



High School Culture Management: A Case Study Approach

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ABSTRACT

Purpose - This research aims to determine the process of school culture management, inhibiting factors in developing school culture, and efforts to maintain school culture.

Methodology – The research used a qualitative approach with a case study at SMA Negeri 1 Selong. The resource persons consisted of the principal, vice-principals, teachers, and students. Data collection used observation, interviews, and document studies. Data validity is in the form of credibility, dependability, transferability, and confirmability. Data analysis used an interactive model.

Findings - The results of this study indicate that (1) School culture management includes: (a) Planning begins with a joint meeting under the leadership discussing long-term plans, then details into programs that support, then socialized. (b) Organizing the school culture in each activity, a coordinator is formed by vice-principals based on their respective competencies, then listed on the decree of assignment. (c) Actuating school culture includes the 5S Culture, discipline, orderly worship, kinship, clean culture, child-friendly, literacy, and Saturday culture. (d) Controlling is carried out directly by the PMO team by making notes and reports, which are then evaluated. (2) The inhibiting factor is that most school members still do not understand the true meaning of school culture. How to overcome this is by increasing collaboration, commitment, and taking a persuasive personal approach (3) Efforts to maintain school culture prioritize consistency such as socialization, planting P5, activating coaching, and evaluating activities in the previous year to be developed.

Significance – This study's results will greatly benefit students, the government, and education observers.

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INTRODUCTION

Educational problems in the current generation kn, known as Gen-Z, have become the spotlight and concern of many parties, including school residents, especially in the association or environment triggered by the rise of social media in the current era, which can affect children such as changes in character, habits, and so on (Laka, 2024). One of the problems faced by Generation in Social Era 5.0 includes the most pressing

problems currently facing every community throughout the world, both *Muslims* and non-*Muslims*. This phenomenon is caused by the news that these teenage students were on term physical and mental development, which causes them to experience many upheavals, mental and thought. Not infrequently, this causes them to experience anxiety or a shock in their lives, which causes them to try to get out of that environment (Chaq & Mahmudin, 2024).

In addition to this phenomenon, the zoning education system can also affect the quality of character or habits of children at school, especially at SMA Negeri 1 Selong, where problems come from the system of students who come from the same Zoning or environment who sometimes still bring habits at home to school. There are still a small number of teachers who are indifferent to the events that occur. Statements regarding several teachers indifferent to specific incidents were found based on observation and confirmation from pre-interviews with the vice principal for student affairs. This means that since the school or education system uses a zoning system, indirectly, students who enter the school do not go through selection based on competence or character that is genuinely selected, so it can be an inhibiting factor in developing student character. Character education is a continuous and never-ending process manifested in continuous quality improvement, in the creation of future human figures, and rooted in the nation's cultural values (Inayah et al., 2021).

The counter perception that developed according to (Widyaningtyas et al., 2021), namely, According to some people, the zoning system improves the quality of education decreases and violates children's rights to study anywhere. Besides, society thinks many teachers must adapt to their students' diverse abilities and characters. Zoning is also considered to be able to kill the ideals of students; in the past, students had the determination to study diligently to be accepted In superior schools; this hope must now be eliminated because the system of Zoning no longer has the term superior school or not. With the system zoned, students will feel that there are no challenges in learning because they already feel that what they get is enough. Apart from that, learning motivation can also be lost because the participant's students do not get the school they want, so they are enthusiastic about taking it, education is not optimal (Widyastuti, 2020).

This must be addressed by cultivating school culture values and must be developed. School culture refers to the notion of behavior or patterns of behavior, habits, or values in the value system. (Pratiwi & Roesminingsih, 2021) Said that school culture is the school's hallmark, character, and image. Proper implementation of school culture will have a significant influence on student learning activities, as well as in influencing teachers to do work more efficiently and effectively to achieve good teacher performance. School culture will affect the classroom atmosphere, either the freedom that students enjoy in developing their thoughts and achievements or vice versa, which can be a restraint and limitation on the development of students and the school itself.

