



## School Culture as a Determinant of the Implementation of the Independent Curriculum

Yudina Tri Herawati<sup>1</sup>, Tri Joko Raharjo<sup>2</sup> Arief Yulianto<sup>3</sup>

Education Administration, Postgraduate, Semarang State University

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### Abstract

In the evolving landscape of education, where curricular reforms like the Independent Curriculum are becoming increasingly significant, this study seeks to explore and understand the organizational culture in the implementation of such a curriculum. This study aims to determine and understand the organizational culture in the Implementation of the Independent Curriculum, what factors shape organizational culture, the strategy for implementing independent curriculum planning based on school culture. This research uses a qualitative research method case study approach. The data collection technique in this study is through three ways, namely observation, interviews, and documents. Data validity techniques in the form of extension techniques, persistence in in-depth observation, 3 types of triangulations, and conducting member checks. Data analysis techniques using data collection, data reduction, data presentation, and conclusion drawing/verification. Results of this study, organizational culture at SMP Nasima Semarang City based on Hofstede consists of six dimensions of organizational culture, namely Power Distance, Group Attachment, Gender Association, Uncertainty Avoidance, Time Orientation, and indulgence. The influence of organizational culture in implementing the independent curriculum at SMP Nasima Semarang City is that organizational culture can encourage an open attitude towards change that will support the implementation of the Independent Curriculum, commitment to active and creative learning, appreciation of Creativity and Innovation, Factors that shape organizational culture at SMP Nasima Semarang City can vary and are influenced by various elements. There are several strategies in planning the implementation of the independent curriculum at SMP Nasima. This strategy begins with adjusting the school culture.

\* Correspondence Address:

Email: [yudinatrihervanti464@gmail.com](mailto:yudinatrihervanti464@gmail.com)

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## INTRODUCTION

Each government, private, educational institution, and non-profit organization presents how its members live (Setiabudi, 2021). Identification organizations consider a variety of factors, including values, priorities, abilities, and character, some studies have focused solely on value elements (Naveed et al, 2022). This element of values from the definition of organizational culture identification has received the majority of attention in practical studies (Hui et al, 2021). Culture can be understood as an explicit social product that arises from social interaction as an intentional or unintentional consequence of behavior (Jacqueline Kareem et al, 2022). These organizations have their own characteristics. These characteristics form a distinctive feature and uniqueness including uniqueness in educational institutions in schools. The role of the organization on certain types of collaboration, including moral culture and worker achievements (Gomes et al., 2022; Liu et al., 2021). The term culture as organizational culture is a culture that is very productive in terms of performance, sustainability and social factors (Ong & Mahazan, 2020).

Organizational culture tends to concentrate on cultures that increase productivity (Yip et al., 2020). The existence of the school as an organization as well as a special organization that is not owned by organizations outside the school (Aji, 2019). In this connection, schools are unique by having specificities that are not owned by other organizations, because schools do not produce goods, or objects, but only provide services for developing children's potential supported by the role of a number of people, especially principals, teachers, education staff, school committees and managerial/administrative personnel groups. Form organizational behavior above decision making and practice (Ketprapakorn & Kantabutra, 2022). At the level of norms and value values, the importance of motivation and value values such as social and environmental responsibility and innovation has been recognized in critical circumstances for clean production (Golob et al., 2019)

This uniqueness in a group will shape the organizational culture. Organizational culture as a pattern consisting of beliefs and values that give meaning to members of an organization and rules for members to behave in their organization (Riyani et al., 2019). Organizational culture is the shared patterns of basic assumptions that a group learns to solve problems of external adaptation and integration, that have worked so well that they are declared valid and are therefore taught to new members as the correct way to perceive, think, and feel related to the problems at hand. Organizational culture has been emphasized as a way to integrate sustainability in organizations (Leite et al., 2019). The organizational culture that exists within the school environment will be different from other schools, this difference is due to the environment that affects different organizations, both external and internal environments of the organization (Riveras-León & Tomàs-Folch, 2020). In school institutions, organizational culture can be found from the implementation of the vision and mission of school institutions, discipline of all human resources, administrative order, integrated teaching and learning processes, instillation of ethics and morals towards school residents, the establishment of community relations (Nanang, 2019).

