Sample and Data Source

1. Population

The population according to Winarno Surakhmat is the entire individual to be studied. However, in this case the researcher took several samples from the population in order to obtain the necessary data, this was because it was not possible for the researcher to examine the population. The population in this study is the total number of students as many as 117 people, Principal: 1 person, Teachers: 12 people, and staff: 2 people.

However, not all of this population will be used as a sample, but only a few will be sampled from the entire population which are considered to be able to represent and provide

information related to the problem under study. Employee staff: 2 people. But not all of this population will be sampled, but only a few will be sampled from the entire population that is considered to be representative and provide information regarding the problem under study.

2. Sample and Data Source

The sample is part of the number and characteristics possessed by the population. The sample used by the researcher in this case is a purposive sample, what is meant here is to dig up information that will form the basis of the designs and theories that emerge. Data sources are the Principal, Teachers, Students, and Employees.

H. Methods of Data Analysis

Because the researcher uses a qualitative approach, the data analysis is carried out during the research activities and is carried out after the data collection is complete. Where the data is analyzed carefully and thoroughly before being presented in the form of a complete and perfect report.

The process of data analysis carried out by researchers is by steps, including the following:

1. Data reduction, which is a sharpening data analysis, classifying data in such a way that conclusions can be drawn or data verified. The data obtained from the field was written down in detail and systematically after each data collection was completed.
2. Display or presentation of data, namely collecting data or information in an arranged manner which gives the possibility of drawing conclusions and taking action. Existing data is compiled using narrative text.
3. Drawing conclusions or verification is intended to produce valid conclusions.

Results and Discussion

A. Research Results

Madrasah Aliyah Private Tarbiyah Islamiyah, Hamparan Perak Subdistrict, Deli Serdang Regency is one of the working areas under the guidance of the Panca Budi Development University, the madrasah is led by Mr. Mhd.Razali, S.PdI, M.Sc as head of the madrasah, and has teachers, as many as 1,000 teachers. 19 people, and students as many as 120 people.

During the leadership of the madrasah head who had the nuances of managing religious character education with his team, both teachers and others remained committed to implementing an educational work program as optimally as possible which had the strength of school culture as the strength of all elements in the madrasah environment.

At the level of a long journey, the Efforts to Improve School Culture program at MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency, which also has students who are active from class X to XII as many as 120 people. Ownership of educational facilities and infrastructure, both buildings and other supporting facilities, such as classrooms, houses of worship, libraries, UKS, teachers' room, principal's room/madrasah, toilets, computer and

science laboratories, sports fields, and an organized and comfortable madrasa yard sufficient and sufficient to serve the needs of both intracurricular and extracurricular education.

Strong resources from all teachers and staff have supported Efforts to Improve School Culture at MAS Tarbiyah Islamiyah, Hamparan Perak District Deli Serdang Regency, which has sufficient facilities and a strong collaborative team with teachers, staff, and the school committee. Thus the problems that always arise in efforts to improve school culture during the learning process for students always get solutions that are good, comfortable, healthy and do not reduce the significance of education.

With the existence of MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency, it has implemented short, medium, and long term work programs based on the school's vision, mission, and goals.

1. Vision, Mission and Goals of MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency

a. Vision

Forming human beings who believe and fear Allah SWT, have high personality, knowledgeable, charitable, skilled and able to actualize themselves, synergize madrasahs and society.

b. Mission

- 1) Madrasa as an institution that can create Islamic education.
- 2) Improving learning and guidance effectively so that students can develop according to their potential
- 3) Implementing education in accordance with the applicable curriculum and its supports
- 4) Improving the quality of teaching and administrative staff
- 5) Manage facilities and infrastructure

c. Purpose

- 1) Preparing the Islamic generation to be able to place themselves in all changes with the provision of knowledge and piety
- 2) Equipping students in the field of spirituality
- 3) Increase teaching and administrative staff who have competence in their fields

According to the current National Education Standards, all teachers must have at least a bachelor's degree in accordance with their field of expertise, so that the implementation of education at MAS Tarbiyah Islamiyah, Para Hamparan Perak District, Deli Serdang Regency, can run as expected.

The condition of the teachers who provide education and teaching at MAS Tarbiyah Islamiyah, Hamparan Perak Subdistrict, Deli Serdang Regency, 1 Madrasah Head, 19 teachers, TU 1 person including sports teacher, and local content. Where the teacher data

illustrates that the number of teaching staff who have undergraduate education is sufficient for the requirements as teachers to educate at the Madrasah Aliya (MA) school level.

