

Implementation Of The School's Vision And Mission to Learners through Habituation of School Culture

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***Abstract.** This study aims to describe the Application of the School's Vision and Mission to Learners through Habituation of School Culture. This research uses descriptive methods with qualitative research in the form of direct observation conducted at SD Muhammadiyah 5 Porong, Porong District, Sidoarjo Regency with the research subject of students at the Elementary School. The results of this study include the existence of positive habituation practices where positive habituation practices are one way to implement school culture, the existence of ceremonial activities that are usually carried out in the school environment. Development of School Rules and Regulations by establishing school rules and regulations with the aim of having a positive impact on students or school residents. Through the socialization of the vision and mission of coaching the school culture will be easier to run, Extracurricular Activities, Culture and Character Development Development of national character. Building open communication between students and teachers, Identifying Values and Principles, Rewarding Achievements and Positive Behavior of students, Developing positive Character and Ethics.*

Keywords - vision and mission; school culture; students

I. INTRODUCTION

Education is one of several important aspects in the development of a nation through its young generations. Education is the main basis in building a smart and sustainable society and generation (Sujana & Sopandi, 2020). Especially in elementary school education which orientates education as an institution that plays an important role in shaping students' character, behavior, and skills. According to Bloom's taxonomy, primary school is where students learn the basics of science and acquire development in the cognitive, affective and psychomotor domains. Depending on the stage of development of students in primary school, the foundations acquired are interconnected. Primary school students not only grow physically, but they also grow academically, personally-socially and career-wise (Melianti et al., 2023).

Elementary school education can shape the character of students through the implementation of the school's vision and mission through cultural habituation. With the implementation of a strong vision and mission, schools can direct the development of learners to be directed and systematic. Vision and mission are the basis for all programs and sections in a school, organization or institution. Since improvement or development is centered on them, the vision and mission become expectations that can be reflected in the actions of everyone in the school, organization, or institution. Basically, some schools make the school vision "exist", without making it a significant guideline for the implementation of education. Furthermore, schools just do the routine without understanding the meaning, as there are many cases where the education results are only "instant", students only learn to get grades, and teachers only teach the material that must be taught without understanding the meaning. This is contrary to articles 1 and 3 of the National Education Law No. 20 of 2003, which explains in detail the function and purpose of "whole" education (Sukaningtyas, 2017).

National Education Ministerial Regulation No.19/2007 on Education Management Standards, which includes the process of formulating the vision and mission of the school, has made a decision through an educators' meeting led by the principal, which takes into account the input submitted by the school committee and then decides on the vision and mission of the school. This

vision and mission will be socialized to all school members and can be changed according to the development and needs of the school. Therefore, the vision and mission are the goals that will be achieved according to the potential and needs. In addition, school members such as teachers, education personnel, principals, students, and parents of students who are represented through the school committee. (Puteri & Prihantini, 2020).

The implementation of the school's vision and mission as the main foundation to direct in achieving learning objectives. In implementing the vision and mission, the problems faced are based on the characteristics and habits of students in the school environment. Therefore, it is necessary to strengthen which can be done by habituation of school culture. Through the habituation of school culture, students can form characters in various aspects such as personality, attitude, ability, and also habits that are part of the school environment. Thus, the application of the school's vision and mission to students through cultural habituation is carried out with the aim of improving and shaping students into individuals with more character.

School culture is the characteristics, habits and image of the school, as well as the character or disposition of the school environment. School culture includes aspects such as behavior, traditions or habits, values and norms that shape the learning environment in an educational institute. School culture is defined as a system of shared orientation consisting of values, norms and basic assumptions that are strongly held by the school community. It creates a collective bond and distinguishes the school from other schools. School culture serves as shared beliefs and values that bind them as members of the school community.

School culture must be maintained and strengthened because it is based on values, norms, personality, ideology, vision and mission of the school as well as social hospitality. This is very reasonable because as part of the education process in schools, children need a pattern of life that is organized, provides protection and is responsive to the needs of children, known as "child-friendly". This lifestyle is built through school life habits that are fun and dignified, and always place children as educational partners. In order to provide provision, various media and approaches are needed to facilitate children's freedom of expression, activity and talent development. One way to improve school culture is through the dissemination of moral messages that support the formation of the school's vision and mission, which are the cornerstones of the culture (Kusdaryani et al., 2016).

