

School culture di SMA islam terpadu Nurul Fikri Depok = School culture in Nurul Fikri Depok integrated islamic senior high school / Zulfa Defison

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Abstrak

[ABSTRAK

Kebudayaan, khususnya komponen nilai, dapat dipelajari melalui proses pendidikan. Pendidikan menjadi isu penting karena pendidikan memainkan peran yang penting dalam sosialisasi pada diri anak-anak. Menjadi sesuatu yang kontradiktif ketika budaya di sekolah bertentangan budaya di masyarakat, khususnya budaya di sebagian kalangan pelajar. Misalnya, masyarakat tidak membenarkan kenakalan pelajar seperti tawuran, pergaulan bebas dan penyalahgunaan narkoba. Tetapi justru sebagian pelajar justru terlibat dalam kenakalan pelajar tersebut. Sekolah sebagai lembaga pendidikan tentunya mempunyai peran penting untuk membendung kenakalan pelajar. Sekolah pada umumnya memiliki visi, misi, nilai, program dan tata tertib yang menentang kenakalan pelajar tersebut. Visi, misi, nilai, program dan tata tertib sekolah dapat disebut sebagai school culture. Penelitian ini bertujuan untuk menggambarkan school culture di SMA Islam Terpadu Nurul Fikri (SMAIT NF) Depok. Penelitian ini menggunakan pendekatan kualitatif dengan strategi studi kasus. Nilai SMART merupakan inti school culture SMAIT NF Depok. School culture SMAIT NF Depok secara umum cukup berjalan cukup baik. Hal tersebut didukung oleh pelaksanaan sosialisasi SMART sejak Masa Orientasi Sekolah (MOS). SMART juga dimasukkan ke dalam buku pedoman tata tertib siswa dan dievaluasi setiap bulan. SMART juga berlaku bagi guru dan karyawan tetapi sosialisasi dan evaluasi belum optimal. Tetapi elemen school culture yang masih lemah di SMAIT NF Depok adalah dokumentasi sejarah dan artefak simbolik. Nilai SMART yang berlaku bagi semua warga SMAIT NF Depok baik siswa, guru maupun karyawan seharusnya didukung oleh kebijakan, konsep dan berbagai perangkat yang lebih tepat guna. Sehingga nilai SMART secara konkret dapat bekerja sebagai inti shooool culture SMAIT NF Depok.

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ABSTRACT

Culture, especially a value component can be learnt through a learning process. Education becomes an important issue because education plays the crucial role in socialization especially for children. Being a contradictive when culture in the school is against the culture in society, especially the culture in students. For instance, the society blames teenagers delinquency for example riot and looting, free sex, and drug abuse. However a part of the students are involved in the teenagers delinquency.

School as the education institution has the crucial role to prevent teenagers delinquency. Generally, school owns vision, missions, values, program and regulations which are against the teenagers delinquency. Vision, missions, values, program and regulations are mentioned as a school culture. The research aims to describe school culture in Nurul Fikri Depok Integrated Islamic Senior High School (SMAIT NF). This research uses qualitative approach by case study strategy. SMART value is the core of the school culture of SMAIT NF Depok. Generally, the school culture of SMAIT NF Depok carries out well. It has been supported by an implementation of SMART socialization since School Orientation Period (SOP/MOS). SMART is included in a guidance book of students regulations and it is evaluated every month. SMART is also intended for teachers and staff, however the socialization and evaluation have not been optimal. The weak elements of school culture in SMAIT NF Depok are historical documentation and symbolic artefact. SMART value which is valid for all SMAIT NF Depok society both students, teachers and staff must be supported by the exact and useable policy, concept and various frames. Therefore SMART value can concretely work as the school culture core of SMAIT NF Depok, Culture, especially a value component can be learnt through a learning process. Education becomes an important issue because education plays the crucial role in socialization especially for children. Being a contradictive when culture in the school is against the culture in society, especially the culture in students. For instance, the society blames teenagers delinquency for example riot and looting, free sex, and drug abuse. However a part of the students are involved in the teenagers delinquency. School as the education institution has the crucial role to prevent teenagers delinquency. Generally, school owns vision, missions, values, program and regulations which are against the teenagers delinquency. Vision, missions, values, program and regulations are mentioned as a school culture. The research aims to describe school culture in Nurul Fikri Depok Integrated Islamic Senior High School (SMAIT NF). This research uses qualitative approach by case study strategy. SMART value is the core of the school culture of SMAIT NF Depok. Generally, the school culture of SMAIT NF Depok carries out well. It has been supported by an implementation of SMART socialization since School Orientation Period (SOP/MOS). SMART is included in a guidance book of students regulations and it is evaluated every month. SMART is also intended for teachers and staff, however the socialization and evaluation have not been optimal. The weak elements of school culture in SMAIT NF Depok are historical documentation and symbolic artefact. SMART value which is valid for all SMAIT NF Depok society both students, teachers and staff must be supported by the exact and useable policy, concept and various frames. Therefore SMART value can concretely work as the school culture core of SMAIT NF Depok]