

ANALYSIS OF SCHOOL CULTURE AND GOVERNANCE AT SMPN 7 TARAKAN: PRACTICES, HABITS, AND MANAGEMENT

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ABSTRACT

This research analyses school culture and governance in SMPN 7 Tarakan and the practices, habits, and management that create a conducive learning atmosphere. It underlines the importance of school policies, engagement in co-curricular and extra-curricular activities, a healthy learning environment, and facilities management for students to be engaged and succeed academically. Adopting a qualitative approach based on observational data, the authors establish a link between orderly school rules and disciplinary and structural order but suggest that ethnically diverse communities may benefit from looser structures. The study emphasizes the need for sufficient facilities to boost student motivation and engagement in academic and extra-curricular activities. In conclusion, this study offers a possibility to view the school within quality education and students' personal growth by having an integrative perspective — defining a concept of doing justice for educational quality.

Keywords: School Culture, Governance, Co-curricular Activities, Extracurricular Activities, Facility Management, Student Engagement, Educational Quality

INTRODUCTION

Schools, as educational institutions, would also have a serious responsibility to create an environment that cultivates a comprehensive ethos of intellectual, emotional, and social well-being. Schools do much more than teach; they are a breeding ground for the attitude and mindset necessary for students to face struggles and flourish in an ever-changing world. It involves ensuring a constructive learning atmosphere by bringing in efforts like discipline, execution of extra and co-curricular events, and respectful management of facilities and infrastructure. Such efforts are essential not just for academic success but also for developing well-rounded individuals who can meaningfully contribute to society (Eccles & Gootman, 2005). Focusing on these areas can help schools build a structure that nurtures creativity, resilience, and critical thought among their students.

These school rules help create a setting that maintains authority and discipline. They act

as guiding principles directing the behaviour of students, providing the school community with specific directions (Rew, 2010). While academics need rules, extracurricular and co-curricular activities can be enjoyed by students in plenty of ways beyond their academic syllabus, where they could use them to conquer other areas that lie above their expertise. They stimulate academic and non-academic skills by promoting teamwork, leadership and self-expression. Also, properly managing the school facilities and infrastructure is vital because all students need adequate support for learning. Physical accommodations are vital to creating an appropriate enriching atmosphere. space the teaching-learning process operates without any hiccups in modern, well-maintained facilities that allow both students and teachers to make ensure their best (Wang & Eccles, 2012).

Aware of the essential nature of these aspects, SMPN 7 Tarakan has then initiated a few strategic steps to realize the better quality of its learning ambience. This encompasses the implementation of whole school policies, diverse co- curricular and extracurricular programs as well as proactive facilities and infrastructure management. Such initiatives highlight the dedication of the school to a holistic education that promotes not only academic excellence but also personal growth. But for these efforts to deliver maximum effectiveness, they need to be properly evaluated in order to surface best practices, bottlenecks and room for improvement. These evaluations can be critical evaluation studies, which means that they can have significant implications for programs or policies in schools and regularly allow decision-making to remain evidence-based and timely.

It focuses particularly on three areas that relate to the management of facilities and infrastructure, implementation of co-curricular and extracurricular activities and school discipline regulations. The study seeks to investigate the effects of these efforts through in-depth observations, identify obstacles and provide recommendations for improvements. This will allow the findings to enable a learning atmosphere of being supportive, inclusive, and also supporting the positive growth of students at SMPN 7 Tarakan.

METHODOLOGY

This research was conducted on the tabulation of school culture analysis and governance outside the educational environment of junior high school students SMPN 7 Tarakan, which found common themes. The subjects were English teachers and students of SMPN 3 Tarakan. The study was conducted over four days from 22nd to 25th of Wednesday, 2024. Also, the data

were taken directly or directly observed, and the resources were obtained from the teachers of SMPN 7 Tarakan. Furthermore, the researcher employed the collecting method, namely: questionnaires.

