

# SCHOOL CULTURE AND SCHOOL PERFORMANCE

## (Study of Higher-Success and Lower Success Senior High School)

Sumarni

### *Abstract*

*Ada perbedaan antara budaya sekolah yang dimiliki oleh sekolah yang memiliki prestasi tinggi dengan sekolah yang prestasinya lebih rendah, baik dalam norma, kepercayaan, maupun nilai-nilai yang berlaku di sekolah tersebut. Perbedaan budaya sekolah dari kedua sekolah tersebut ditunjukkan dengan angka 3.56. Walau secara statistik berbeda, namun perbedaannya tidak terlalu jauh. Hal ini disebabkan oleh adanya budaya masyarakat di sekitar sekolah yang ikut berpengaruh dalam proses pendidikan di sekolah. Kesimpulan ini merupakan hasil penelitian kuantitatif. Teknik pengumpulan data menggunakan kuesioner dengan skala Likert dan wawancara tidak terstruktur serta observasi. Analisis data menggunakan deskriptif statistik dan analisis inferensial (uji beda/t-test).*

*Keywords: budaya sekolah, prestasi sekolah, budaya lokal*

## I. INTRODUCTION

### A. The Background of Study

Since many years ago, studies related to factors influencing differences of educational achievement have been conducted by some researchers from various fields of study. Some educational researchers, for instance, had investigated the effects of material school characteristics on educational achievement such as: school facilities, curriculum,

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Sumarni, M.Si adalah Peneliti pada Puslitbang Pendidikan Agama dan Keagamaan - Badan Litbang dan Diklat Departemen Agama RI

human resources, and so forth. Consequently, some people thought that these factors were important for improving a quality of education.

However, some researchers criticized that the difference of educational achievement was not influenced by the effect of the material school characteristics. Jenk and his colleagues, for example, claimed that the family background was the factor influencing the educational achievement.<sup>1</sup> Averch came up with the conclusion. He said that socioeconomic status of student was the one of the factors directly related to student academic achievement.<sup>2</sup> They concluded that the higher his level of one's status social, the higher his level of performance. The relationship held for all educational level.

Other educational researcher like Clara came up with the conclusion. She argued that the key to differences of educational achievement was found to be home background.<sup>3</sup> Then, she concluded that there were many reasons why children from higher classes achieve better at school. Middle-classes children were likely to have background books available, parents to take them on educational visit, a separate room in which to do their homework and the uses of telephone to chat with school friends about problem arising.

Some researchers (e.g. McArthur, Boyce, and Davis), however, argued that the findings were inconsistent if they applied for all educational level. They claimed that socioeconomic status of students was inversely related to the educational performance. They said that the relationship between socioeconomic status (SES) and academic performance was positive through most of the socioeconomic status (SES) range, but at the upper socioeconomic level it was inverse. Socioeconomic status could not be standard to differentiate the academic performance.<sup>4</sup>

Based on the reasons, some other researchers began focus on school culture exists in each school as a factor influencing the difference of school performance. These finding was significant. Purkey and

<sup>1</sup> Jenks, Christopher, et al. 1972. *Inequality: A Reassessment of the Effect of Family and Schooling in America*. New York: Basic Books

<sup>2</sup> Averch, H. 1971. *How Effective is schooling*. Santa Monica: Ron Corporatio

<sup>3</sup> Clara, Evi. 2000. *Status Sosial Ekonomi dan Soaialisasi Keluarga dan Pengaruhnya Terhadap Prestasi Siswa*. Unpublished Thesis, FISIP UI

<sup>4</sup> Nobbs, Jack. 1983. *Sociology in Context*. London: Macmillan Education Limited

Smith, for example, in their studies concluded that an educationally effective school was distinguished by its culture and went so far as to suggest that the culture appears to be determining factors in school' failure or success as a place of learning.<sup>5</sup> Saphier and King came up with the conclusion.<sup>6</sup> Similar claims had also been made Fyan & Maehr<sup>7</sup> that healthy school culture was the key to school success.

The arguments above gave a conclusion that there were many aspects influencing the school performance. Some findings, however, were inconsistent so they wanted to focus on organizational in the school itself in which teaching learning process took place. It was assumed that there was a behind-the context that is reflect of the values, beliefs, norms, traditions, and rituals that build up overtime as people in the school work together, administrator, teachers, students, parents, and community members that influenced it. That is called school culture.

