

## Improving the Quality of Education Through Academic Culture at SMP Islam Sabilurrosyad Malang

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**Abstract:** Quality educational institutions have a vision to produce graduates who are competent and able to compete in the future. To achieve the vision of educational institutions, various programs are needed to produce graduate competencies. Academic culture is a supporting factor to produce quality graduates. Meanwhile, in the application of academic culture there are various obstacles that occur. Therefore, the purpose of this study is to describe how to plan the development of academic culture in schools. How to implement academic culture according to plan and how the influence of academic culture on the competence of graduates. Qualitative Method Case studies are used to examine quality improvement through academic culture at Sabilurrosyad Islamic Junior High School. Collecting data through observation, interviews, and documentation. The results of the study indicate that planning for the development of academic culture is carried out by developing several factors that influence academic culture and the management of academic culture. Implementation is used in an academic culture with school review and benchmarking in all programs. Meanwhile, quality assurance and quality control are carried out in most programs. The impact on graduate competence from the application of academic culture is that students can play a very good role in critical, creative, constructive, dialogical, partnership, productive aspects and appreciate achievements.

**Keywords:** Quality; education; academic culture

**Abstrak:** Lembaga pendidikan bermutu mempunyai visi untuk menghasilkan lulusan yang berkompeten dan mampu bersaing di masa yang akan datang. Untuk mencapai visi lembaga pendidikan memerlukan berbagai program dalam menghasilkan kompetensi lulusan. Budaya akademik menjadi factor pendukung untuk menghasilkan lulusan yang berkualitas. Sementara di sisi pelaksanaan budaya akademik terdapat berbagai kendala yang terjadi. Oleh karena itu tujuan penelitian untuk menggambarkan bagaimana perencanaan pengembangan budaya akademik di sekolah. Bagaimana implementasi budaya akademik sesuai perencanaan. Dan bagaimana dampak budaya akademik terhadap kompetensi lulusan. Metode kualitatif Studi kasus digunakan untuk meneliti peningkatan mutu melalui budaya akademik di SMP Islam Sabilurrosyad. Pengumpulan data melalui observasi, wawancara, dokumentasi. Hasil penelitian menunjukkan perencanaan pengembangan budaya akademik dilakukan dengan mengembangkan beberapa faktor yang mempengaruhi budaya akademik dan pengelolaan budaya akademik. Implementasi yang digunakan dalam budaya akademik dengan school review dan bench marking pada semua program. Sedangkan quality assurance dan quality control dilakukan di sebagian besar program-program. Dampak terhadap kompetensi lulusan dari implementasi budaya akademi adalah siswa dapat bertindak yang sangat baik pada aspek kritis, kreatif, konstruktif, dialogis, kemitraan, produktif, dan menghargai prestasi.

**Kata kunci:** Mutu, pendidikan, budaya akademik

## **INTRODUCTION**

Quality Education is the goal of every educational institution. Various educational programs should be implemented to support quality education in educational institutions. With quality education will give birth to competent students. Students who receive a quality education will have the competence, so that they are able to face challenges in the present and in the future. To achieve the goal of realizing Quality Education, it is necessary to increase the Quality of Educational Resources (Fahmi&Haedari, 2020).

Problems with private schools with development conditions, in general, have qualifications and competence problems below the standards of public schools (Suryapriadi, 2017). With qualifications and competencies below the standard, it affects the level of quality of education in schools. The problem is also supported by the limited availability of infrastructure in private schools below the standard of public schools because of the uneven distribution of aid for educational facilities and facilities by the government (Kulsum, 2020). On the other hand, private schools are offered in conditions that must compete with public schools whose facilities and readiness are according to standards.

Improving the quality of education is also supported by the availability of qualitative and quantitative data that are applied to various management techniques (Kuntoro, 2019). In improving the quality of education, all resources owned by educational institutions are driven to achieve the targets that have been set. The achievement of goals educational is very important to improve quality in a sustainable manner.

Programs in education can help an educational institution. The impact of existing programs should be clear. Indicators must be formulated in each planned program. With the indicators of a planned program, the greater the impact on improving the quality of education.

