

Principal Strategies for Developing an Organizational Culture in Education Management

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ABSTRACT

Within the context of a school, organizational culture refers to the values and beliefs that form the basis of the school's identity and define the school's character. Excellent schools appreciate having excellent school leaders on staff. When a good administrator can help a school improve its organizational culture in order to provide a high-quality education to its students, this study makes use of library resources. Scientific books, research papers, scientific essays, theses, dissertations, regulations, yearbooks, and encyclopedias all serve as data sources. The data will be processed in stages, beginning with data reduction (data reduction), followed by data visualization (data visualization), and finally by generating conclusions/verification. The following methods can be used to carry out the principal's plan: (1) Enhancing educational services, beginning with intra- and extracurricular learning activities. (2) Rather of methodically developing actions and policies for monitoring long-term school performance through activities, the principal may adopt a management plan. (3) The principal must pay particular attention to the corporate culture's components.

Key Words: *Education Management, Strategic Management, Organizational Culture; Organizational Development*

ABSTRAK

Budaya organisasi dalam kerangka sekolah merupakan nilai-nilai dan keyakinan yang menjadi dasar identitas sekolah dan mencerminkan karakter sekolah. Sekolah yang berkualitas sangat bergantung pada kehadiran pemimpin sekolah yang berkualitas. Ketika kepala sekolah yang baik dapat meningkatkan budaya organisasi sekolah untuk memberikan pendidikan yang berkualitas kepada siswanya. Penelitian ini menggunakan studi kepustakaan (library research). Sumber data diperoleh dari buku-buku ilmiah, laporan penelitian, karangan-karangan ilmiah, tesis, disertasi, peraturan-peraturan, buku tahunan. Data yang sudah diperoleh akan dianalisis dengan tahap kegiatan yaitu: reduksi data (data

reduction), data display (display data), dan penarikan kesimpulan/verifikasi. Strategis Kepala sekolah yang dapat dilakukan melalui: (1) Memaksimalkan layanan pendidikan yang diberikan mulai dari kegiatan pembelajaran (intrakurikuler) maupun kegiatan ekstrakurikuler. (2) Kepala sekolah dapat menggunakan manajemen strategi yang dapat dijadikan sebagai alternatif dalam merumuskan tindakan dan kebijakan secara sistematis dalam menentukan kinerja sekolah untuk jangka panjang melalui kegiatan. (3) Kepala sekolah harus memperhatikan elemen budaya organisasi.

Kata Kunci: *Budaya Organisasi; Manajemen Pendidikan; Manajemen Strategi; Pengembangan Organisasi;*

INTRODUCTION

Within the school framework, organizational culture refers to the values and beliefs that serve as the foundation for school identity and represent the school's character. Individuals work and interpersonal interactions are influenced by organizational culture. The organizational culture of the school is focused on enhancing educational quality, both in the physical aspects of the school, such as infrastructure and the quality of graduation scores, and in the non-physical aspects of the school, such as relationships between schools. along with instructors, principals, and teachers who have a feel of the school's shape (Gochhayat, Giri, & Suar, 2017; Jawas, 2017).

In the realm of education, organizational culture is created by top managers or school administrators, whose principles are assimilated by all instructors, employees, and school staff and are classified as organizational culture following common agreement on values (Warrick, 2017). The school environment serves as the foundation for the development of each student's beliefs and attitudes, which are then implemented throughout the school governance process (Elsbach & Stigliani, 2018).

The statistics reveal that miscommunication between teachers and principals still occurs frequently in the educational setting (Du Plessis, Carroll, & Gillies, 2015). This is because schools have not been able to instill distinctive principles in each school that has just followed government directives, and schools have not been able to innovate and take the initiative to differentiate themselves from other schools (Burkhauser, 2017). Experts in organizational culture have proposed a number of hypotheses (Meng & Berger, 2019). Robins organizational culture hypothesis is one of them. In a nutshell, organizational culture is the set of shared values and systems that distinguishes one organization from another (Robbins, 2010).

Schools frequently encounter difficulties, notably when developing school strategic plans. When establishing a strategy, a head frequently agrees unilaterally and makes decisions without consulting the teacher (Nicholls, 2018). Instructors believe that the principal is not being fulfilled because the principal's

ideas are not being implemented adequately by teachers who feel excluded from decision-making (Ilham, Islami, Abdurrahman, & Suryadi, 2021). As a result, the principal's management approach was not adequately implemented.