School culture is an educational sociological phenomenon because it explains the social processes within the school organization. It is interesting it be studied because it directly related to the process of education. How the process of education is implemented, determines the quality of education. It influences not only the actions of the school population, bur also motivations and spirit.

### **B. Problem of the Study**

This study was focused on Public Senior High School. The establishments of these schools were controlled under Department of Education, so all the school were oriented on the National Curriculum. Consequently, they should have been similar performance. In fact, however, they are different. It was assumed that there were some other factors determining the difference of the school performance. This study focused the school culture developed by the school. This study answered the questions:

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<sup>5</sup> Purkey, S.C. & Smith, M. 1983. Effective School : A Review . *In the Elementary School Journal*. 83, 427-452

<sup>6</sup> Saphier, J. & King, M. 1985: Good Seed Grow in Strong Culture. *Educational Leadership Journal*. 42 (6), 67-75

<sup>7</sup> Fyans, L.J.& Maehr, M.L.1990. *School Culture, Student Ethnicity, and Motivation*. Urbana IL : National Center for School Leadership

1. Is there a difference of school culture between higher-success and lower-success Public Senior High School? And to what extents they differed according to the school performance?
2. Is the difference of school culture influenced by its local culture?

### C. Purpose of the Study

In general, the purpose of the study was aimed to identify the school culture of the high-success and lower-success Public Senior High School. Specifically, the purpose of this study was to compare the school culture between the high-success and lower-success Public Senior High School. I wanted to know whether there was significant difference of school culture between the high-success and lower-success Public Senior High School. This study also wanted to answer that the difference of school culture was influenced by its local culture.

### D. Theoretical Framework

#### 1. School Culture

School culture, as conceptualized today, come to education from the corporate workplace. Management theory in the form of organizational culture had provided a useful resource for reflecting on the management of schools. But schools were not companies producing an objective product, where consensus on outcomes was agreed or where there was acceptance the financial success was all important. Despite having conceptual weaknesses, organizational culture was important source of “parallel reading”, provided a variety of stimulating ideas and frameworks, and often quoted in the literature. Therefore, more researchers, in the studying school culture, using the organizational culture concept, but they focused on the context of school.<sup>8</sup>

Schein, in the first, define school culture was ‘the deeper level of basic assumption and beliefs that are share by members of an organization, that operate unconsciously, and that defined in a basic ‘taken for

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<sup>8</sup> Deal T. E. & K.D. Peterson. 1999. *Shaping School Culture : The Heart of Leadership*. San Fransisco, CA : Jossey-Bass

granted' fashion an organization's view of itself and its environment"<sup>9</sup>. This definition did not specifically relate to school contexts but with organization in general. Then, he defined school culture which related to school context, as follows:

1. Observed behavioral regularities when teacher interact in staffroom – the language they use and the rituals they established
2. The norms that evolve in working group of teachers in terms of lesson planning or monitoring the progress of students
3. The dominant value espoused by a school, its aims or 'mission statement'
4. The philosophy that, guided the dominant approach to teaching and learning of particular subject in a school
5. The rule of game that new teacher have to learn in order to get along in the school or their department
6. The feeling or climate that is conveyed by the entrance hall to a school, or the way in which students' work is or is not displayed.

Maslowski defined school culture as 'the basic assumptions, norm and values, and cultural artifacts that that are shared by school members, who influence their functioning at school.'<sup>10</sup> Deal and Peterson also defined school culture as 'complex webs of tradition and rituals that have been built up overtime as teachers, students, and administrators work together and deal with crisis and accomplishment'<sup>11</sup>. While according to Department of Education, school culture is defined as organizational culture in school context, as "*Kualitas kehidupan sebuah sekolah yang tumbuh dan berkembang berdasarkan spirit dan nilai-nilai tertentu yang dianut oleh sekolah*"<sup>12</sup>.

