SCHOOL CULTURAL IN BEHAVIORAL ORGANIZATION PERSPECTIVE (REVIEW OF THE AXIOLOGY EDUCATION ATTAINMENT)

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SCHOOL CULTURAL IN BEHAVIORAL ORGANIZATION PERSPECTIVE (REVIEW OF THE AXIOLOGY EDUCATION ATTAINMENT)

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ABSTRACT

Culture according to behavioral perspective is a total way of life, while educational perspective sees culture as something abstract that is educational, which form a system of knowledge, spirit, belief, meaning, ethos, values, the capability of mind functioning in shaping patterns of behavior typical of a community group. School culture is the culture of the organization in the context of schooling, so that the school culture is roughly equal to the culture of educational organizations. School is actually designed to carry out the functions of balance between the organization of learning and at the same time pay attention to propagate the culture layer in the values of faith and devotion as the focus system. To strengthen the culture of the school, the school becomes a true culture of the future engineering (Engineering of future culture which function of the members of immunity to students in adapting to global culture. The development of the culture of the school is expected to always pay attention to aspects of learners in accordance with the values of kindness and balance with the goal of social change.

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INTRODUCTION

Culture: At first the term culture (culture) was popular in the discipline of anthropology. The word culture comes from Colere means "process", "work". The term culture grown to have meaning as "a strategy for survival". The essence of culture is not the culture itself, but cultural strategies (Djokosantoso, 2005). But in its development, there is a presumption that the word "culture" comes from a compound word "cultivation" which means the power and sense or power of the mind in the form of creativity, initiative and sense.

Further Djokosantoso (2005) presents three viewpoints culture: 1) Culture is a product of the market in the context of laws governing organizations, etc. 2) Culture is a product of the structure and functions within the organization 3) Culture is a product of the attitudes of people in their work.

Culture means the mind; intellect culture; having a culture that has evolved (civilized, advanced). Familiarization means the results of the creation of the mind (intellect) human (such as beliefs, art, customs); human activities to create a culture that included results (Ministry of Education and Culture, 2003).

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Referring to the description of the culture, Anonim(2002) states that the school culture guidelines stated that the concept of culture can be understood from two sides, namely:

- Understanding culture from its source. Culture derived from the values of quality of life. When an organization embraces the values of democracy, then the organization has a democratic culture. There are several kinds of value, namely, discipline, responsibility, solidarity, openness, honesty, the spirit of life, social, respect for others, as well as the unity and integrity.
- The basic concept can be understood in terms of manifestation or appearance. Actually source culture that values quality of life embraced by the organization. The value of the quality of life espoused by the organization is something that cannot be seen and touched directly, although its existence always remains. But we understand the culture of the organization in a way to feel or observe manifestation or appearance, those are the rules and procedures that govern how the leaders and members of the organization should work.

Based on some opinions and views by experts above, it can be concluded that there are two streams of cultural definition, that they are behavioral and ideational approach. Behavioral approach view culture as a total way of life, while ideational approach see culture as something abstract that is ideational

(ideas, thoughts) which form a system of knowledge, spirit, belief, meaning, ethos, values, the capability of mind functioning in shaping patterns of behavior typical of a community group.

School Culture

According to Hansom (1995), school is an organization. School culture is the culture of the organization in the context of schooling, so that the school culture is roughly equal to the culture of educational organizations. In numerous books organizational management and school management, there are some technical terms that are often used side by side and alternately with the culture. The technical term in question include the background (setting), the environment (milieu), the ambience (atmosphere), flavor (Feel), properties (tone), and climate. In the context of the overall organization of technical terms can be defined as an organization's internal quality as perceived by all members. In other words, when referring to the literal sense, culture can be defined as an internal quality-setting, environment, atmosphere, taste, nature, climate and perceived by all people. Although in many literature these terms are used interchangeably, but in the text of this research used the term culture.