Academic culture as one of the programs of educational institutions must be developed and planned. An important supporter in creating an academic climate is influenced by academic culture to produce high-quality graduates (Sutjipto et al., 2014). The relationship between school culture and effectiveness teacher learning is positive and very significant. Meanwhile, in maximizing the effectiveness of teacher learning, efforts are needed to improve school culture (Nur Puspitasari et al., 2019).

Between school culture and student academic education closely. A good and sustainable school culture can support the success of a school (Daud& Don, 2012). A significant relationship was also shown between school culture, student education, and student learning styles. In maximizing school culture

with student learning styles, it is necessary to recognize and be aware of the culture itself. (Wahono et al., 2018) explains that school culture can lead to academic achievement in students, if practiced by educational institutions. Educational institutions that have an optimal academic culture are also able to produce students with non-academic achievements.

Several studies in the practical realm explain that in the implementation of the development of academic culture there are several obstacles. Reading culture is still low in the implementation of academic culture (Ma'ruf&Saputera, 2019). The availability of learning tools is also an obstacle that academic culture cannot run optimally. The lack of procurement of books and learning resources has hampered the development of academic culture. (Fitriani, 2013) explains that the application of school cultural values is also hampered by the readiness of students to adjust to the environment and supervision of students.

Education at Sabilurrosyad Islamic Junior High School has an academic culture that sharpens analysis student in understanding classical Arabic books. The academic culture carried out by students at the Sabilurrosyad Islamic Junior High School has a control book. So that by controlling the capabilities possessed can be monitored by those already owned. This shows that administratively academic culture is also supported by teachers. To improve the quality of education through academic culture in Islamic Junior High School Sabilurrosyad needs to be proven through research. The results of this study aim to obtain an overview of the planning for the development of academic culture at Islamic Junior High Sabilurrosyad School. As well as the implementation and impact on students of the academic culture that is implemented.

## **METHODS**

Qualitative research is used in this study. A case study of the phenomenon of improving the quality of education through academic culture that takes place at the Islamic Junior High School educational institution Sabilurrosyad. Purposive sampling interviews were conducted with principals, waka curriculum, and teacher councils. Attend school institutions to collect data through observation, interviews, and researchers collect supporting data. Sources of data obtained from school principals, teachers, students and education staff. While complementary data from scientific publications, journals, papers, which are in accordance with the research theme? Data analysis was carried out by organizing data, interviews and observations as well as documentation related to the research theme. Data into units and carried out synthesis and compiled patterns found in the field. The data that has been obtained are taken and conclusions are based on the meanings contained in the results of data analysis.

## RESULTS AND DISCUSSION

The data obtained from interviews, observations, and documentation can describe several explanations as follows:

### Planning for Academic Culture Development

Planning for the academic development of education at SMP Islam Sabilurrosyad is guided by government education standards. Planning in the education sector includes several aspects that have been determined by the BSNP (National Education Standards Agency). Planning for the development of academic culture at SMPI Sabilurrosyad is carried out through a joint meeting with the school education quality assurance team (TPMPS) and the principal which is held once a month. This was explained by the principal in the interview: *our quality improvement refers to efforts to meet the standards set by the BSNP...*

Planning discusses needs, objectives, programs, funding and implementation. Planning for the development of academic culture starts from the results of the evaluation SPMI. The interview with the curriculum representative explained: *we plan various needs according to the results of the meeting with the school's quality assurance team....* . From the evaluation results, it can be seen which graduate competencies have not been achieved according to the Academic Culture Development Planning at Sabilurrosyad Islamic Junior High School. From the results of the evaluation, the planning and implementation methods were formulated as well as the indicators used. From these indicators, it can be seen how much the program has achieved. With the achievements of the program, the impact on the competencies obtained can be seen in the development of students.

The development of human resources in the academic community in order to improve teacher competence can be identified through trainings. The teacher develops its implementation through training in the preparation of lesson plans. Based on an interview with the principal who explained: *from the various needs that are planned, we conduct training for teachers in collaboration with lecturers from campus...?* In the implementation of learning, various aspects must be planned to achieve success. Aspects that are elements of planned and prepared learning. The learning implementation system must have a concept. Activities from the beginning of learning to the end of learning are carefully arranged. In addition to planning, teachers are also given training in active, innovative, creative, effective, and fun learning processes. So that the competence of teachers in addition to receiving training in planning is also training in the implementation of learning. Learning training is also given to teachers to support the achievement of student competencies (Rahyasih, 2016) explaining the development and evaluation of education is a source of encouragement for

professionals at work. By prioritizing training as a form of HR development, it becomes a strategy to improve the quality of education (Untari&Muliadi, 2019).