As a policymaker, the principal has an education management plan, and organizational culture has an effect on the quality of educational outcomes, school leaders must exercise foresight and be aware of cultural systems. Organizational culture has an impact on the quality of educational output, which will eventually blend into and return to society, taking the values adopted throughout education with it (Stronge & Xu, 2021). Organizational culture has a significant impact on the formation of personality attitudes and values by instilling and developing an organizational culture consistent with the school's goals, such that all school members, particularly students, are formed and forged in accordance with mutually agreed values, with a strong emphasis on morality.

Excellent schools are extremely reliant on the presence of excellent school leaders (Torres, Bulkley, & Kim, 2020). When a good principal may significantly boost a school's ability to provide a high-quality education to its students. School administrators must be able to create creative programs and motivate all teachers and education professionals to implement them. Schools are deemed outstanding when they generate several inventions (Andriani, Kesumawati, & Kristiawan, 2018). While the principal is accountable for school culture on an administrative level, all school members are accountable for school culture on an operational level, and the school director is accountable for all school members' participation. A strong culture is necessary for the development of a high-quality school culture, which includes ideals that must be understood, implemented, and inspired (Bashori et al, 2021; Margot & Kettler, 2019).

Principals are expected to have a high level of strategic management ability. Strategic management, in its simplest form, is an organization's grasp of its mission and future vision, its location and objectives, and its value as a reference point for its actions. Strategic planning entails participation in the formulation of long- and short-term objectives, as well as resource allocation and decision-making. Strategic management is a notion that is utilized to preserve a competitive edge (Fuertes et al., 2020).

The objective of strategic management is to make future adjustments while attempting to sustain current trends. Strategic management is a concept that can be separated into numerous phases, including change preparation and analysis, situational inquiry and institutional identification, strategy design, strategy execution, and strategy management (Finoti, et al 2017). In the realm of education, strategic management refers to the process of developing the school's vision and mission, facilitating educational institutions through school leaders, and implementing multiple stages of strategy to implement the school's plan as a way to preserve school excellence (Armstrong, 2011).

RESEARCH METHODS

This study makes use of library resources. Researchers collect, evaluate, and organize data on the implementation of strategic management in the field of education by collecting, analyzing, and organizing sources from papers, books, and prior study. The researcher then draws a conclusion and gives data on strategic management for enhancing educational quality. The data for this study were gathered from scientific books, research papers, scientific publications, theses, dissertations, regulations, yearbooks, and encyclopedias, as well as other textual sources. The data source for this study is library records whose content necessitates philosophical and theoretical processing operations. This is a literature review that is not accompanied by an empirical test. This research gathered data through amassing literature on the principal's strategic management and organizational culture. Then it is chosen, presented, examined, and processed in such a way that it is succinct and methodical. Data analysis occurs throughout the course of qualitative research, from the beginning to the finish. The data collected will be evaluated using the following activity stages: data reduction (data reduction), data visualization (data visualization), and generating conclusions/verification.

RESULT AND DISCUSSION

1. The Principal's Approach to Establishing a School's Organizational Culture

Culture is derived from the Sanskrit term *buddhayah*, which means "pertaining to the human spirit," and it is also referred to as *colere*, which means to cultivate/cultivate land. Edgar H. Schein describes culture as a set of fundamental beliefs formed by groups and employed as a means of overcoming obstacles to group internal and external adaptation (Schein, 2010). According to Graves, culture is defined as the collective attitude of organizational members in the workplace. In other words, culture is an agreement between an organization and its members on attitudes and behaviors (Zaitseva, Kozlov, & Nikolskaya, 2017). In the realm of education, organizational culture in schools, or what is more often referred to as school culture, refers to the values that are developed between the principal's ideals and the values held by teachers, staff, and other school members. a company's culture (Pan & Seow, 2016). The organizational culture, as manifested in the many attitudes and symbols felt in the school environment, will shape the school's image and identity (Fetter, 2009).