Hargreaves defined school culture that was relevant with school effectiveness and improvement. He argued that cultures have reality – defining function and through culture people define reality and so make sense themselves, their actions and their environment. A contemporary

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<sup>9</sup> Schein, E.H.1985. *Organizational Culture and Leadership: A dynamic view*. San Fransisco: Jossey-Bass Publishers

<sup>10</sup> Maslowski, Ralf. 2001. *School Culture and School Performance*. Netherlands : Twente University Press

<sup>11</sup> Deal T. E. & K.D. Peterson. *Op. Cit.*, p. 4

<sup>12</sup> Departemen Pendidikan Nasional. 2002. *Pedoman Pengembangan Budaya Sekolah ; Seri School Reform*. Jakarta: Depdiknas

reality – defining function of culture is often a problem solving function inherited from the past: today’s culture from created to solve an emergent problem often becomes tomorrow’s taken for granted recipe for dealing with matter shorn of the novelty.<sup>13</sup> The definition above came up with Saphier and King that defined school culture which was suitable with school improvement. They defined school culture as the common set of beliefs, norms, values and practice held by members of the school community about “the way things are done” in school.<sup>14</sup>

From the definitions of the school culture above, we concluded that school culture consist of some elements such as: norms, beliefs, values, practice, rituals, traditions, spirit, philosophy, and so on. In this study, school culture defined as a set of norm, belief, and values shared by members in school that described as follows:

a. Norm

Norm reflects what teachers expect of other staff members, norms reflect what is considered to be not done in school, what is undesirable behavior. Such norms may exist, for example, with regard to what teachers are expected to wear, or to what actions teachers are expected to take for their professional development<sup>15</sup>. It came up with Gerungan’ definition, that norm is “*Pengertian umum yang seragam antar anggota kelompok mengenai cara bertingkah laku yang patut dilakukan oleh anggota kelompok apabila mereka berhadapan dengan situasi yang bersangkutan paut dengan kehidupan kelompok*”.<sup>16</sup> Norms develop formally and informally as the staff in a school discover and reinforce particular way of acting and interacting. They are bolstered by messages and sanction when individuals overstep the normative bounds.

b. Beliefs

Beliefs are the best indicators of the decisions people make throughout their lives. Beliefs are often describes as the personal

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<sup>13</sup> Hargreaves, D.H. 1995. School Culture, School Effectiveness and School Improvement. *School Effectiveness and School Improvement*, 6 (1), 23-46

<sup>14</sup> Saphier, J. & King, M. *Op cit.*, p. 3

<sup>15</sup> Stolp, S. and Smith, S.C. 1995. *Transforming School Culture: Stories, Symbols, Values, and The Leader’s Role*. USA : ERIC

<sup>16</sup> Gerungan, W.A. 1997. *Psikologi Sosial*. Bandung: Eresco

conviction or ideas one holds. In the other words, people tend to act according to their beliefs<sup>17</sup>. Ott defined beliefs as how we comprehend and deal with the world around us. They are consciously held, cognitive views about truth and reality.<sup>18</sup>

There are two types of belief that are critical for a person's effective functioning: capability and context. Capability beliefs included an individual's perception of whether they possess the personal skills needed to function effectively. Context beliefs included an individual's perceptions about how responsive the environment (external factors and/people) would be supporting effective functioning. Ford indicated that capability and context beliefs combine to form personal agency belief patterns that regulated the level of motivation a person had in reaching a target goal.

Beliefs are powerful in schools because they represent the core understandings about student capacity (immutable or alterable), teacher responsibility for learning (little or a lot), expert sources of teacher knowledge (experience, research, or intuition), and educational success (will never happen or is achievable).

While Saphier and King identified that there were four indicators of beliefs in the context of school both capability and context beliefs, as following<sup>19</sup>:

1. Collectivity responsibility, teachers feel they are collectively responsible for the pupil at school
2. Efficacies, teachers feel their effort contribute to the progress pupils make
3. Continuous improvement and non-defensiveness, teachers feel they are continuously trying to improve their instruction, being open to suggestions for colleagues and suggesting improvement to others
4. Reflective environment, teachers feel their environment stimulates them to reflect on their work.

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<sup>17</sup> Haney, J. and Lumpe, A.T. 1998. Profiling the Personal Agency Belief Patterns of K-12 Science Teachers. *A Paper at the Annual Meeting of the National Association of Research in Science Teaching*. San Diego, CA. April 18-22

<sup>18</sup> Ott, J.s. 1989. *The organizational Perspective*. California: Brooks/Cole

<sup>19</sup> Saphier, J. & King, M. *Op cit.*, p. 6

### c. Values

Each organization has a value, so does school. Value is the conscious expression of what an organization stands for. Ott defined value as “A standard of goodness, quality, or excellence that under girds behavior and decision making, and what people care about”.<sup>20</sup> Values are not simply goal or outcomes; values are deeper sense of what is important. Without an existential commitment, everything is relative; values focus attention and define success.