Judging from the student data, it shows that the number of students in class X is 39 people, class IX is 40 people and class XII is 41 people, so the total number of students is 120 people. Where there are more women, namely 81 people. In this chapter the researcher discusses the processing and analysis of data obtained through the research conducted, namely by using the instrument method that the researcher determined in the previous chapter.

As for these data researchers obtained through observation and interviews as the main method in data collection. Researchers use documentation as a supporting method to complete data that researchers do not obtain through observation and interviews. This research is a qualitative descriptive research, which is the result of observations, interviews and documentation that researchers have done.

2. Madrasah/School Culture

Religious character education is education that can be carried out in various ways by teachers with various forms of exemplary, delivering material, communicating clearly and communicatively, providing examples of good attitudes and behavior towards students, either directly or indirectly. Character education is everything that the teacher does, which is able to influence the character of students. The teacher helps shape the character of students. This includes exemplary how the teacher behaves, the way the teacher speaks or conveys material, how the teacher tolerates, and various other related things.

MAS Tarbiyah Islamiyah Hamparan Perak made the madrasa culture program a system that could be implemented together with a real model that was imitated directly by students. This was done by the head of the madrasa, teachers and all stake holders at MAS Tarbiyah Islamiyah Hamparan Perak. All educators and educational staff play an important role in providing exemplary (*uswah hasanah*). and teachers are expected to continue to strive and innovate in perfecting the whole series of activities and the process of habituation in madrasas so that it really becomes a culture.

To students, so that students not only know about morals (character) or moral knowing, but they are also expected to be able to carry out morals or moral actions which are the main goal of character education.

MAS Tarbiyah Islamiyah Hamparan Perak implementing school culture is: (1) exemplary and (2) habituation which is reflected in the school culture which is always strived for by all madrasah residents.

a. exemplary

In instilling character in students at school, exemplary is a more effective and efficient method. Because students (especially si self at the age of primary and secondary education) in general tend to imitate (imitate) the teacher or educator. This is because

psychologically students really like to imitate, not only the good ones, sometimes they even imitate the bad ones.

It is further said, that to support the implementation of character education, formal and non-formal education units must be conditioned as the main supporters of these activities. Formal and non-formal education units must show examples that reflect the character values to be developed.

The entire madrasah environment can be shown by conditions that can provide a beautiful, comfortable atmosphere such as toilets that are always clean, trash cans are in various places and are always cleaned, formal and non-formal education units look neat, and learning tools are placed in an orderly manner. This can also be seen at MAS Tarbiyah Islamiyah Hamparan Perak in various corners of the school that look clean and tidy, everything is orderly both inside the classroom, outside the classroom, bathrooms and teacher's room.

Many posters are installed in the corners of the classroom as a motivation that supports the cultivation of character values. In addition, exemplary is also shown in the behavior and attitudes of educators and education staff in providing examples of good actions, so that principals, teachers and employees become role models for students to emulate or imitate well and can develop in the school environment and amidst middle of society.

b. Refraction Method

Habituation is something that is deliberately done repeatedly in order to do something it can become a habit. This habituation method is based on experience.

Because what is used to it is something that is practiced. And the essence of habit is repetition. Habituation places humans as something special, which can save strength, because it will become an inherent and spontaneous habit, so that these activities can be carried out in every job. Therefore, according to experts, this method is very effective in developing children's character and personality.

Broadly speaking, the method of instilling religious character values at MAS Tarbiyah Islamiyah Hamparan Perak is with the habituation method that is carried out through the guidance of the teachers, namely Sholawat who wants to learn and Asmaulhusna, reads the Koran in the prayer room, greets and greets one another to the teacher, and each other, greetings to each other.

Respect, discipline, empathy, maintaining security, order, and cleanliness of the school and classroom environment. This is implemented in all series of activities that are carried out from coming to hours of returning home from the learning process at madrasahs.

c. Self-Development

The talents of students' interests in madrasas are those that can be developed through activities that are packaged with special programs, namely extracurricular activities. This activity is an activity that is carried out outside the subject matter guided by the teacher in accordance with the competencies and interests of students developed by the madrasa.