The development of infrastructure at SMPI Sabilurrosyad continues to be developed in the middle limitations. In an interview in the field of infrastructure, he explained: *we, with the approval of the foundation, continue to try to fulfill the infrastructure facilities as the building is currently under construction.* Some of the infrastructure has been completed and can be used. Several other things have not been done yet. Development of Education and Infrastructure is a very important facility in secondary education and higher education, especially in vocational education to achieve goals (Sofyawati et al., 2020). Availability of infrastructure also makes the teacher has a good perception in the learning process, especially internet in the digitization (Elismarwati, 2020).

Performance SMPI academicians Sabilurrosyad developed by habituation chant. Evaluate work progress every before going home from school. Interview headmaster explained: *various programs before school to do well shirk together and evaluating programs already implemented and close to the time of implementation....* The principal also provides motivation to the academic community. (Syafuddin et al., 2020) explains that habituation helps the behavior of the academic community to carry out tasks and activities multicultural. The motivation of the academic community is also given by the principal in order to develop the performance of the academic community. Work motivation needs to be optimized in addition to competence and job satisfaction. (Zulviliansih, 2012) explains that the performance of the academic community can be improved through optimal efforts in competence and motivation as well as job satisfaction.

The quality of learning is always improved through the subject and object, namely teachers and students. Teachers are included in the PAIKEM process training and lesson planning. In addition, several special indicators are also monitored and evaluation tests are carried out by each teacher. The quality of learning can be improved through varied learning strategies (Nasrulloh, 2020). One of the learning strategies that can be used is a problem-based learning strategy.

The quality assurance system at SMPI Sabilurrosyad has two ways. Internal quality assurance is carried out by members of the SPMI (Internal Quality Assurance System). External quality is carried out by SPME Quality (External Quality Assurance System). The lesser known quality is through evaluation and validation of the report value assessed by the External Quality Assurance System (SPME). After confirming and being validated, the existing deficiencies are mapped to find solutions. SPMI looks for qualities that have not

been achieved. With the quality that has not been achieved, SPMI then discusses with the principal and teachers to analyze the problem. The causes of these problems are then sought a solution for the implementation agenda. With the implementation of these solutions, it is hoped that the quality of schools will increase. SPMI needs to be formed in internal schools according to BSNP the National Education Standards Agency (Sridana et al., 2018). to improve the quality of education according to the BSNP, schools need to implement measures of the internal quality assurance system (SPMI) (Rosdiana&Soedarmo, 2019).

There is a library with a wide collection of sufficient reading books and limited library space. So that students can take advantage of a variety of existing literature both in Indonesian and Arabic. With books that need to be improved again to meet the needs of students in finding sources of knowledge. Libraries are a support for excellent schools (Sonia &Sobri, 2019). On the other hand, libraries are important for schools to realize quality education (Salmubi, 2020). Libraries are also key in the education and training process (WahyudiPurnama, 2018).

*Information communication technology* (ICT) at SMPI Sabilurrosyad is good enough for information media for students, teachers, parents, and the community. Learning using media is carried out through alba computer with unit availability. The implementation of ICT in learning has a major influence on student learning outcomes (Afifuddin, 2018). Educators themselves must be sensitive to the use of ICT in the context of learning and teaching to produce effects more effective on students (Nordin&Bacotang, 2021). Learning that explores the laboratory in learning can create an innovative, effective and fun atmosphere (Wijaya, 2018). With practicum in the laboratory, students can gain direct learning experience from the implementation of theory (Sholikhah&Suci, 2020).

The quality of educators can be done through workshops and training (Rusdarti et al., 2019). One of the workshops is an effort to increase teacher professionalism (Yusutria, 2019). Teachers are continuously encouraged to improve the quality of learning through the provision of training. Training related to the preparation of lesson plans and effective classroom management strategies.