This value consists of mission and purpose. They were very important part of school. Both mission and purpose are the heart of school culture, which focus of what people do. Although not easy to define, mission and purpose instill the intangible forces that motivated teachers to teach, school leader to lead, children to learn, and parents and the community to have confidence in their school. These mission and purpose shaped definition of success, Schein – definition that vary from school to school. He argued that knowing what the members of school define as success is a way to know what is valued. Success in schools can be defined in many ways – giving students basic skills and knowledge, providing a safe and secure environment, “surviving” until the next day, preparing students for the world of work or college, achieving extracurricular success, performing well, learning for elite and so forth. What teachers, administrator, and others view as the measure often shapes how they spend their time, what problems they try to solve together, and what gets their attention.

Different mission and purpose defined outcomes that are values and shaped how energy and time are allocated by staff, students, and administrators. Mission and purpose do many things for schools. For example they define what actions ought to occur, they motivate staff and students by signaling what is important and what will be rewarded; and they steer the allocation and distribution of resources, depending on what is considered important or valuable.<sup>21</sup>

Saphier and King, identified value that consists of goal (purpose) and core value (mission). In school, goals are formulated, which are

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<sup>20</sup> Ott, J.s. *Op cit.*, p.7

<sup>21</sup> Deal T. E. & K.D. Peterson. *Op cit.*, p.4

clear to all school members<sup>22</sup>. All the school members know in what direction the school is heading.

From the description above, it could be concluded that values consist of mission and purpose. Mission is an act for realizing their vision, while purpose is “what will be achieved by the school “when” the purpose will be reached”

## 2. School Performance

School performance reflects “the effectiveness and the efficiency of the schooling process” Effectiveness, in general sense, refers to the accomplishment of the school’s objective, while efficiency indicates whether these objectives were accomplished in a timely and costly manner. As these definitions showed, effectiveness and efficiency are judged according to the school’s objective.<sup>23</sup>

The concept of effectiveness and efficiency are based on the relative performance of school. In other words, a school is classified as effective or efficient if that particular school perform better on these aspects than other schools. By adopting this relative approach of performance, it is necessary to ensure that ‘fair comparison’ is made between schools. School in rural areas, for instance, are likely to show a lower student achievement level than these with in urban areas. For this purpose, ‘value-added’ measure are usually employed when comparing schools.

There are three different forms of value-added measures, based on prediction of learning outcomes based on background variables of students and schools, different with prior achievement, or a combination of both corrections. In general, corrections for prior achievement are preferred for they are considered to best represent the collective ‘learning gains’ of students, and therefore do justice to the efforts of school.

In this study, the measure of the school performance is based on the average of the student achievement. Achievement refers to the standards of attainment reached by pupils in schools and students in colleagues.

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<sup>22</sup> Saphier, J. & King, M. *Op cit.*, p. 7

<sup>23</sup> Maslowski, Ralf. 2001. *School Culture and School Performance*. Netherlands: Twente University Press

### 3. School Culture and School Performance

Over the last two decades, research on effective schools had concluded that an academically effective school was distinguished by a climate of shared values and norms that channel staff and students in the direction of successful teaching and learning. For example, in recent extensive review of effective schools research, Levine and Lazotte reported that the most important thing that effective schools have in common is culture which reflects shared value related to student learning.<sup>24</sup>

Researchers have also compiled some impressive evidence on school culture. Healthy school cultures correlated strongly with increased student achievement and motivation, and with teacher productivity and satisfaction.<sup>25</sup>

In a project directed at improving elementary student test score, Thacker and McInerney looked at the effects of school culture on student achievement. The project they studied focused on creating a new mission statement, goal based on outcomes for students, curriculum alignment corresponding with these goals, staff development, and building level decision-making. The results are significant. The number of students who fail an annual statewide test dropped by as much as 10 percent. These results are consistent with other findings that suggest the implementation of clear mission statement, share vision, and school-wide goals promote increase student achievement.<sup>26</sup>

Rutter and his colleagues have proved that school ethos in the primary power of student's academic success. They found that the basic norms, values, and traditions of the school help achieve goals<sup>27</sup>.