Regarding school culture, researchers still encountered several problems when conducting observations. The first relates to student ethics and character; for example, when guests come to school, no one greets them; they are very indifferent, and the second is in a clean culture. Many school residents still do not care about rubbish in the school environment. There is no self-awareness. The teacher who passed by did not give any warning or initiative. There were findings on the culture of discipline, especially in school rules, where there were still some students who dressed up excessively, did not tuck their clothes, and some teachers did not pay enough attention. Then, in the culture of discipline in worship, there was a lack of self-awareness and supervision from the teacher, so this habit was not too effective. Statements regarding some teacher's indifference to specific incidents were found based on observations. Therefore, intensive socialization of school culture, collaboration with the OSIS, and continuous evaluation are needed.

By developing and fostering school culture to assess the character and habits of students inside and outside school, it is hoped that the education system in schools will return to a direction by Law Number 20 of 2003 concerning the National Education System, education. It is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. Education is a conscious effort to acquire cultural heritage from generation to generation. Education makes the current generation role models based on the teachings of previous

generations (Santika, 2022).

One of the efforts to reduce educational problems is to improve the character and quality of education (Marpaung et al., 2023). To ensure the improvement of the character and quality of education, serious attention is needed by education providers, the government, and society. In the current national education system, the focus on this is not solely the responsibility of higher education and the government. However, it is a synergy between various components, including the community. To carry out these guarantees, systematic and planned activities are needed in the form of school culture management.

Solutions to resolve the urgency above include building partnerships with various institutions or agencies such as the Ministry of Education and Culture, Ministry of Religious Affairs, and colleges or universities. Some examples of partnerships can be built, such as in the Ministry of Education, namely the international partnership program or bridge school partnerships program, which involves outside schools and local schools that can form collaborations in projects that help long-term global competence. Then, from the ministry of religion, one of the things that can be done is to form partnerships between public schools and madrasah/Islamic boarding schools where both can work together in developing religious education and religious character, then intertwined practices that make this partnership effective. Furthermore, partnerships with universities are achieved by developing a curriculum more relevant to industry and social needs, then providing materials or planting related to habituation in schools or culture through workshops, seminars, and so on.

About the approach chosen to reveal the problems of SMA Negeri 1 Selong, the researcher formulated three research questions to facilitate his research:

- 1) How is the school culture management process (planning, organizing, actuating, controlling) in SMA Negeri 1 Selong?
- 2) What are the inhibiting factors in developing school culture, and how can they be overcome at SMA Negeri 1 Selong?
- 3) What are the efforts to maintain the school culture implemented at SMA Negeri 1 Selong?

METHODOLOGY

Research Design

This research was conducted to describe school culture management at SMA Negeri 1 Selong. This research is qualitative research with a case study type. Case study research is the right choice for researchers to gain in-depth insight into a phenomenon in a specific context and to be able to analyze the complex relationships between various factors (Sugiyono, 2022). Research and data collection related to school culture management were conducted from 20 May 2024 to 05 September 2024. The research period is not just a limitation, but so that data collection can be maximized and run effectively.

Data Collection

Data collection techniques use observation, interviews, and document studies. The focus of researchers in observation is to observe interactions between school members, observe the activities of school members, observe the implement

ation of school culture, observe the atmosphere and artifacts of school culture, and make online observations through the school website or YouTube to get more information or data. Then, in the interview technique, researchers look for information or data through questions and answers addressed to several research subjects, including the principal, the curriculum section vice principal, one teacher, and one student. The last is a document study, which describes a case using documents. This study collected curriculum documents, school profiles, and archives related to school culture, programs, or records of school activities.

Data Validity

Data validity in this study is a credibility test that uses triangulation. (Alfansyur & Mariyani, 2020) There are two types of triangulation: source and technique. Source triangulation is a technique for obtaining data from interviews with several sources. Meanwhile, technical triangulation is used to compare or check data obtained through three different methods: observation, interviews, and document studies. These data validity techniques are used throughout the research; performing these techniques is expected to increase the data's validity by ensuring the research's validity, reliability, and credibility.

Data Analysis

Data analysis starts with data collection; data collection includes various methods such as observation, interviews, and document analysis. Data is collected in depth and detail, thus enabling a richer and more comprehensive understanding of the phenomenon under study. Then, data condensation is carried out, which refers to selecting, focusing, simplifying, abstracting, and transforming data that appears in written field notes, interview transcripts, documents, and other empirical materials. Researchers condensed the data by focusing the data that had been obtained so that it became more meaningful and cutting data that was not needed or did not support the focus of the research. Then, there is a data display; the researcher presents the data by organizing the information obtained into a table form that is easily accessible and more concise, making it easier for researchers to observe what is happening and then draw conclusions at the following analysis stage. The final part of the research concludes and verifies them based on the data processed through data collection, condensation, and presentation. Researchers conclude the formulation of problems and research questions. Verification is reviewing or correcting existing field notes (Miles et al., 2014).