Culture as described previously is a concept developed by anthropologist organization, so that it becomes reasonable if lately sprung books or literature anthropology, organization, and management are put forward one or two chapters that specifically address the culture of the organization, (organizational culture). In fact, there are also some books that whole discussion talks specifically and at length about the organization's culture. Organizational culture began to be seen as something that has an important role in achieving the ultimate goal of an organization, including the organization of the school. The term culture is a concept developed by the anthropologist organization. Organizational culture is defined as the quality of life (the quality of life) within an organization, manifested in the rules or norms, work procedure, work habits (work habits), or subordinate one's leadership style (Hodge and Anthony, 1991:12)In the last twenty years , the topic of culture in the organization to attract many people, especially those who study organizational behavior problems. Mustopadidjaya (2003) found associated with organizational theory and management there are four paradigms, namely: classical organizational paradigm, the paradigm of human relations, behavioral paradigms and paradigm of modern / system. One of them that have relevance to this study is the paradigm of behavior.

Basically, this paradigm seeks to see the weaknesses inherent in the paradigm of the first such neglect of dimensions humanity and the principles of non-hierarchical, criticize that this is only adequate for routine activities that do not require initiative and innovation. Therefore, this paradigm focusing on observations and human dimensions analysis in human resources in the organization and management, as a reaction to a functional structural view which ignores these aspects, and taking into account aspects of human behavior in the context of organizational life. Human dimensions seen will affect the achievement of the level of efficiency, economy, effectiveness and productivity. One approach that is relevant is the study of the school culture is an approach called the equilibrium approach of Talcott Parsons. With his Structural-Functional theory, Talcott Parsons classified dominate sociological theories in Europe and America since the Second World War until the mid 60s. Equilibrium here means balance (Craib, 2004). In terms of theory, in principle, this approach says that the requirement of a life of a community or organization including school organization is to balance. If there are factors that enter and disrupt the balance between the parts will cause havoc in people's lives. In such situations, people or organizations will seek to achieve a new balance. Actually Parsons' theories on organizational behavior and social change than can be grouped into balance approach but it may also be included in the approach of social evolution (evolutionary approach) or into a systems approach (system approach). Emphasis Parsons about basic life community or organization is their stability and harmonious regularity. In relation to it, he proposed the concept of homeostatic which is a central concept in the approach to equilibrium. This concept shows the condition of a situation of social system in which the state of parts or sub systems and interdependence relationships between these subsystems such harmonious (imbalance), so that the slightest change happens one of the subsystems will be followed by changes in other elements to a change in the overall system (Craib, 2004).

One theory developed by Talcott Parsons in relation to the concept of behavior is the structure of social action. In this theory, Parsons put forward the concept of behavior that includes several key elements as follows; (1) the actor as an individual, (2) the actor has the objectives to be achieved, (3) the actor has a variety of ways that may be implemented to achieve the desired goals are, (4) the actor faced with various conditions and situations that could influence elections in ways that will be used to achieve these objectives, (5) the actor was commandeered by the values, norms and ideas in determining the desired objectives and ways to achieve those objectives, (6) the behavior, including how actors make decisions about the ways that will be used to reach the destination is influenced by the ideas and situations that exist (Turner, 2003). In relation to the culture of the school, Robins (1996) suggests that every organization including schools certainly have cultural institution, and based on whether or not a culture thick it can influence the attitudes and behavior of members of the organization. Therefore, Robins defined organizational culture as a perception shared by all members of an organization or a system of shared meaning. A sense of shared system itself is a set of main characteristics adopted by an organization. Furthermore Robins (1996) argued that the elements contained in an organization, including the organization of schools, namely; (1) the existence of unwritten regulatory balancing guided by followers, (2) it has a language all its own in bridging the communication, (3) standardization of aspects of the work force, (4) the applicable standard in ethics and behave dynamically in the environment, (5) members of the habit relationships with peers, subordinates, superiors and outsiders, and (6) other habits that are tailored to these habits generally.
Malthis and Jakson (2001)considers the culture of the organization, including culture of the school is a pattern, the values, and beliefs which agreed together that gives meaning to the members of the organization and rules of behavior. The organizational culture can be seen as norms of expected behavior, values, philosophy, rituals and symbols used by members of a group organization. Meanwhile, according to Koentjaraningrat that form the cultural development that includes the ideas, habits, activities and symbols in a society.
Schein (2004) see cultural organization as an established pattern of basic assumptions conceived jointly by members of

the organization, especially in solving the problems faced. These patterns become something definite and will also be disseminated to members of the new organization. James *et al.* (1996) say that organizational culture is also used as a guide in dealing with the problems faced by the organization's external and internal adjustment of each organization to understand the values that exist, so that a reference in act and behave.