Islam's primary texts (Al-Qur'an and Hadith) also give an explanation for organizational culture. The study of organizational culture begins with an explanation from a Qur'anic verse that describes the organization (Faisal & Sudibyo, 2020). The poem emphasizes the need of cooperating in order to maximize the efficacy and efficiency of accomplishing established goals. Organizational culture is composed of several components (Schneider & Barbera, 2014):

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- a. **Observable artifacts;** Observable artifacts a visible kind of culture that members of an organization may observe, including symbols, physical structures, language, rituals, tales, and ceremonies.
 - b. **Espoused Values;** These are the values, ideals, and standards that are readily apparent in a business.
 - c. **Basic Underlying Values;** It is a belief and attitude that employees have adopted in their everyday activities and work at the company, as seen by their behavior.

Deal and Kennedy define corporate culture as having four components: a) values are the shared beliefs held by all members of the organization that serve as the foundation for the philosophy; b) exemplary organizational examples are members of the organization who exhibit positive attitudes and personalities and can serve as a role model for implementing organizational culture; c) rituals are celebrations held to strengthen organizational culture within the institution through ceremonies and other symbolic events; and d) socialization of cultural communicators (Szczepańska-Woszczyna, 2015).

According to Kotter and Haskett, the process of establishing culture is comprised of various components, including top management, organizational behavior, results, and culture. According to Stephen P. Robbins, organizational culture is developed through the assumptions of the organization's founders/leaders (Robbins, 2001). Once these values are determined and adopted, they are socialized to all members so that they may understand and choose the culture that is right for them. accordance to their ideals. values and assumptions that they share, in order to create the desired organizational culture. Similarly, in the world of education, organizational culture is formed by top managers, specifically the principal, and then disseminated to all teachers, employees, and school staff. After these values are jointly evaluated, they are designated as an organizational culture that they will use in the school environment and serve as the foundation for developing the values and attitudes of each school member, and these values will work well throughout the school (Verhulst & DeCenzo, 2021).

There are various distinct types of school culture, including the following:

- a) **family culture:** a school culture that includes living with family at home and a principal who acts as a parent to pupils will be extremely supportive and welcoming.
- b) **machine culture:** Schools are viewed as instruments in this culture, and the organizational structure serves as the driving force, and this culture is more rigorous.
- c) **cabaret culture:** a way of life in which the school is viewed as a stage for performances, with the principal serving as moderator. The relationship established by this cultural model is primarily about action and reaction when it comes to the obligation of honing pupils' intellectual and academic abilities.
- d) **little store of horrors culture:** a school culture that is tense and unpredictable for students, where the school is more powerful and pupils feel as if they are bound by an unbreakable rule.

A conceptual model of school organizational culture that focuses on the process through which an institution's organizational culture is formed.

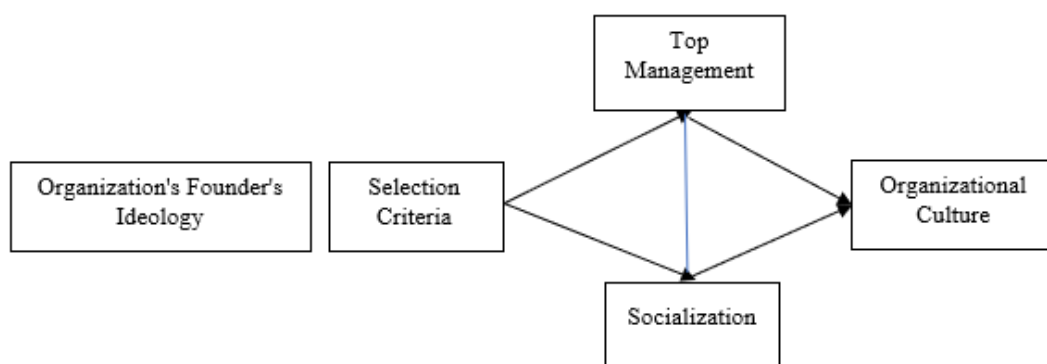


Fig 1. A conceptual model of school organizational culture

According to the conceptual model outlined above, organizational culture is derived from the founder's philosophy, which is tied to the organization's history. Following the formation of this mindset, the organization establishes selection criteria for prospective workers. Typically, selection operations are focused on prospective workers who possess the necessary skills, insight, and ability to help the firm achieve its objectives. In this context, it is inextricably linked to top management supervision; when discussing educational institutions, the top manager is the principal; the top manager's function is crucial to the establishment of organizational culture in areas such as norms, uniforms worn, and decision-making. The next stage is socialization; new employees are unlikely to understand how the organizational culture operates within the institution. During this stage of socialization, the institution will introduce the organizational culture, and thus employees' personalities will be shaped by the culture. Eventually, the organizational culture will be formed. with these diverse procedures and will be utilized in numerous facets of the institution's operations(Mckinney, 2015).