School culture is one of the most powerful variables affecting teaching and learning. Most review of the effective school literature point to the consensus that school culture and climate are central to academic success. Typical of findings is the summary of Purkey and

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<sup>24</sup> Levine, D.U., & Lezotte, L.W.1990. *Unusually Effective Schools: A Review and Analysis of Research and Practice*. Madison, WI: National Center for Effective Schools

<sup>25</sup> Zamroni .2000. *Paradigma Pendidikan Masa Depan*. Yogyakarta : BIGRAF Publishing

<sup>26</sup> Thacker, Jerry L. and William D. McInerney .1992. *Changing Academic Culture to Improve Students Achievement in the Elementary Schools*. Available from. ERS Spectrum

<sup>27</sup> Rutter, et al. 1979. *Fifteen Thousand Hours : Secondary School and Their effects On Children*. Combridge, MA : Harvard University Press

Smith, who in their review of the literature on effective schools found a close correlation between positive school culture and academic quality.<sup>28</sup>

The arguments above showed that there is a relationship between school culture and school performance. Healthy school culture will increase student's achievement and motivation. Healthy school culture also increases teachers' productivity and satisfaction.

#### 4. School Culture and Community Culture

If we talked about school culture and school performance, we would talk about the community culture where the schools exist. School culture related to outer and inner school environment, has much in common with operational and educational processes, and is important for the development of schools.

Like all organizations, schools had complex relationship with local costumer and communities. The success obtained by the school was influenced by the communities. The community provided many things the schools need and vice versa. The local community very often expects the school to provide rational return in the form of student achievement.

Community often views schools as museum of virtue, store-house of memories, and prime sources of local pride. People took to schools as wellspring of hope. They looked for insurance that local value was being transmitted and the future would bear some connection with tradition of the past. Schools are highly symbolic institutions for any community, whether rural, sub urban, or urban.<sup>29</sup>

#### 5. Operationalization of Construct

School culture variable was conceptualized as the set of norms, beliefs, and values held by the members of the school community about "the way things are done". This variable consisted of three indicators: norms of school culture behavior, beliefs, and core value. Norms are unwritten rules according to which others are expected to

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<sup>28</sup> Purkey, S.C. & Smith, M. *Op cit*, p. 3

<sup>29</sup> Peterson, K.D, and Britzke R. 1994. *Building Collaborative Culture: Seeking ways to Reshape Urban School*. Urban Educator Monograph Series, Oak Brook, IL : North Central Regional Educational Laboratory <http://www.nerel.org/Sdr?areas/educators/leadership/leOpetr.html>, March 12, 2003

behave. Beliefs consisted of two types: capability belief and context belief. Capability belief included an individual's perception of whether they possess the personal skill needed to function effectively. Context belief included an individual's perception about how responsive the environment would be in supporting effective functioning. Values are the conscious expression of what an organization stands for. Values consist of mission and purpose. Mission is an act for realizing their vision, while purpose is "what" will be achieved by the school and "when" the purpose will be reached.

The measure of the school performance is based on the average of the student achievement in the last three years. Achievement refers to the standards of attainment reached by pupils in schools and students in colleagues.

### 5. Hypothesis

In the research, the hypothesis tested is as follows:

Hypothesis: The t-test for two independent samples

Null Hypothesis (H<sub>0</sub>): There is not a difference of school culture between higher-success and lower-success Public Senior High School

Alternative Hypothesis (H<sub>1</sub>): There is a difference of school culture between higher-success and lower-success Public Senior High School

## E. Research Method

### 1. Place and Time for Conducting the Research

This research was conducted in schools having different performance, the higher-success school (SMU Negeri 1 Klaten) and the lower-success school (SMU Negeri 1 Wedi). The both of the school were located at sub-province of Klaten, Central Java. This research had been conducted on June 2003.

### 2. Population and Sample

The population in this research is all the teachers in both of the school (SMU Negeri 1 Klaten and SMU Negeri 1 Wedi). The sample was drawn employing technique of random. The number of sample was proportional. The proportion of each school was 55 percent from entire of existing teachers.

### 3. Techniques of Collecting Data

The techniques for collecting data were questionnaires, unstructured interview, and observation. Data collected consist of primary data and secondary data. The instrument for collecting primary data was questionnaires. The questionnaire is compiled using Likert Scale. The model of Likert represents scale in the form of continuum which consists of five categories. For favorable statement, the strongly agree response would be given a weight of 2, the agree response a weight of 1, the uncertain response a weight of 0, the disagree response a weight of -1, and the strongly disagree response would be given a weight of -2. The secondary data collected was used to measure the school performance.