In growing and developing intellectually the school students hold journalistic training for students. With these products, the results are in the form of wall magazines and short stories or novels and scientific papers. Students' reasoning develops with the product of scientific writing (Ichsani et al., 2021).

Through scientific writing, students also develop innovative creative ideas so that the quality of students can increase (Purnamasari et al., 2020).

### **Implementation of the Academic Culture**

SMPI Sabilurrosyad in ensuring quality is carried out with *a review program* in all schools. As explained by the principal, he explained: *the various programs that we have planned in one year we always control for their implementation... every week we evaluate the progress of the plans and efforts for their implementation..* Comparison is also carried out on each planned program. *Quality control has* become a reference for teachers to provide follow-up and improvement programs in several programs, but in some programs there are still those that have not. Some programs have also carried out *quality assurance* but there are still some that have not. Implementation of school quality assurance to be competitive by using strategies *school review, benchmarking, quality assurance, and quality control.* (Rosdiana&Soedarmo, 2019) Evaluation of student competence is carried out once a month at SMPI Sabilurrosyad. Evaluation activities are in the form of monthly student reports in one month. Evaluation is also carried out by assessing the appearance and process of speaking skills, extracurricular activities banjari, reciting the Koran and leading a joint forum. While the team of experts evaluates hearts once a year.

The development of a quality culture is carried out by schools by *benchmarking* which is followed up with quality control (Mustajab, 2015). Benchmarking provides a strategy to meet complex needs in pesantren of even higher quality (Kamil&Diyanti, 2020). Quality standards are set at SMPI Sabilurrosyad once a year. Before the new school year, the school sets quality standards in a joint meeting. Several programs have been scheduled when various programs will be run.

Significant *quality assurances* are drafted carefully able to create a generation that has a mastery of general knowledge and other aspects (Yasin&Himam, 2019). To produce quality graduates, primary schools need to use *quality assurance* in management (Nahrawi, 2019). Quality assurance is a school need in management and learning every month (Kalimantara, 2016). The results and the learning process are monitored once a month from the monthly data report so that it can be monitored which ones are not in accordance with the quality standards and will be repaired. In the daily learning process the teacher can unite several students directly towards the quality standards that have been set.

In achieving quality standards, schools set output indicators in various programs. Several programs use a control book guide system to ensure that the set indicators can be achieved at SMPI Sabilurrosyad. Schools in improving

quality and making graduates globally competitive require quality control in quality assurance (Rosdiana&Soedarmo, 2019). Quality control is needed for schools to improve the quality and the guarantee that is sustainable (Pramuniati et al., 2020).

### **Implications of Academic Culture**

SMPI Sabilurrosyad also uses a scientific approach in learning so that students are honed their critical attitude. The inquiry learning method is also implemented by the teacher in the classroom. In accordance with interviews with teachers as teachers subject of religious education: *The learning method I use varies, sometimes using inquiry at other times using basic learning problems to develop students' critical power ...* 'To improve student learning critical attitudes using basic problem learning methods. Students' critical attitude can be supported by a scientific approach in moral learning (Wibowo, 2017). To improve critical attitude students', the data used the guided inquiry method in teach (Parwati et al., 2020). The application of the problem base learning model can also be used by teachers to increase students' critical power (Maulida et al., 2020).

SMPI Sabilurrosyad applies the mind mapping method in learning for creativity students' in wall works. In addition, with follow-up on problem-based learning, creativity students are encouraged to develop. Students' creative abilities in learning can be improved through the application of the mind mapping method (Acesta, 2020). In addition, problem-based learning methods are also able to improve students' creative abilities compared to conventional methods (Fitria Sarnita et al., 2019).

In training the objectivity of SMPI Sabilurrosyad students, teachers use scientific literacy in learning. The principal explained in the interview: *starting this year we are developing literacy scientific according to the subjects taught by the teachers.....* Students are guided to observe the growth process of the plants that are the trial plants. Meanwhile, in numeracy literacy, students are guided to measure the size of the classrooms and rooms in some schools with a math teacher. Mathematics has a role to train students in objective thinking (Irfan, 2020). The objective character of students can also be formed and shaped through scientific literacy (Agustiawan&Puspitasari, 2019).