How to measure culture is used using cultural dimensions developed by Hofstede. Hofstede's Model was adopted in this study because of its simplicity and ability to guide in the understanding of *organizational culture* that will later be associated with the influence, either as individuals or as a group, on behaviors and decisions that will affect performance in employees. Hofstede and Minkov in their book entitled *Cultures and Organization: Software of the Mind* describe the six dimensions of national culture. Hofstede developed four dimensions namely *power distance*, *individualism / collectivism*, *masculinity/ Femininity*, *uncertainty avoidance* then Hofstede added the fifth and sixth dimensions namely *Long-term / Short-term Orientation* and *Restraint / Indulgence*. Organizational culture plays an important role in improving organizational performance. (Hang et al., 2021) By setting the same values and philosophies, organizational culture can shape employee behavior resulting in improved company performance. (Abane, Adamtey, & Ayim, 2022; Aboramadan et al., 2020).

From the *organizational culture*, *Hoftside* has an impact on the implementation of the independent curriculum in schools. The Independent Curriculum is implemented based on the Ministry of Education and Culture and Technology Number 56 of 2022 concerning Guidelines for Curriculum Implementation in the context of Learning Recovery as a complement to the previous curriculum. In the Independent Curriculum, there is a change in the function of educators who originally taught with a uniform approach or one *size fits all*, to someone who is able to create students as lifelong independent learners. In this case, the teacher must be a mentor, facilitator, or coach in *active project-based learning* activities. To change the mindset of educators, Kemendikbudristek conducts project-based training and pedagogic competencies for teachers and lecturers.

Nasima Junior High School (SMP) is one of the schools that has a unique organizational culture. There are some uniqueness in organizational culture that not many schools have. Then, the purpose of establishing Nasima Junior High School by the Founder of Nasima was to form an Indonesian generation that had competence, a sense of nationalism and a strong religious basis. The existence of this junior high school has more or less influenced Muslims in the city of Semarang, this can be seen from the application of national values, academic achievement results, and parents' perceptions of school selection. SMP Nasima has colored the world of education in the city of Semarang since 1997-2009 with the value of the value of nationality offered.

The phenomenon of school conditions that need to be investigated using organizational culture can involve various aspects. Organizational culture encompasses the values, norms, beliefs, and practices that underlie the way organizations operate. Here are some conditions of SMP Nasima in organizational culture that need to be researched. The school identity of Nasima Junior High School is different from schools in general. This difference is due to the history and vision and mission of the establishment of the Nasima school which has nationalist and religious characteristics. Then, SMP Nasima is a school that combines several curricula such as the independent curriculum, the 2013 curriculum, and the national curriculum. The use of this curriculum is unique to SMP Nasima. Furthermore, in some positions Nasima Junior High School is filled by the principal and three school representatives with female gender. Although filled by women, the process has been adjusted to the procedure. In learning activities in the classroom, SMP Nasima has facilities that support the characteristics and needs of students, in learning activities outside the classroom, SMP Nasima has extracurricular activities that are tailored to the talents and interests of students.

The competencies developed at SMP Nasima include four aspects, namely 1) Kenasimaan (nationalism and religion); 2) Exact; 3) Language/communication; 4) Terpanned technology. The values of nationality are applied in the environment of SMP Nasima in the form of routines and symbols. The value of nationality has not been internalized in every academic community of Nasima Junior High School outside the Nasima school environment. The internalization of religious values and nationalism is strongly influenced by the conditions of the child's family, environment and friends. The atmosphere of using two languages has not become a common thing between fellow school residents. The use of new foreign languages is applied in *small talk* and *keywords* when learning takes place.