Furthermore, extracurricular activities that have been held in schools so far are one of the potential media for building character and improving the academic quality of students. Extracurricular activities are education outside of the subject matter to help develop students according to their needs, potential, talents and interests. Through this activity it is expected to develop the ability and sense of social responsibility, as well as the potential and achievements of students.

Activities outside the classroom that are carried out at MAS Tarbiyah Islamiyah Hamparan Perak are flag ceremonies on Monday, commemoration of Islamic holidays (PHBI), commemoration of national holidays (PHBN), habituation programs for congregational midday prayers, reading sholawat, reading Asmaulhusna, reading prayers before and after studying, reading the Koran in the prayer room and Islamic culture (maintaining a comfortable and clean classroom and school environment), as well as extracurricular programs.

The madrasah also organizes self-development programs or extra-curricular programs including scouting, speeches, computers, futsal sports, etc., this activity is a form of school commitment in developing a habituation program.

Accommodate and develop various kinds of intelligence possessed by students, so that the hope is that students are not only intellectually intelligent, but also kinesthetically, socially, spiritually intelligent. The MAS Tarbiyah Islamiyah Hamparan Perak extracurricular program is a means as well as a vehicle for teachers and the school to instill character values in students through a variety of activities that vary according to the character and type of intelligence of each student.

B. Efforts to Improve School Culture at MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency

Improving school culture is something that must be formed and implemented in a systematic manner by collaborating from all elements of the school, both educators and education staff, so that it is expected to become a school that contributes to students, and all stake holders towards the development and development of quality schools, both the educational and teaching processes, including intra-curricular and extra-curricular activities.

Thus each school has its own distinctive school culture that is built and is different from other schools. This difference shows the highs and lows, good and bad and positive and negative in the school culture. According to Saphier and King, the characteristics of school culture that must be maintained to improve school quality include the following:

1. Collegality. It is a peer-to-peer climate that creates mutual respect and respect for fellow educational professionals.

2. Experiment. Schools are a suitable place to conduct experiments towards finding better work patterns (such as learning models) that are expected to belong to the school.
3. High expectations. The freedom of school culture that gives hope to everyone to get the highest achievement ever achieved.
4. Trust and confidence. Trust and strong belief is the most important part in the life of a profession. A conducive school culture will provide opportunities for everyone to be confident and have confidence in the incentives that will be received on the basis of the new ideas they provide for the organization.
5. Tangible and supportive. School culture supports the birth of learning improvements and encourages the creation of professional and expertise development.
6. Reaching out to the knowledge base. School is a place for the development of knowledge broadly, objectively and proportionally, studies, development of new ideas, research, development of new concepts all require an understanding of the scientific basis first.
7. Appreciation and recognition. The school culture maintains appreciation and recognition for teacher achievements so that it upholds teacher self-esteem.
8. Caring, celebration, and humor. Paying attention, respecting each other, praising and rewarding the kindness of a teacher at school is a commendable deed. Humor and exhilarating each other is a healthy social culture.
9. Involvement in decision making. A school culture that involves staff participating in decision-making makes problems transparent and all school staff can identify the problems they are facing and solve them together.
10. Protection of what's important. Maintaining and maintaining work confidentiality is a culture at school. A good school culture will know what to talk about and what to keep secret.
11. Traditions. Maintaining traditions that have been going on for a long time and are considered good is a culture in the school environment and it is usually difficult to get rid of, such as graduation traditions, flag ceremonies, awards for services or achievements and so on.
12. Honest, open communication. Honesty and openness in the school environment should be maintained, because schools are educational institutions that form honest, intelligent, and open people either by new thoughts or by differences of opinion.

Based on the above concepts, MAS Tarbiyah Islamiyah Hamparan Perak has created a school culture development program using the method of instilling religious values, namely the habituation method which is carried out at any time guided by teachers, namely Sholawat who wants to learn and Asmaulhusna, reading the Koran in the mosque, greetings and greetings to teachers and each other, mutual respect, discipline, empathy, maintaining security, order and cleanliness of the school environment and classes. This activity has been cultivated since coming to school until the completion of the learning process.

The establishment of a school culture in MAS Tarbiyah Islamiyah Hamparan Perak can form students' morals in empathy and get used to the classroom, the school environment is always clean and tidy.