RESULT AND DISSCUSION

The research results showed that school rules, co-curricular and extracurricular activities, and facility management were the important aspects for supporting the learner's learning experience at SMPN 7 Tarakan.

School Regulations

Observation results showed that school regulations positively impacted maintaining discipline and order. Specifically, qualitative interviews with teachers showed that establishing clear regulations enabled a structured setting appropriate for learning. On the other hand, some students raised concerns that some rules lack flexibility to accommodate students' varying needs.

Significance of Co-curricular and Extracurricular Activities

Results indicated that engagement and satisfaction with co-curricular and extracurricular activities were positively associated with the activities contributing to their social development and providing opportunities for personal growth. The observation noted the more vital collaboration and leadership skills in students participating in these programs. However, time conflicts and limited resources prevented broader participation.

Facility Management

According to observational data, facility conditions had a tiered effect on learning. Students said they were more motivated in classrooms with up-to-date tech and resources. However, some parts of the school, like sports facilities, were discovered to be in poor condition. They stressed that poor facilities might undermine the work of academic and extracurricular programs.

The findings highlight the importance of school policies, co-curricular and extracurricular activities and infrastructure management in creating a conducive learning environment. The expectation that school rules are helpful followed a trend in existing

research that shows structured settings result in improved behaviour and grades. However, schools must also be flexible in directing discipline efforts since students have different needs. Co-curricular and extra-curricular activities have well-recognized advantages for academic achievement and social development (Fredricks & Eccles, 2006). The challenges emphasized in this research indicate the implications for schools to continue to appropriately allocate resources so that all students may benefit from these enriching experiences. The role of facility management was instead a prominent determinant in the context of student motivation and engagement. Appropriately maintained facilities can provide essential conditions for a conducive learning environment. School administrators should focus on remedying the noted deficiencies in facility management, which could improve educational quality. Thus, this finding concludes that this study contributes important information about several factors which catalyze the creation of a conducive learning environment at SMPN 7 Tarakan. The school can better assist students in growing by improving its policies, increasing co-curricular activities and closing the facilities gap.

CONCLUSION

The study covers the culture and government of the school environment in SMPN 7 Tarakan, as that could provide a good foundation for their child's growth. This is an environment of explicit rules and a framework for routine behavior within the school community. These rules enforce discipline and ensure security and stability, both of which help students concentrate on their studies. Furthermore, various available extracurricular activities bolster education by allowing students to find interests, learn new skills, and socialize. Such tasks help bring about teamwork, leadership and self-expression, which are imperative for overall growth.

Although school rules are important, the researchers call things out as ways that these should fulfil the higher needs of the students. Particularly, it does not mean that the teachers have to have a one-size-fits-all approach to discipline. As a result, school admins should listen to students and be flexible to changing rules that may prevent individual development or investment. SMPN 7 Tarakan can strengthen this school culture by building it into a place where students feel that they have a voice and the sense that their opinions matter, which will lead to increased participation in academic and non-academic activities.

In addition, the management of school infrastructure is also a vital component for creating a better learning environment. Well-resourced infrastructure certainly plays a role in

keeping students interested and motivated. Some facilities, such as up-to-date classrooms, provide effective intellectual stimulation and motivate students to actively participate in their learning, whereas neat sports infrastructures develop physical health among students and teamwork skills. The research also points out how the deplorable state of facilities can detract from the efficacy of academic and co-curricular programs, compelling school leaders to begin viewing facility management as an integral component in the same governance strategy as academics.

School administrators must assess and create ever higher performing policies and practices to ensure that educational programs achieve maximum effectiveness. Such continuous assessment can help spot troubles and introduce solutions that have been shown to work through empirical evidence. To meld the positive benefits and avoid repeating elements that lack this same benefit, SMPN 7 Tarakan needs to focus on its current effort by eliminating the barriers identified above and building factors needed for a more nurturing environment. This kind of environment not only encourages academic performance but also nurtures personal growth, preparing students to excel in an ever-changing world. In the end, that dedication to building a strong school culture will benefit students attending schools and the community as a whole.

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