The availability of facilities and technology as well as teaching resources is very supportive in exploring and developing the potential of the academic community of SMP Nasima, especially students. The implementation of the homeroom policy in the classroom creates emotional closeness between teachers and students, it provides comfort in the learning atmosphere so as to support the development of students. From these phenomena and conditions, researchers are interested in conducting research at SMP Nasima to find out the organizational culture of SMP Nasima and the extent of school culture as a determinant of the implementation of the new curriculum, namely the current independent curriculum.

## METHOD

This research uses qualitative research methods with a case study approach. This research uses a case study because it is based on organizational culture data at SMP Nasima. Here are some of the organizational cultures at SMP Nasima. Nasima Junior High School is a school that has characteristics compared to other schools. This difference is due to the history and vision and mission of the establishment of the Nasima school which has nationalist and religious characteristics. Then, SMP Nasima is a school that combines several curricula such as the independent curriculum, the 2013 curriculum, and the national curriculum. The use of this curriculum is unique to SMP Nasima. Furthermore, in some positions Nasima Junior High School is filled by the principal and three school representatives with female gender. Although filled by women, the process has been adjusted to the procedure. In learning activities in the classroom, SMP Nasima has facilities that support the characteristics and needs of students, in learning activities outside the classroom, SMP Nasima has extracurricular activities that are tailored to the talents and interests of students.

Based on the research design that has been described, the research procedure is 1) carrying out permits through a research permit letter to SMP Nasima, 2) asking permission and establishing an agreement with informants to carry out interviews, 3) conducting face-to-face interviews with research informants according to agreement, 4) analyzing documents owned by the school. Primary data: data collected through the first party. This research was obtained through interviews, traces and others. The sources of this data include finding information by direct observation and interviews with the Head of the Foundation, Board of Directors, Waka curriculum, Waka students, Waka Administration, Teachers, TU (Administration) of SMP Nasima students and parents of students of SMP Nasima.

Secondary data are obtained in accordance with the problems raised from the research. Secondary data in SMP Nasima includes, school profiles, data on school administration, and data on results in the development of school administration services, the rest are additional documents while the source of data in the study is the subject from which data can be obtained. In this research activity at SMP Nasima, there are several data collection techniques used by researchers, namely observation, interviews, and documentation. Examination of the validity of data basically, in addition to being used to refute the allegations of qualitative research that says unscientific, is also an inseparable element of the body of knowledge of qualitative research.

## RESULTS AND DISCUSSION

SMP Nasima has a unique organizational culture in implementing an independent curriculum. The culture is based on the Hofstede dimension. In the *Power Distance* dimension, the power gap in the implementation of the independent curriculum is quite high. This is based on the implementation of the curriculum based on the curriculum set by Nasima. SMP Nasima is unique in its curriculum because it combines the national curriculum and the national curriculum. In SMP Nasima in the implementation of the curriculum, of course there is a group that is organizational management so that in *the Group Attachment* SMP Nasima tends to group according to the position that has been held or collectivism. In the dimension of *Gender Association*, it shows that *feminity* dominates more than *masculinity*. On the *feminity* side, it shows the caring side to do good cooperation to develop together in improving employee performance and also from the school.

It is also seen that the principal is dominated by women. In the dimension of *Uncertainty Avoidance* classified as *high uncertainty avoidance* accustomed to the problems that occur so that the mistakes that will occur can be minimized with careful planning in accordance with the experience that has occurred to them so far. In the *Time Orientation* dimension, SMP Nasima is more inclined to target long-term goals for sustainable education and realize the target of an independent curriculum, namely the Pancasila student profile. In the *Indulgence dimension*, *SMP Nasima has a positive Indulgence*

which means having a good relationship attitude between the principal, educators, students, and employees at SMP Nasima.