C. Inhibiting and Supporting Factors in Efforts to Improve School Culture in MAS Tarbailiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency

The process of developing education and teaching in the MAS Tarbailiyah Islamiyah environment, Hamparan Perak District, Deli Serdang Regency with Efforts to Improve School Culture, the supporting and inhibiting factors are as follows:

Supporting factors in Tarbailiyah Islamiyah Private Madrasah Aliyah, Hamparan Perak District, Deli Serdang Regency, have a madrasah head, and have teachers, as many as 19 teachers, and 120 students from class X to XII. During the leadership of the nuanced madrasah head, he had the strength of school culture as the strength of all elements in the madrasah environment.

Ownership of educational facilities and infrastructure, both buildings and facilities. 1 other facilities such as classrooms, houses of worship, libraries, UKS, teacher's room, principal's room/madrasah, toilets, computer and science laboratories, sports fields, and an organized and comfortable madrasa courtyard are sufficient and sufficient to serve both intra-curricular educational needs. , as well as extracurriculars.

Strong resources from all teachers and staff have supported the Management of Religious Character Education as an Effort to Improve School Culture at MAS Tarbailiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency, which has adequate facilities and a strong collaborative team with teachers, staff, and school committees. Thus the problems that always arise in efforts to improve school culture during the learning process for students always get solutions that are good, comfortable, healthy and do not reduce the significance of education.

While the inhibiting factors are infrastructure facilities that are not sufficient to an ideal standard and need to be improved:

1. Main infrastructure facilities;
2. Supporting infrastructure, as well as funding, is budgeted but not yet fully supported.

Other factors that have not been able to support the system for efforts to improve school culture are the absence of standard operating procedures (SOPs) that need to be revitalized in accordance with the Vision and Mission, as well as the goals of the school/madrasah.

D. Discussion

1. Efforts to Improve School Culture in MAS Tarbailiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency

The strength of madrasahs/schools in efforts to improve the quality of schools is built together with all elements and stake holders within the madrasah/school itself. In fact, it is already the responsibility of the madrasah/school principal, teachers, students, and all citizens in the madrasah/school environment by collaborating with various elements of activities and activities that support starting from oneself to the educational and teaching process activities. Thus, MAS Tarbailiyah is only natural Islamiyah, Hamparan Perak Subdistrict, Deli Serdang Regency, builds a school culture that synergizes with various elements, both internal and external.

Improving school culture is a form that must be formed and carried out in a systematic manner by collaborating from all elements of the school, both educators and education staff, so that it is expected to become a school that contributes to students, and all stake holders towards the development and development of good quality schools in the process of education and teaching. including intracurricular and extracurricular.

According to Saphier and King, the characteristics of school culture that must be maintained to improve school quality include the following:

- a) Collegality;
- b) Experiments;
- c) High expectations;
- d) Trust and confidence;
- e) Tangible and support;
- f) Appreciation and recognition;
- g) Caring, celebration, and humor;
- h) Involvement in decision making;
- i) Protection of what's important;
- j) Tradition;
- k) Honest, open communication.

Seeing the importance of school/madrasa culture which must be properly implemented and developed, Yusuf examines this culture as the development of values among students which include: faith and piety, the value of togetherness, the value of mutual respect, the value of responsibility, security, cleanliness, order and beauty, and the relationship between students and the whole school community.

The enthusiasm of students in carrying out the values of faith and devotion is quite high and good. Based on the above concepts, MAS Tarbiyah Islamiyah Hamparan Perak has created a school culture development program using the method of instilling religious values, namely the method of refraction which is carried out at any time guided by the teachers, namely Sholawat who wants to learn and Asmaulhusna, read the Koran in the prayer room, greet and greet each other teachers and each other, respect each other, discipline, empathize, maintain safety, order and cleanliness of the school environment and class.

This activity has been cultivated since coming to school until the completion of the learning process. The building of a school culture at MAS Tarbiyah Islamiyah Hamparan Perak can form student morals in empathy and get used to the classroom being clean and tidy, the school environment comfortable, and cool, so that students and teachers can collaborate, be interactive in carrying out interactive, communicative, interactive, effective, and efficient learning processes.

In line with Eva Maryamah's opinion, that building a culture with invisible elements, the benefits obtained by developing a strong, intimate, conducive and responsible school culture are:

- a) Guaranteeing better quality work.
- b) Opening all communication networks of all types and levels, both vertical and horizontal communications.
- c) More open and transparent.
- d) Creating togetherness and a high sense of belonging.
- e) Increases soli from and sense of kinship.
- f) If you find an error, it can be fixed immediately.
- g) Can adapt well to the development of science and technology.