SMPI Sabilurrosyad students are guided to analyze the causal factors in the cases discussed. Learning with cases is carried out using problem-based learning methods. In the effort of science Olympiads, students are also guided to be able to analyze the work process of physics theory as a provision for competitions. Students' ability in analytical thinking can be improved through the problem-based learning model (Yulianti et al., 2018). In physics learning

thinking skills can also be improved through learning with teaching aids (Laila et al., 2019).

In learning, SMPI Sabilurrosyad students also use a constructive process in compiling group work. To improve students' visual-spatial intelligence, the process is used learning compose works and calligraphy. Playing can also improve visual-spatial intelligence in children (Zulkifli, 2020). Skills Creative thinking with children's constructive games are influenced by positive emotions (Silalahi, 2020).

Students and teachers in interaction Social learning at SMPI Sabilurrosyadis dynamic. The teacher at one time in the learning positioned as a friend in the interaction. To present a dynamic teacher atmosphere using the method learning quantum teaching in creating a pleasant environment. The relationship between students and teachers in learning must be dynamic and contain educational meaning (Prihatini et al., 2019). In an effort to create dynamic learning interactions, teachers can use the model learning quantum teaching in a pleasant atmosphere (Pratama, 2018).

The teacher encourages students to argue with basic principles in the learning process. Expected atmosphere Dialogic between students and teachers can be built in learning. The motivation of students to continue learning can be pursued by the teacher through learning fun and dialogical. Freedom must also exist in integrated quality assurance in order to produce a dialogical climate between students and teachers (Mubarak, 2004). Teachers are also obliged to create a fun, dynamic and dialogical learning atmosphere and provide student learning motivation (Aquaman, 2018).

The SMPI Sabilurrosyad teacher applies cooperative learning to students. The implementation of cooperative learning methods can make students able to accept criticism in the learning process with a positive attitude (Fidayanti, 2019). The application of method cooperative the type simultaneous round table can make students give and receive criticism from other students (Sriwulan, 2018).

Students are grown in values to be able to appreciate the achievements of themselves and their friends. It is important in student character education to instill the value of appreciating achievement in order to improve the quality of education (Zaman, 2019). Parenting to students with a democratic approach by appreciating important achievements in education (Fatmawati et al., 2021). The democratic atmosphere in parenting to students is also practical to foster value in students.

In the habit of prayer at school also aims to educate children to know and appreciate time. The time that has been going on should be used with the tasks that each has. In education prayer Islamic instills values in children to respect time (Mahmudin, 2018). Islam really values time so as not to lose money (Ritonga, 2018). Instilling Pancasila values also aims to make students grow an attitude of respect for time (Yuli Fatimah et al., 2020).

In Islamic boarding schools and schools, various learning programs are carried out to uphold the scientific tradition. Scientific traditions have long been developed in Islamic boarding schools through munadarah activities so that they become characters for students to love science (Yaqin&Septiana, 2019). Pesantren is also an educational institution that has a scientific tradition and continues to open itself to the development of science in order to be able to overcome the challenges of change (Hasyim, 2018).

Partnerships are established by institutions to support the implementation of programs learning. Through partnerships, several activities can be realized economically. Partnerships in education need to be managed to improve the quality of education so that educational goals and the educational process run according to demands (RinanggiMustika, 2017). Partnership is also an educational output that can be increased to be of higher quality in early childhood education (Hafidzi&Putri, 2018).

## **CONCLUSION**

The results of the study show that the quality of education at the Islamic Junior High School in Sabilurrosyad is increasing through the academic culture program. Several improvements, namely student competence, work, performance in activities, student achievements from competitions and learning outcomes. The planning carried out by SMPI Sabilurrosyad for activities that have become academic culture in schools. Activities that are the result of SPMI's evaluation which are considered to have not been achieved and need development. As a follow-up to the results of the evaluation to plan various activities for one year of learning. Planning also includes the development of infrastructure and sources of funding. Planning for human resource development, the learning process, the performance of the academic community, development intellectual of students, development of ICT, as well as the provision of training, workshops. To achieve the plans that have been prepared, SMPI Sabilurrosyad uses various ways to manage the implementation of various plans. Students as graduates can develop several achievements, both in learning in the classroom and outside the classroom. Achievements in terms of cognitive, affective and psychomotor.

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