**Table 1.** Organizational culture in the implementation of an independent curriculum with the framework of Hofstede theory

<b>Dimension</b>	<b>Information</b>
<i>Power Distance</i>	Tall
<i>Group Attachment</i>	Collectivism
<i>Gender Association</i>	Femininity
<i>Uncertainty Avoidance</i>	Tall
<i>Time Orientation</i>	Long-term
<i>Indulgence</i>	Positive

The influence of organizational culture in the implementation of the independent curriculum at SMP Nasima Semarang City is an organizational culture that encourages an open attitude towards change that supports the implementation of the Independent Curriculum. This open attitude is also possessed by students with national characteristics. The characteristics of Nasima Junior High School as the name implies, namely nasima illustrate nationalist and religious characters. The next influence is a commitment to active and creative learning. The learning activities carried out by SMP Nasima are in accordance with the 3 curricula used, namely the 2013 curriculum for grade 9, the independent curriculum for grades 7 & 8, and the national curriculum. In addition to classroom learning activities, Nasima Junior High School has extracurricular activities.

Extracurriculars at SMP Nasima include excellent programs. The purpose of the excellent program is that extracurriculars at SMP Nasima are adapted to the heterogeneous characteristics of students. Based on its commitment to active and creative learning, SMP Nasima also implements collaboration and team work. The Merdeka Curriculum prioritizes collaboration between teachers, students, school staff, and parents. An organizational culture that promotes collaboration and team work will facilitate a more effective and efficient learning process involving all components. Furthermore, in appreciation of Creativity and Innovation, SMP Nasima provides opportunities for Nasima students to hone their achievements. SMP Nasima develops learning not only in the classroom but also explores outside the classroom called *Jelajah Nusantara*.

What factors shape the organizational culture at SMP Nasima Kota Semarang? Some factors that might affect the organizational culture at SMP Nasima Kota Semarang are the leadership of the principal at SMA Nasima. Team leadership significantly affects creativity; The investigation showed a clear link between leadership and idea sharing (Pickle et al., 2019). Leadership has the nature as responsibility and workers have the nature as knowledge and experience are very important resources for the company (Siti Nur Aisah, 2020). Responsible leaders are important as companions to motivate employees (e.g., through engagement) work (Rehman et al., 2020). Proficient members are important in sharing ideas, leading to mutual support for each other in achieving organizational goals/proficiency (e.g., by helping to measure) (Cujean, 2020).

The principal was selected through a selection organized by the board of JBI Nasima. The next factor is the diverse characteristics of teachers at SMP Nasima. Heterogeneous characteristics are caused by several factors such as age, subjects, learning styles, and abilities (Yang et al., 2021). Overall, the ability of the teachers of Nasima Junior High School meets the standards set. The next factor is administrative management and infrastructure. In administrative management policies and infrastructure facilities are implemented centrally. Foundation policies impact school units and through executive directors and principals. The next factor is budget management for effective student learning activities. The budget management policy involves the director of education. The director of education focuses on managing the education and learning system at SMP Nasima. The next factor

is effective teacher development. The teachers at SMP Nasima already have a dozen years of teaching experience. Even though he has qualified experience, the teacher is open to new teachers who can also join Nasima Junior High School.

In managing learning activities in the classroom, SMP Nasima carries out several strategies in the implementation of independent curriculum planning based on the school culture of SMP Nasima. This strategy begins with adjusting the school culture. The culture of Nasima Junior High School for students is very much because it is adjusted to the vision and mission of Nasima and the core values of Nasima there are several Nasima values such as nationalist, religious, polite, communicative, etc. These values are implemented in the school culture. The school culture of these students begins when students come to school. The students were welcomed by the teachers who had been on picket duty who had to be present 15 minutes before the students were present at 06.30 WIB. The teachers who were present gave greetings and the students also gave greetings to the teachers.