School culture consists of a system of beliefs, values and norms that are widely accepted and consciously applied as natural behavior. This culture appears in every life and consists of beliefs, values and norms that have been passed down from generation to generation. Based on this opinion, it can be explained that schools are a very strategic place to instill a positive culture to learners because it is a place where the younger generation, namely students, gather for a relatively long time to carry out daily activities. Schools can be used strategically to shape learners' culture so that they can pass on positive values, beliefs and norms that are important to society. Through culture formation, everyone in the school, including the principal, teachers, learners, parents and, if necessary, the community, have the same opinion about the school (Puteri & Prihantini, 2020).

The school culture that is implemented is adjusted to the vision and mission of the school. Through habituation in the school environment will help create a better behavioral order in students and teachers. Our behavior and attitudes in daily life are influenced by culture because culture has rules and regulations that must be obeyed by everyone who works in the institution (Blotongan et al., n.d.). A school is not only successful because of good facilities and infrastructure, good teachers, and outstanding students; this success is also supported by a good school culture that is optimally implemented. Therefore, school staff members must understand and implement school culture well.

Every school has a culture that is the foundation of several other cultures where these cultures must run together in order to build a positive school culture. Building a positive school culture plays a major role in improving the quality of education and the quality of education. School culture is considered to help all people, work groups and work units of the school succeed. Therefore, schools must build positive relationships among school members to improve school quality. Studies have shown that school culture is one of the factors that hinder school achievement (Agustin et al., 2024). School goals can be achieved effectively if all school members implement the school vision and mission with full attention, awareness and in a good culture. The school vision and mission serves as a reflection and shaping of the implementation of the principal's leadership and becomes the strongest motivator to organize the learning system in the school (Puteri & Prihantini, 2020).

Based on this, this study aims to describe and explain the formation of vision and mission reflected in school culture. This research is expected to be useful to consider further in the school framework how to consider the idea of school vision and mission as well as the formation of school culture. On the other hand, for teachers, as a guideline to implement the vision, mission, and school culture, and for students, as a guideline to develop a good and virtuous character in achieving education and adapting to the school culture may be your most important reference. Results For researchers, these findings can be used as initial insights to further explore the school's vision and mission by getting to know the school culture.

II. METHOD

This research method uses descriptive method with qualitative research type in the form of direct observation. This research was conducted at SD Muhammadiyah 5 Porong, Porong District, Sidoarjo Regency with the research subject of students at the Elementary School. The object of this research is cultural habituation to the school's vision and mission. Data collection on the subject is done by paying attention to behavioral habits in the school environment.

III. RESULTS AND DISCUSSION

A. Cultivating School Culture through Vision and Mission

Primary school education is a type of formal education where each primary school environment has different cultures, habits, or characteristics. These characteristics are based on the school's vision and mission (Romlah, 2023). SD Muhammadiyah 5 Porong in Lajuk village, Porong sub-district, Sidoarjo Regency has a vision of Qur'anic Young Generation, Excellence and Global Insight. This vision creates students to become a godly young generation by recognizing and believing in the Esaan Allah SWT. Through His commands and improve themselves who are superior and have a global outlook. Elementary schools not only have a vision but also a mission. Schools form and regulate culture and habits aimed at realizing the school's vision and mission. The school is not only a place to learn, but also a place to get other education including the development of school culture through the vision and mission.

The school's vision and mission are basic ideas about the goals, values and expectations for the future of the school. Therefore, the school's vision and mission is very important in the sustainability of a school by managing skillfully and educating the behavior of all students. Because this vision and mission is the main guideline or idea that becomes the foundation of the school program with the hope that the implementation of this vision and mission can be seen in all activities carried out by students. By implementing it, the improvement and development of

school quality will be seen. School quality can be seen from the character of students who develop during learning; this shows the relevant school culture.

School culture development is important to improve the quality of education in an institution. School culture development through vision and mission involves all people in the school environment, including the principal, educators, school staff, and students and parents (Sukadari, 2020). The vision and mission become the main foundation in shaping the expected culture and habits. School culture development based on a good vision and mission will have a significant positive impact. These positive impacts such as discipline, responsibility, cooperation, innovation and creativity, diversity, and passion for learning can form naturally in the school environment through a strong vision and mission (Afifullah Nizary & Hamami, 2020). This will create a conducive learning environment, motivate students to develop optimally and create a positive image for the school.