So the views on organizational culture generally emphasize on the importance of the shared values that become binding on the members of an organization that influence the organization's members. Culture also distinguishes between one organization with other organizations. Examples of how members of the organization in the United States and Japan differ in view of the group working (teamwork). In making the teamwork, the Americans started with a shared consensus that agrees to do a job / task with the targets. Instead the Japanese create working groups in different ways, starting with workers are encouraged to have a variety of skills and abilities, and ultimately judged worthwhile if you have various skills and prowess. This causes the working group in Japan has the capability and greater responsibility in solving the problem (Etzioni, 1995). Different environments will have an impact on the cultural patterns and colors, because it happened to cultural patterns and colors thick and thin. In a culture thick high there is an agreement of the members to maintain what is believed to be true of many aspects, so as to foster integrity, loyalty and organizational commitment. This agreement was passed on from one generation to the next. So there is a process in adapting the organizational culture to the citizens. Cultural socialization issues carried out during the school received a new student organization, so that the student in question has been formed its behavior in accordance with the existing culture.

Individually and collectively person will not be separated from the culture in the organization. In general, they will be influenced by the diversity of existing resources as a stimulus so that someone in the organization or school has a specific behavior when compared with a group of other organizations. By definition, an organization's culture can be defined as the quality of life (the quality of life) within an organization, manifested in the rules or norms, work procedures, work habits (works habits), style of leadership. Therefore, the quality of life of the organization, which manifest in good work habits and leadership and the relationship grows and develops certain based on the spirit and belief espoused organization. Thus the culture of many organizations are defined as well as the spirit and beliefs of an organization that underlies the birth of rules, norms and values that govern how one should work, structures that regulate how an organization dealing formally or informally with others, systems and procedures that govern how a habit that should be possessed by a leader or member of the organization. Many experts on school culture also defines how the school culture as a tradition of school principals, teachers and other stakeholder, learn, and connect with each other that the school has grown and developed in accordance with the spirit and the values espoused by the school. Adjeng (2003)says that school culture is beliefs and values belong together which is becoming stronger binding them together as citizens of a society. Meanwhile Hoy and Miskel (2000), education management experts explained that the school culture is an essential factor in shaping students' human being optimistic, dared, cooperative behavior and skills and academic personnel. Correspondingly Newell (1997) confirms that what is seen and felt by children to the school environment may affect how these children have no concept of himself, his ability to work effectively, skill in interpersonal relations with teachers and principals.

The quality of a school depends on the values underlying it. Ideally each particular school has certain values. For example, the values of self-discipline, responsibility, solidarity, and openness. The value of the coloring of making the organizational structure of the school, the preparation of the description of the school, the school system and work procedures, policies and school rules, pollutes schools, rituals, ceremonies, which overall, cooperative, and sooner or later will form physiological and psychological quality of life and more schools will shape the behavior, good behavior and group behavior systems, and individual school communities. Based on the above definition can be explained as follows that ideally, every school has a spirit and certain values. For example, the spirit and the values of self-discipline, responsibility, solidarity, and openness. These Spirit and values coloring school organizational structure, job descriptions, systems and procedures of the school work, the policies and school rule, and school pollutes, vertical and horizontal relationship among the school community, rituals, school ceremonial, which overall, cooperative and sooner or later will form the physiological and psychological quality of life of the school, and more will form a behavior, the behavior of both groups and individual behavior of school community. When the schools have a spirit of self-discipline and responsibility, so physical setting, the environment, the atmosphere, the taste, the nature and climate of discipline and responsibility will grow and develop in school. All school organizational structure, job descriptions, systems and work procedures, policies and rules, and formal and informal relationships within the school reflects the discipline and responsibility. The impact of the grows and develops behavior in school is the teacher disciplined in carrying out duties, order the highly regarded school, students in a state of discipline, and discipline is always maintained.