Thus efforts to improve school culture in MAS Tarbiyah Islamiyah, Hamparan Perak Subdistrict, Deli Serdang Regency can be carried out in a joint way, starting from the madrasa head, teachers, students, parents, and other stakeholders involved in the development and construction of the madrasa/school as a whole, and continuous with the patterns of values, principles, traditions and habits formed in the course of schooling, developed by school over a long period of time and become held by and believed by all school members so as to encourage the emergence of attitudes and behavior of school members to get the meaning of a quality school culture.

Conclusion

From the results of the research analysis described in the previous chapter, it can be concluded as follows:

- a. Efforts to Improve School Culture at MAS Tarbaiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency

The concept and design, as well as its application in an effort to improve school culture in MAS Tarbaiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency, is based on the religious character education management model, all of which are sourced from the Koran and sunnah of the Prophet Muhammad SAW, namely:

- 1) Clean Aqidah (salimul aqidah);
- 2) Matinul Khuluq (solid character);
- 3) Shahihul Ibadah (true worship);
- 4) Mutsaqqoful Fikri (broad insight);
- 5) The nature of qodirun alal kasbi;
- 6) Qowiyyul Jismi (Physical Power);
- 7) Munazhom Fii Su'unihi Munazhom Fii Su'unihi;
- 8) Mujahidun linafsihi (strong against lust);
- 9) Haritsun 'ala Waqtihi (Time management);
- 10) Naafi'un Li Ghairihi, (Beneficial for others).

The culture that is applied at MAS Tarbiyah Islamiyah Hamparan Perak also collaborates with various intelligences, namely spiritual intelligence, intellectual intelligence, emotional intelligence, activity intelligence, as well as activities that are always carried out by students with the guidance of teachers, namely Sholawat willing to learn and Asmaulhusna, reading the Koran in the mosque, greeting and greetings to teachers and each other, mutual respect, discipline, empathy, maintaining security, order and cleanliness of the school environment and classes.

Efforts to improve school culture are very important in that religious character values are built and applied to the lives of students both during the education and teaching process and in the future. The forms of these activities are carried out in an orderly manner, and are efficient for students, and all stakeholders within the MAS Tarbiyah Islamiyah Hamparan Perak. The activities in question are those that include;

- 1) values that need to be instilled in all students;
- 2) integrated curriculum content;
- 3) learning process;
- 4) assessment;
- 5) teaching and educational staff;
- 6) infrastructure;
- 7) financing;
- 8) other related components.

MAS Tarbiyah Islamiyah Hamparan Perak has made efforts to realize planning religious character education through 3 aspects, namely:

- 1) planning for religious character education through the school's vision and mission,
- 2) Planning for Religious Character Education through Curriculum and RPP, and
- 3) Planning for Character Education Religious through the School Culture Program.

The implementation process of the MAS Tarbiyah Islamiyah Hamparan Perak religious character management model is a collaborative model between all students and teachers as guides, supervisors, evaluators, and integration of all planned elements. Implementation through various activity approaches, namely:

- 1) Teaching and learning activities (KBM);
 - 2) Madrasah/School Culture;
 - 3) Self Development.
 - 4)
2. Inhibiting and supporting factors for Efforts to Improve School Culture in MAS Tarbaiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency

Supporting factors in Tarbiyah Islamiyah Private Madrasah Aliyah, Hamparan Perak District, Deli Serdang Regency, have a madrasah head, and have teachers, as many as 19 teachers, and 120 students from class X to XII.

Ownership of educational facilities and infrastructure, both buildings and other supporting facilities, such as classrooms, houses of worship, libraries, UKS, teachers' room, principal's room/madrasah, toilets, computer and science laboratories, sports fields, and an organized and comfortable madrasa yard sufficient and sufficient to serve the needs of both intracurricular and extracurricular education.

While the inhibiting factors are infrastructure facilities that are not sufficient to an ideal standard and need to be improved:

- a. Main infrastructure facilities;
- b. Supporting infrastructure, as well as funding, is budgeted but not yet fully supported.

Other factors that have not been able to support the management model system of religious character education as a penin effort In terms of school culture, there is no standard operating procedure (SOP) that needs to be revitalized in accordance with the Vision and Mission, as well as the goals of the school/madrasah.

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