### 4. Techniques of Analysis

First, the data were analyzed using descriptive statistic to get information concerning mean, standard deviation, mode, and mean. It was important to identify the school culture develop by the both of schools. Second, the data of school culture would be analyzed using t-test to know the difference of school culture between the higher-success and the lower-success school.

## II. THE FINDINGS OF THE STUDY

### A. Description of School Culture

School culture variable was conceptualized as the set of norms, beliefs, and values held by the members of the school community about “the way things are done”. This variable consisted of three indicators: norms of school culture behavior, beliefs, and core value. The three indicators in the school culture instrument had different proportion of statement given by respondent as follows:

#### 1. Description of School Culture Developed in SMU Negeri 1 Klaten

The first indicator, norms of school culture behavior, most of respondents (55.95%) stated “Agree” and even there was 20.71% respondents stated “Strongly Agree”. Nevertheless, there was 17.4% respondents stated “Uncertain” about their school culture. The rests stating “Disagree” and “Strongly Disagree” just 4.9% and 1.04%.

Like the first indicator, the second indicator, beliefs, showed the similar result. The most of the respondents (61.18) answered “Agree” and 17.24 % respondents stated “Strongly Agree”. There was still

14.12% respondents stated "Uncertain", and the rests who stated "Disagree and Strongly Disagree" were 5.88% and 1.57%.

The third indicator, core value, showed that majority of the respondents stated "Agree" and even "Strongly Agree" (69.61% and 22.55%). Just 4.9% respondents stated uncertain and the rests (1,96% and 0,98%) stated "Disagree and Strongly Disagree").

## 2. Description of School Culture Developed in SMU Negeri 1 Wedi

In the norms of school culture behavior, most of respondents (50.565%) stated "Agree" and even there was 21.54% respondents stated "strongly Agree". Nevertheless, there was 17.52% respondents stated "Uncertain" about their school culture. The rests stating "Disagree" and "Strongly Disagree" (7.25% and 3.13%).

The second indicator, beliefs, showed that most of the respondents (56.43%) answered "Agree" and 21.14 % respondents stated "Strongly Agree". There was still 14.29% respondents stated "Uncertain", and the rests who stated "Disagree and Strongly Disagree" were 6.43% and 0.71%.

The last indicator, core value, showed that the respondents stated "Agree" just 37.5% and "Strongly Agree" 26.79%. There was 25% respondents stated uncertain, the rests (0.71%) stated "Disagree and there was no respondent stated "Strongly Disagree".

From the data above, they could be interpreted as follows:

### 1. *Norms of school culture behavior*

The higher-success school (SMU Negeri 1 Klaten) has better score than the lower-success school (SMU Negeri 1 Wedi). It could be interpreted that SMU Negeri 1 Klaten has stronger norms of school culture behavior than SMU Negeri 1 Wedi. Strong norms school culture behavior would make them discipline in implementing their works.

### 2. *Beliefs*

The both of the schools had the score that was almost similar (around 70% stating "Agree and Strongly Agree"). It could be interpreted that the teachers of the schools have beliefs that they have skills to make the teaching effective and the environment that supports their teaching effective. It might be caused by that beliefs are described as the personal convictions as ideas one hold, not like norms and values that are based on the team or organization.

### 3. Core Values

In this indicator, there was a significant difference of the score between the higher-success and the lower-success school. It could be interpreted that the higher-success school (SMUN 1Klaten) does emphasizes the core value (mission and purpose) and of course had better values than the lower-success school (SMUN 1Wedi). The mission and purpose are as the heart of school culture, so they could produce something expected. As Deal and Peterson (1999) stated that values that consist of mission and purpose that as intangible forces that motivated teachers to teach, school leader to lead, children to learn, and parents and community to have confidence in their school. The mission and purpose of the school is pointed out clearly in the profile of school, so most of school members agreed that they had a clear mission and purpose and the school members understood their mission and purpose. These mission and purpose shaped definition of success.

#### B. Testing Hypothesis

Before testing the hypothesis, I would present the general description of the school culture variable included mean, mode, median, variance, standard deviation, minimum and maximum score, etc.