Similarly, if the school has the spirit and values of openness and togetherness, then formed is a physical background, environment and atmosphere, the taste, the nature and climate of openness and togetherness. All the school organizational structure, job descriptions, systems and work procedures, policies and rules, pollutes formal and informal relationships in schools, teachers and students, and students with the principal. Similarly, the spirit of openness, the dialogical process fellow citizens of the school will always grow and develop. Thus, so that there is a positive relationship between the school cultures with the school community, including students' behavior. Furthermore, in the guidebook development of school culture explained that there are several factors that influence the formation of a school culture they are: the process of meaningful learning, discipline on the principles and rules made by all citizens of the school, teacher competence in teaching especially the appearance of the principal as manager reliable to manage conflicts properly. The elements that are required in the development of the school culture are:

- The existence of cooperation at schools can be done through (1) involving the union of parents in school activities, (2) importance of cooperation in carrying out the activities, (3) cooperating with all parties to build school infrastructure, (4) cooperating in managing the facilities school, (5) holding a group discussion on the

implementation of regular activities that will take place in schools, and (6) providing methods and teaching techniques in the classroom.

- The life of the school community professionalism can be done by (1) encouraging every staff and students to work and learn optimally, (2) supporting every staff and students to develop skills, (3) creating a job description for each staff, (4) commissioning treasurer to manage the school treasurer, (5) integrating all school activities, (6) being rational in expressing the policy, (7) being objective in assessing the work of staff, (8) expressing the fact based on objective data, (9) setting policies based on real capacity of the school, (10) making the target learning outcomes according to the ability of students, and (11) making the physical development targets based on the ability of school.
- Conducive academic lifecan be done, by: (1) creating a work situation that allows the staff to adapt, (2) looking for ideas to develop the school, (3) creating a new system in the learning process, (4) being flexible in facing the new situation in education, (5) paying attention to the difficulties faced by the school, (6) resolving the conflict, (8) organizing the funds sources used for the benefit of the school, and (9) analyzing the results of supervision carefully.
- Cultural diversity in school can be facilitate by: (1) giving equal opportunity for learning to all students, (2) giving equal opportunities for career development for all teachers and staff regardless of ethnic background, religion and racial , (3) avoiding the impression degrading ethnicity, religion, race and indigenous traditions in every discussions and events, (4) holding art and culture as a form of students' and teachers' creativity, (5) conducting study tours to cultural centers, (6) learning process that allows students appreciate the relationship between man intensively and continuously.

Referring to the previous description, the school culture can be defined as the school quality life that grew and developed based on the spirit and the values espoused certain school. School quality life can usually be shown in the form of how principals, teachers and other education personnel work, learn, and connect with each other that has become school tradition. School quality life is highly dependent on the spirit and values of the underlying.

Conducive School Culture

There are many other words that are often used interchangeably and equivalence with the conducive school culture they are open climate, positive culture, and open culture. But overall the word "open", "positive", have the same meaning, namely a productive school culture that is capable of providing a good experience for the growth of the students as a whole, not just on cognitive aspects, but also psychomotor and effective. In the context of life skills education, conducive school culture whole physical background, environment, atmosphere, taste, nature and productive school climate that is able to provide a good experience for the students' life skills grown as we expected. In general, school culture is conducive whenever the desired of students' behavior grow as we expect to. When students are expected to faith and fear of God Almighty, and have noble character, then the conducive school culture is the overall of physical settings, environment, atmosphere, taste, nature and school climate productively capable of providing a good experience for the grown of the faith and piety students to God Almighty and noble character in him. When students are expected to have the intelligence, skill, and creativity, so the conducive school culture is the whole physical background, environment, atmosphere, taste, nature and school climate can provide a good experience for the grown of intelligence, creativity, and skills of students. When the student is expected to have a fighting spirit, unity spirit, and nationalism spirit, so the conducive school culture is the overall physical settings, environment, atmosphere, taste, nature and school climate that can provide a good experience for the grown of fighting spirit, unity spirit and nationalism spirit of students. In line with this description, according to Hidayat (2010) the conducive school culture is an environmental development based on a clear concept, and in the case, and nurtured like to make the urban forest grows so strong, where people seek shade shelter and breathe oxygen.