School culture plays an important role in supporting the achievement of the school's vision and mission. School culture provides support in the development of students' character building, responsibility, and other positive attitudes. The main function of school culture is to make all school members able to adapt to the habits in the school environment (Ngalu, 2019). Thus, in its implementation requires a vision and mission in running it. Through the vision and mission of the implementation in fostering school culture will be more efficient and effective because of the relationship between the two are interrelated. Some things that can be done through the implementation of the school's vision and mission.

First, the existence of positive habituation practices where positive habituation practices are one way to implement school culture. With this habituation, students can form a responsible, noble and virtuous attitude. In addition, this habituation practice forms the character of personality and spirituality through the habituation of prayer together, congregational prayer, and memorization. So that the development of school culture can be achieved in accordance with the goals of the vision and mission.

Second, there are ceremonial activities that are usually carried out in the school environment. Ceremonial activities are one form of school culture or habits applied by schools. Ceremonial activities carried out can be in the form of flag ceremonies carried out every Monday and attended by all school members, activities to commemorate national and religious holidays such as commemorating Eid al-Adha, Israj mijraj, Hajj manasik, Kartini Day, Heroes' Day, and so on. In addition to these activities, other ceremonial activities carried out are welcoming new students through the Period of Introduction to the School Environment (MPLS) and the existence of school farewell activities both farewell students such as graduation or farewell principals, educators, or school staff.

Third, the development of school rules and regulations by establishing school rules and regulations with the aim of having a positive impact on students or school community. School rules and regulations must be obeyed and carried out by all school members so that school culture coaching runs effectively.

Fourth, through the socialization of vision and mission, the guidance of school culture will be easier to run. Socialization related to the vision and mission is done at the beginning of the new school year which is attended by all school members, including principals, teachers, and students. With the socialization activities, coaching on school culture makes students better understand and apply things that become the culture or culture of the school. So that the vision and mission of the school is easily applied to students.

School culture development through vision and mission needs to be done continuously and repeatedly with various supports from the principal and teachers. Continuous coaching provides encouragement and motivation to students to familiarize students actively with the school culture. SD Muhammadiyah 5 Porong has implemented the vision and mission of the school through cultural habituation by running school culture coaching. Through this, the vision and mission of the school has achieved its main goal. Basically, the purpose of implementing the school's vision and mission is to make students more optimal in character. Thus, with these activities, students can always be nurtured and cultivated slowly and continuously.

The development of school culture at SD Muhammadiyah 5 Porong through a clear and inspiring vision and mission for the future of the younger generation, which carries the vision of “Qur'anic Young Generation, Superior, and Global Insight”. Where the “Qur'anic Young Generation” in question is a young generation formed and guided by the values and teachings of the Qur'an, students are expected to have a character that is in accordance with Islamic principles, such as noble character, love of the Qur'an, honesty, discipline, kindness, and obedience to God. Then in the vision of “Unggul” what is meant is the efforts made in creating a young generation that has excellence in various fields, both academically, morally, and socially. Students are expected to have high achievements and have competencies that can be proud of. As well as in the vision of “Global Insight”, what is meant is a young generation that is able to think broadly and openly, and is ready to compete and contribute in the international arena, students are expected to have the ability to adapt to global developments and remain relevant in the era of globalization. In this vision, the school is committed to forming students who are not only academically superior, but also have noble morals, and broad insight into the world. SD Muhammadiyah 5 Porong is also determined to produce the next generation of the nation who are not only smart and competent, but also have noble character and are ready to face global challenges.

In an effort to implement the school vision, SD Muhammadiyah 5 Porong also has several missions, namely: 1) Organizing education and teaching professionally and humanistically in accordance with the values of the Qur'an. 2) Creating a comfortable, polite, and supportive learning and working environment. 3) Organizing professional, open and humanist governance in accordance with Qur'anic values. 4) Increasing the resource capacity of educators and education personnel in terms of spiritual, intellectual and skills (HR). 5) Increasing cooperation with committees and other institutions both regionally and nationally. The mission established by SD Muhammadiyah 5 Porong is an effort to form a holistic and integrated education system based on Qur'anic values. This includes organizing professional and humanist education, creating a comfortable and supportive learning environment, transparent and humanist governance, increasing the capacity of human resources or realizing educators and education personnel who have qualified resource capacity, and strengthening cooperation or positive relationships with various parties to achieve superior educational quality.

The vision and mission outlined and described in detail and clearly will facilitate its application through cultural habituation implemented by all school members, especially students as a pattern of behavior and daily habits. By implementing the vision and mission consistently, the school will be easier to organize the culture habituation and make the school community more accepting and understanding. School goals can be achieved effectively if all school members implement the vision and mission of the school with full awareness and in cultural habituation. The school's vision and mission function in shaping the implementation of the principal's

leadership and also as a motivator in organizing the governance of learning in the school (Puteri & Prihantini, 2020).