		SMUN 1 Klaten	SMUN 1 Wedi
N	Valid	51	28
	Missing	0	0
Mean		35.45	31.89
Standard error of mean		0.69	1.28
Median		37	32.5
Mode		38	37
Std Deviation		4.94	6.79
Variance		24.41	46.1
Range		18	27
Minimum		25	14
Maximum		43	41
Sum		1808	893

From the table above, it was known that there was a difference mean between the higher-success school (SMU Negeri 1 Klaten) and

the lower-success school (SMU Negeri 1 Wedi). The higher-success school (SMU Negeri 1 Klaten) has higher mean (35.45) than the lower-success school (SMU Negeri 1 Wedi) (31.89). To know how far the differences, however, it was necessary to test the score using inferential test (t-test)

In testing the difference between the two populations, Null hypothesis (H<sub>0</sub>) is accepted if variances of the population are equal, and the alternative hypothesis (H<sub>1</sub>) is accepted if the variances of the population are in equal (variances of school culture in the higher-success school and the lower-success school are different). This testing of hypothesis would use t-test for two independent samples. Criteria of testing hypothesis are that Null hypothesis (H<sub>0</sub>) is rejected if F value is more than F table or the probability (Sig.) is less than 0.05.

If the two variances are equal, to compare the mean of population would be used the t-test for two independent samples and for equal variances. Whereas, if the two variances are in equal, to compare the mean of population would be used t-test for two samples independent and for in equal variances.

The result of the test showed that F value is 1.846. This value is larger than F table (1.65), or the probability (0.0178) is larger than 0.05. It concluded that the Null hypothesis is accepted or the two variances are equal. Because the two variances are equal, to compare the mean of population would be used the t-test for equal variances. Criteria of testing hypothesis are that Null hypothesis is rejected if t value is more than t table, with degree of freedom (df) = n-2, or probability is less than 0.05.

The result of the testing hypothesis indicated that t value is 2.674. Value of t table (df = 77) is 1.671. It means that t value is larger than t table. Or the probability is 0.009, that is smaller than 0.05, so H<sub>0</sub> is rejected. It concluded that the mean of school culture between the higher-success school and the lower-success school was different. In other words, SMU Negeri 1 Klaten had a higher score of school culture than SMU Negeri 1 Wedi.

To know how far the differences, it would be used mean differences. The mean difference of school culture is 3.56, with difference upper is 6.21 and difference lower is 0.91. In the other words, the difference of school culture between the higher-success school and the lower-success school ranger from 0.91 to 6.21, with difference means 3.56.

Statistically, the result of testing the difference of two independent samples (t-test) indicated that there was a difference of school culture between the higher-success school and the lower-success school. The higher the score they got, the more positive the school culture. Based on the reason, it could be interpreted that the higher-success school (SMU Negeri 1 Klaten) had a school culture that is more positive than the lower-success school (SMU Negeri 1 wedi). It concluded that there was a relationship between school culture and school performance.

Nevertheless, the difference of school culture between the higher-success school and the lower-success school was not too significant. There were many reasons to explain the finding. First, its local culture could not be separated from their school culture. If we talked about school culture, we must also talk about the local culture where the schools exist. The culture of the school could not work and process alone. It is also related and linked with other sides. In this study, it would be viewed that the culture of Klaten community itself goes along to shape the school culture. Klaten is a sub-province located in the middle of Yogyakarta and Solo. This region is not rich for natural resources and the population is enough crowded. The condition made them aware toward of the importance of education because they thought that education is a mean of enhancing status. The awareness toward the importance of education not only owned by urban community but also rural one. As student's parents said that although they were not rich, they hope all their children go to higher school. They wanted all their children had a better living, not like their parents. The low rate drop out students, for instance, also indicated that they awareness of community toward the importance of education was good.

Second, not like school in big of cities, in which most of the teachers came from different ethnic, most of the teachers in sub-province of Klaten came from the same area. They might have homogenous characteristics that would influence the shaping of school culture.

### III. CONCLUSION AND RECOMMENDATION

#### A. Conclusion

This study concluded that school culture has important role in improving school performance. Statistically, the finding of this study indicated that there was a difference of school culture between the

higher-success school and the lower-success school. The higher-success school got higher score than the lower-success school. It means that school culture influenced the school performance. In other words, school performance was distinguished by a climate of shared values, beliefs, and norms that channel staff and students in the direction of successful teaching and learning.

The operational and educational process could not work and process all alone. It is not only related to inner school but also outer school environment. This study found that local (community) culture influenced in the shape of school culture, directly or indirectly influenced the school performance.

### B. Recommendation

1. Academicians and practitioners should develop a positive school culture to improve their school performance. They should behave or act and interact with each other that build up a positive school culture
2. The government should make educational policies that could support the schools to develop a positive school culture.

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