School as a great organization beside delivering education, school also have a lot of human resources. On the educational aspect, for example, education is one element of the socio-cultural aspects which has very strategic role in the formation of the individual, family, community or nation. This role is essentially a conscious effort undertaken, systematic, focused and integrated to humanize learners make them as caliph in the earth (Nurcholish: 1997). Therefore, education has been going on since the man as vicegerent on earth. Displacement, development and preservation of cultural values have been going on since the family of Adam as the smallest unit of human society (Langgulung, 1980). This is because universally, education means the process of change and removes the cultural values to each individual in a society.

In the aspect of human resources, school organization citizens certainly have a different nature, character, behavior, character, desire, lifestyle, insights, tribes, cultures, different religions, students, teachers and employees. It has many challenges, obstacles or barriers in organizing the school. Without those values, culture, climatic conditions or the school will be not conducive. School conditions are not conducive resulted in the learning process does not go smoothly. Thus it is necessary to have conducive school environment to give space to the growth and development potential, the spirit and values of the school. Such as (1) the spirit and values of faith and piety, (2) the spirit and values of openness, (3) the spirit and values of honesty, (4) the spirit and values of the spirit of life (5) the spirit and values the value of the spirit of learning, (6) the spirit and values of self-conscious and the presence of others, (7) the spirit and values to always respect for others, (8) the spirit and values of unity and integrity, (9) the spirit and the values of always being prejudiced positive (10) spirit and the values of self-discipline, (11) the spirit and values of responsibility (12) the spirit and values of togetherness and (13) the spirit and values of democracy.

Education in schools is essentially a process to change something for the better through the empowerment and development potential and internalization of values. The development potential and internalization of values is the ultimate goal of the educational process. Values and norms sometimes are from an individual who makes the rules, the community itself or from the customs. If the values and norms that are sourced or in accordance with the principles of religion, then people who grow and develop will be in accordance with the principles of religion. It means that education will realize a man of faith and piety, in addition

provides a number of cultures and experiences to be used in the righteous deeds is responsible for himself, family, community, nation and religion. One of the duties and responsibilities of the school is an attempt to present the values to the younger generation or the new generation in the formation of human beings. In terms of tasks and responsibilities can be seen the value of their education. Value is something abstract and deals with issues appreciation of desired and undesired, which liked and disliked. Kumorotomo (1994) provides an understanding that the "values is a set of paradigms that are contained within about a variety of things such as ethics, moral, aesthetic, and much to do with philosophy Axiological the reference to human action", the philosophy of science expressed one aspect of the study, namely regarding axiology science an assessment of the value of focusing on moral acts which gave birth to ethics, which gave birth to the aesthetic beauty of expression and political and social life which gave birth to the truth. The third aspect of the study explains what is good in the attitude and behavior of man, what is beautiful in the aesthetic and what is really achieved in the political and social life. Gazalba (in Thoha, 1996) argued that the value is something that is abstract, ideal, value instead of concrete objects, not a fact, not just a question of right and wrong that demands empirical evidence, but the appreciation of the desired and undesired. There are four-dimensional form of the values of the school culture needs to be developed with respect to the achievement of value axiology of education, namely the values of faith and piety to God Almighty, the values of discipline, the values of togetherness and school culture with respect to the values of democracy , Among the values mentioned above, actually there is one spirit and values that are the source of all spirit and values of others, namely the spirit and values of faith and devotion to God Almighty. Spirit and the values of faith and piety is the source of the values of discipline, the values of solidarity and democratic values.

Conclusion

- School is actually designed to carry out the functions of balance between the organization of learning at the same time pay attention to propagate the culture layer in the values of faith and devotion as the focus system
- To strengthen the culture of the school, the school becomes engineering of future culture which aimed at being immunity members to students in adapting to global culture.
- Development of the culture of the school is expected to always pay attention specially to the aspects of learners in accordance with the values of kindness and balance with the goal of social change

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5