The fostering of school culture through vision and mission is a key element in creating a conducive and effective educational environment, where the school's vision and mission not only guide the direction, but also shape the identity and values followed by all school members. With a clear and internalized vision and mission, schools can build a culture that supports students' academic and character development holistically. The habituation of school culture requires a consistent process and harmony in every aspect of daily activities.

B. The Impact of School Culture on Student Learning Outcomes

Schools are the most important educational institutions designed to facilitate the process of cultural transmission from one generation to the next. At the same time, schools must also have a culture that is recognized by the school community and embraced by all school members, both educators and participants. Culture is a view of life shared by the school community, which consists of ideas, behaviors, and values that are reflected in physical and non-physical forms. Culture can be understood not only as behavior, values, attitudes, and ways of life that adapt to the environment, but also as a way of identifying problems and finding ways to solve them. Culture is naturally passed down from generation to generation. The culture that surrounds children requires them to adapt to a new environment and get used to being accepted (Wibowo, 2020).

SD Muhammadiyah 5 Porong in the application of school culture related to behavior or behaving well in the environment around the school by applying such as wearing school uniforms in accordance with the provisions, obeying school rules, conducting flag ceremonies every Monday, commemorating national and religious holidays. Physical culture at SD Muhammadiyah 5 Porong is in accordance with the plan or purpose of the vision and mission of the school, this can be seen from the building and in every room in the environment of SD Muhammadiyah 5 Porong, already looks clean and tidy, supported by school facilities and infrastructure that are very supportive, this indicates that the culture and values of cleanliness have been implemented by the school so that the school environment looks clean and comfortable for learning activities.

Non-physical culture at SD Muhammadiyah 5 Porong can be seen from values such as the value of reading, the value of cleanliness, the value of discipline, religious values, the value of honesty, and the value of achievement has been embedded in the school formed through habituation carried out every day in the school environment. Then the interaction relationship between school members has been established harmoniously and lives in a school environment that has close family ties. The role of Learners in the process of acculturating school culture at SD Muhammadiyah 5 Porong is by obeying school regulations and can be a good personal character. The role of students is also carried out by actively participating in all learning activities at school in the classroom and outside the classroom. Making achievements is also a manifestation of the role of students in building and cultivating a positive culture at school. Schools also have programs and activities, of course, aimed at making students active and creative in acculturating school culture, participation in programs and activities carried out will determine how active students are and how creative students are at school.

School environmental conditions can also affect the character of learners, but there are also rules and regulations. Therefore, it is important to apply school culture to students. Here are some

of the impacts of implementing school culture on student learning outcomes: 1) More innovative and situated learning is achieved through a student-centered learning approach with a scientific approach: integrated theme learning with PAIKEM learning (Active, Effective, Innovative, Creative, Fun Learning). This learning does not only take place in the classroom, but can also take place outside the classroom by utilizing the school environment as a learning resource for students. Examples of how places outside the classroom can be used as learning resources include learning in the school library, visiting museums, visiting manufacturing centers, and learning at historical tourist attractions. 2) Extracurricular Activities The principal's support for quality programs includes extracurricular activities that are tailored to the talents and interests of students (both academic and non-academic) as well as tailored to the curriculum and the potential of the school and the area where it is located. By developing these extra-curricular activities, we can advance our school and make it a culturally high quality school that is able to compete with other schools.

When viewed from the existing extracurricular activities that are part of the home culture, by developing them we can preserve the home culture so that students and the next generation can know the culture of their homeland. You can protect your country and participate in its preservation. 3) Formation of Culture and Personality The formation of national character is very important in preparing students to face the challenges of modern times and globalization which are increasingly demanding due to the rapid advancement of science and technology. Students must not only have the knowledge and skills they acquire, but also the richness of culture and character that is taught and passed on through learning and not affected by the times. Activities, extracurricular activities, religious activities, and habit formation (Afifullah Nizary & Hamami, 2020).

The habituation of character values is reflected in school activities, learning, and extracurricular activities. The various activities carried out aim to develop and shape the attitudes, behavior and character of students. The application of character values through culture can be done holistically through preservation, habituation, teaching and strengthening of character values in all school activities. The integration of a school's culture is very important to transmit its values, as well as being a material to minimize the negative impact on students. Schools also play an important role in shaping student behavior. School culture can also provide education that helps students become better individuals emotionally, cognitively, and psychomotorically. Conversely, if a school does not have a strong school culture, then students will be affected because they do not maintain cleanliness and do not respect each other in the school environment.