The principal must pay close attention to educational services given in the process of establishing a school organizational culture, which include the following:

a. In term of education (intracurricular)

Principals are expected to provide learning tools that are consistent with existing standards in the form of: (a) a syllabus, (b) lesson plans that include activities that promote literacy and the 4C skills (Collaboration, Communication, Critical Thinking and Problem Solving, and Creativity and Innovation), and (c) learning media that facilitate learning activities such as learning videos, powerpoint presentations, pictures, and maps. (d) student attendance records that serve as monitors of students' participation in learning activities; (e) learning evaluations that can be conducted via Daily

Tests, PAS, or PTS to determine the extent to which educators' learning activities were successful.

- b. In the extracurricular area, the principal is expected to be able to: (1) establish an organizational structure and job descriptions for extracurricular activities; (2) establish the vision, mission, and goals for extracurricular activities; (3) conduct coaching/training on extracurricular activities; (4) provide a schedule of extracurricular activities; and (5) provide facilities and infrastructure for extracurricular activities. Extracurricular activities must adhere to the established criteria of the school's organizational culture; if they do not, they must be eliminated.

Strategic management can be utilized as a substitute that the principle can execute as a leader in order to improve the school's organizational culture. In this case, the principal must be capable of observing, identifying, and mapping the environment; formulating strategies, both strategic and long-term; implementing strategies; and then evaluating by controlling and providing positive feedback to all school members in a planned, open, and continuous manner.

Numerous strategies have been implemented to improve school organizational culture, including the following: (1) principals always encourage commitment and participation from all school members, including principals, school committees, teachers, students, parents, and the community, in order to achieve the desired quality culture; (2) the principal also works to foster collaboration with outside parties, particularly parents, in educating students, because children are educated at home. (3) School principals have a critical role in ensuring that educational services are provided at an optimal level in terms of learning activities. (4) The school conducts scouting activities as a mandatory extracurricular activity; (5) The principal provides aid and counseling to instructors who are encountering difficulties, and then a solution is sought; (6) the implementation of a reward and punishment system for teachers and students who excel at the end of each semester; this is done by the principal as a means of motivating, attracting, appreciating, and showing concern; (7) the existence of measures implemented by the principal in an effort to promote organizational culture; 8) As for the hurdles encountered, especially the parents of kids who believe that education is entirely the duty of the instructor (Cao, Huo, Li, & Zhao, 2015).

2. The Effects of the Principal's Strategic Management Success on the Organizational Culture of the School

The success of the principal's strategic management has an effect on the school's organizational culture in that students can participate in productive classroom activities. Additionally, students will receive the largest amount of extracurricular services possible, based on their potential needs and interests, assisting them and fostering a safe, calm, and comfortable school atmosphere.

The effect on educators and education personnel is that all citizens exhibit a strong work ethic in order to foster a pleasant, friendly, and stable work environment. Assist educators in carrying out their educational activities effectively and students in achieving their full potential (Li, Hallinger, & Ko, 2016). The impact on schools can result in high-quality graduate results and later assist students in progressing to the next level of study and acceptance into the workforce. By establishing an organizational culture, you can also boost the school's public popularity. This will instill greater public confidence in the school, encouraging parents to enroll their children and increasing student participation. In comparison to the prior year.

CONCLUSION

Principals must devise strategies for enhancing the school's organizational culture. However, improving school organizational culture is not simply the principal's responsibility; it also involves the involvement of all school members as a critical success component. The principal's plan can be implemented in the following ways: (1) Maximizing educational services supplied, beginning with intracurricular and extracurricular learning activities. (2) Principals can utilize strategic management as a substitute for creating actions and policies in a systematic manner to determine long-term school success through activities. (3) The principal must pay close attention to organizational culture components. Success in improving school organizational culture benefits (1) students, who receive optimal educational services through learning and extracurricular activities, as well as a conducive school environment, and (2) educators, who benefit from the establishment of a conducive, familiar, and friendly work environment. and stable (3) for schools, particularly high community trust as a result of the excellent quality of graduates generated.

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