At 06.55 WIB there is a school culture to instill nationalism and religionism, respect Indonesia Raya, sing the song Indonesia Raya. In addition, students also sang the Mars song from the funeral and continued by reading Asmaul Husna and daily prayers. At the end of learning, the pattern of school culture is the same as when learning begins. At the end of the lesson there is a flag salute, singing a national anthem and then praying. In between learning activities there is a school culture for students such as eating together, how to eat is also taught to students directly. These activities are integrated with learning activities. Students eat together beside the teacher. One of the programs at Nasima School is that the homeroom teacher has an office in the classroom so that they are able to accompany students from the beginning to the end of learning.

Then, the next strategy is to apply the independent curriculum rules from the ministry of education, research, and technology (Kemendikbudristek) that the independent curriculum is implemented by SMP Nasima at the grade 7 and grade 8 levels. Implementation of the independent curriculum at SMP Nasima in grade 7 and grade 8. Then, Nasima Junior High School is a school that has a uniqueness compared to schools in general. This uniqueness lies in the application of the national curriculum combined with the independent curriculum. This combination is adjusted to the vision and mission of SMP Nasima.

In the implementation of the independent curriculum, SMP Nasima is adjusted to the characteristics and needs of students. The existence of the additional curriculum, so that the school carries out strategies in its implementation, namely by increasing the lesson schedule. Additional lesson schedules are special characteristics related to the management of learning activities. The additional schedule so that learning activities at SMP Nasima become a full day school. At the Nasima Junior High School level, learning activities end at 15.30 WIB. The duration in learning hours is 9 JP around 30-40 minutes each class hour. Then, the impact of learning activities in the afternoon or at 15.30 WIB so that students perform prayers for dhuhur and ashar pilgrims at school. It is also adapted to the values of nationality, namely religion.

In addition to learning activities in the classroom, the implementation of the independent curriculum also pays attention to extracurricular learning activities. The strategies carried out in extracurricular learning activities are adjusted to the needs and characteristics of students. There are three types of extracurriculars at SMP Nasima, namely special, elective, and compulsory extracurriculars. Extracurricular activities at SMP Nasima include excellent programs, meaning that they have been adapted to the characteristics of diverse students.

Teachers cannot only rely on subjects in the classroom but the existence of learning activities outside the classroom such as extracurriculars can be an alternative for students to find their potential such as interests and talents in various fields such as sports, arts, languages, science and others. This is evidenced by the diversity of extracurricular activities, bringing achievements to students. The extracurricular planning strategy using the independent curriculum is carried out on Wednesday after the learning activities are completed. Teachers provide opportunities for students to choose extracurriculars according to their interests and talents. Students are only allowed to choose one

extracurricular choice. For extracurricular activities, it is mandatory on Thursday, namely scouts. If it's Saturday, extracurricular options.

## CONCLUSION

The factors that shape organizational culture in SMP Nasima Semarang City can vary and are influenced by various elements. Several factors may affect the organizational culture at SMP Nasima Kota Semarang. leadership of the principal at Nasima High School. The principal is assisted by three of his deputies. The leadership form of the principal at SMP Nasima is good leadership so it does not cause concern even though it is led by a woman because there is no difference in gender. The next factor is the diverse characteristics of teachers at SMP Nasima. Then, administrative management and infrastructure. In addition, budget management factors for effective student learning activities. There are several strategies in planning the implementation of the independent curriculum at SMP Nasima. This strategy begins with adjusting the school culture. The culture of Nasima Junior High School for students is very much because it is adjusted to the vision and mission of Nasima and the core values of Nasima there are several Nasima values such as nationalist, religious, polite, communicative, etc. The implementation of the independent curriculum in grades 7 and 8 of SMP Nasima. There are additional learning activities at SMP Nasima so that the school implements a full day school. In addition, the next strategy is learning activities outside of school such as extracurriculars. Extracurricular activities are adjusted to the needs and characteristics of students.

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