Activities that have the potential to develop students' potential affect the creation of a supportive school culture. The activity program developed by the school must involve all stakeholders inside and outside the school. Examples of activities that can be included in the school culture program include art performances, speech competitions between classes, cleaning competitions between classes, and daily activities (for example, praying duha in congregation before and after learning activities, recitation, reciting the Quran together) (Hidayah et al., 2022). By implementing a positive school culture, schools can create an environment that encourages student achievement and improves the overall quality of education. It can be said that the school culture has developed and functions based on the vision and mission. As stated in the school vision, it is excellence based on discipline, faith and piety. The formation of the school culture is based on the values contained in the vision and mission, school rules and regulations, and the habits built in the school environment (Kusdaryani et al., 2016).

C. Building a Positive School Culture through Student Involvement

School culture plays a very important role in shaping students' well-mannered personalities and creating an education that aims to shape students' moral and social values (Winanda et al., 2024). A positive school culture is a culture that can help develop the quality of a school. A positive school culture involves working together to improve the quality of the school through the implementation of programs and activities that are in line with the vision and mission of the school (Huda et al., 2021).

A positive school culture is an environment where all parties, students, teachers, staff, parents and the whole school community, work together to create an environment that supports and encourages learning and development. A positive school culture also requires character education that can help build a positive school culture in schools. For example, building positive values such as faith, devotion to God Almighty, noble ethics, global outlook, cooperation, independence, critical and active thinking, as well as mutual respect, and having an unyielding spirit become the main foundation in every interaction in the school environment (Pendidikan, n.d.) (Sri, 2024).

Students can also feel safe and comfortable in expressing themselves without fear of discrimination or pressure. Character education not only instills values but also helps students understand and internalize those values through active learning, such as discussions, simulations, and value-based projects (Subiyono, Ani Sri Mulyani, Laesti Nurishlah, 2021). Building a positive school culture is a key factor in creating a learning environment that is conducive, engaging, effective and supports the overall development of learners. Here are some ways to build a positive school culture through student involvement, among others: 1. Establish open communication between students and teachers: Create an environment where students feel comfortable and safe to talk openly about ideas, problems and feelings. Open communication helps students feel included and instrumental in building a positive school culture. 2. Identify values and principles: identify the values and principles you want to instill in your positive school culture, such as honesty, cooperation, equality and responsibility. This helps students understand and appreciate these values. 3. Rewarding Student Achievement and Positive Behavior: Recognizing and reinforcing positive behaviors and students' academic and non-academic achievements creates a supportive and motivating environment. Recognition can be through public awards, certificates of achievement or individual recognition given by teachers and school staff. 4. Development of positive character and ethics: Prioritizing values such as integrity, empathy, cooperation and responsibility, and providing strong character education as an integral part of the school curriculum. This helps students develop good morals and ethics and shape a better personality. 5. Involvement of parents and other school members: Encouraging the participation of parents and other school members in school activities creates a strong link between family, school and neighborhood. This expands the educational resources available to students, strengthens their social support and reinforces intergenerational bonds. A positive school culture should also improve school quality, academic achievement and the quality of school life, which is dynamic, positive and professional. A positive school culture also provides the school and community with the opportunity to work productively, energetically, with vitality, showing enthusiasm and being able to continuously develop a positive school culture (Sri, 2024).

SD Muhammadiyah 5 Porong builds this positive school culture through the involvement of its students. This can be seen from the hard work and active role of the principal who is assisted

by teachers and all school members who also participate in supporting the realization of a positive school culture by involving students.

IV. CONCLUSION

Based on the results of the discussion above, the Application of the School's Vision and Mission to Learners Through School Culture Habituation includes the existence of positive habituation practices where positive habituation practices are one way of implementing school culture, the existence of ceremonial activities that are usually carried out in the school environment. Development of School Rules and Regulations by establishing school rules and regulations with the aim of having a positive impact on students or school residents. Through the socialization of the vision and mission of coaching the school culture will be easier to run, Extracurricular Activities, Culture and Character Development Development of national character. Building open communication between students and teachers, Identifying Values and Principles, Rewarding Achievement and Positive Behavior of students, Developing positive Character and Ethics.

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Conflict of Interest Statement:

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.