FINDINGS

The results of this study are the findings obtained from the analysis of qualitative data collected through observation, interviews, and document studies. This research focuses on the school culture management process at SMA Negeri 1 Selong to provide an in-depth understanding of each step taken starting from POAC (Planning, Organizing, Actuating, and Controlling), inhibiting factors and solutions in developing school culture and maintaining a school culture that has been implemented.

School Culture Management (Planning, Organizing, Actuating, Controlling)

Planning

School culture management at SMA Negeri 1 Selong is implemented and developed through several stages: planning, organizing, actuating, and controlling. In the planning stage, SMA Negeri 1 Selong formulated and determined several school cultures that the school would implement and develop. Based on observations, the school has several superior cultures which are displayed in school documents and websites, one of which is the 5S Culture, which is highly echoed at SMA Negeri 1 Selong, and also the Saturday culture, which is the superior Culture of SMA Negeri 1 Selong which differentiates it from other schools.

Regarding what school culture will be implemented and developed to achieve the school's vision and mission, the principal stated in the interview as follows:

"There are several school cultures that will be implemented and developed by SMA Negeri 1 Selong, namely 5S Culture, a Culture of discipline, order worship, and social care for all school members, including a clean/zero waste culture, child-friendly culture, literacy culture and so on. Then there is also a special culture called Cultural Saturday, which is held every Saturday" (interview KS/S1S, 28 August 2024).

Then, for the planning process, school culture planning at SMA Negeri 1 Selong was carried out with discussions first at the beginning of the new school year through a joint meeting forum and then socialized to all school members, as said by the deputy principal for curriculum in the interview as follows:

"At the beginning of the year, the school invites all fellow teachers, the management team, and others to discuss school programs such as curriculum materials, including discussing school culture at the beginning of the year."

Then, a school curriculum document was prepared from the meeting process, including an agreement regarding school culture" (Interview WKUR/S1S, 30 August 2024).

Organizing

The process and form of organizing school culture is carried out by socializing it to all school members, including holding meetings with student parents or school committees. This is usually done at the beginning of the new school year, especially for new students, and then later, teams will be formed. special teams for each type of school culture, as stated by the teacher in the interview results as follows:

"The process of organizing school culture is carried out through meetings and then socializing it to the entire school community by inviting all stakeholders, then teams and their respective coordinators are formed, for example in the team The school's clean culture has a team zero-waste and the PLH team, so everyone is working in their field" (Interview GR/S1S, 02 September 2024).

Determining the program coordinator or selecting personnel in each team is discussed, and then the person is appointed based on competency or ability in a particular field. As the teacher said in the interview results:

"The selection of coordinators/personnel in organizing school culture is purely based on the results of management team meetings. The method of selection is adjusted based on competency and needs; for example, in a child-friendly team which is under the auspices of the deputy principal for student affairs, there must be guidance and counseling teacher, and there must be a religious teacher" (Interview GR/S1S, 02 September 2024).

Actuating

According to the observations and interviews, the implementation of school culture as character cultivation at SMA 1 Selong consists of a 5S Culture, a Culture of discipline, a Culture of orderly worship, kinship, a clean Culture, a child-friendly Culture, a literacy culture, and a Culture of Saturday. To make it easier for readers, the following is a table of school culture from SMA 1 Selong and how it is implemented:

Table 1. School Culture at SMA Negeri 1 Selong

| Types of school culture | Actuating |
|----------------------------|--|
| 5S culture | <ul style="list-style-type: none"> • The 5S Culture is carried out every morning when new students arrive at school and are greeted by teachers with smiles, greetings, politeness, and manners. |
| Culture of Discipline | <ul style="list-style-type: none"> • For example, a culture of discipline starts with being disciplined at 7 o'clock at school or in all matters of school rules. |
| Culture of Orderly Worship | <ul style="list-style-type: none"> • The culture of orderly worship includes morning imtaq, dhuha prayers, kultum, and noon prayers in the congregation. |
| Kinship | <ul style="list-style-type: none"> • An attitude that encourages all school members to care, empathize, and support each other through social activities, open communication, and an inclusive environment. |
| Clean Culture | <ul style="list-style-type: none"> • Implementation involves caring for waste, washing hands, and following a zero-waste program. |
| Child-friendly Culture | <ul style="list-style-type: none"> • A child-friendly culture includes many things, such as creating a comfortable environment, providing adequate facilities, respecting and motivating students, etc. |
| Literacy Culture | <ul style="list-style-type: none"> • Every day, there is a non-textbook reading activity, whether digital or not, that takes place 15 minutes before entering class. |
| Cultural Saturday | <ul style="list-style-type: none"> • The school programmed several cultural Saturdays with activities or arts, such as poetry reading, morning exercise, gendang beleq, traditional dance, music, and others. |

This statement is what the vice principal for curriculum said in the interview as follows:

"All types of school culture at SMA 1 Selong have been contained in the operational curriculum of the education unit, including the 5S Culture, literacy culture, clean culture, and so on. These school cultures have been running as they should, but there must be some obstacles" (Interview WKUR/S1S, 30 August 2024).

From the findings and the table, it can be concluded that the implementation of school culture as character cultivation at SMA 1 Selong starting from the 5S Culture, Culture of discipline, Culture of orderly worship, kinship, clean Culture, child-friendly, literacy culture to culture Saturday can be said to have run according to planning, and its organization where all activities have been designed in such a way in the school curriculum document starting from the team in charge of each activity, then what form of socialization, what kind of implementation structure, who is involved and how it is continuously evaluated and developed.

To support all school cultural activities stated previously as character building, there is something called the implementation of P5. P5 is a project-based co-curricular activity designed to strengthen the competency and character of raised participants based on Pancasila values. The results of the interview with the school principal stated that:

"The implementation of P5 is already underway because, in the school documents or modules, it is stated what P5 is highlighted, for example, cooperation and critical thinking, and this will be stated in each teacher's LKPD, that is, for the subject. The P5 project in one school year has three device themes, all of which are outlined in Google Classroom and Google Form. So, everything is written there, starting from the summative assessment. The results are also there. The school also has an application so all student activities are recorded there, so everything that you want to find and know is structured" (Interview KS/S1S, 28 August 2024).

From all the implementation of school culture and the cultivation of P5 above, schools must also be able to motivate the cultivation of beliefs and values about the school culture in a way as conveyed by the teacher in the interview results:

"How to instill values and beliefs related to school culture is, of course, with their self-awareness, working together, reminding each other, then from the children's side as well as in moments of ceremony, intaq activities, and other activities. There is even a term now programmed by the agency called spiritual camp, which aims to instill the character of religious values that support school culture" (Interview GR/S1S, 02 September 2024).

Controlling

Controlling school culture begins with several previous stages such as planning, implementation, then reporting related to the supervision process, the vice principal for curriculum in the interview said:

"Every school culture activity is planned at the beginning of the year, and in its implementation, they make notes and then make a report. After that, there is an evaluation for the subject of supervision, namely the principal/management team and PMO under the auspices of the supervisor, where the PMO's involvement here is to ensure that the program is running properly or not" (Interview WKUR/S1S, 30 August 2024).

Meanwhile, from the student's point of view, he said in the interview:

"Supervision is carried out using an activity journal or student control book in the classroom. Every time they finish carrying out an activity in the school culture, students write it in the activity journal or control book. So that the coordinator, homeroom teacher, or parents can know the process of the activity" (Interview PD/S1S, 03 September 2024).

Regarding the evaluation process, the deputy principal for curriculum said in the interview as follows:

"SMA Negeri 1 Selong conducts evaluations of school culture activities at two different times: the first is an evaluation carried out by a coaching meeting every 3 months, and the second is an evaluation at the end of each semester led by the principal by inviting all stakeholders, and the evaluation can also be through an open forum between students and teachers in the field" (Interview WKUR/S1S, 30 August 2024).

Obstacles to Developing School Culture and How to Overcome Them

SMA Negeri 1 Selong also has obstacles to implementing and developing its school culture. One example comes from the principal's statement in the interview as follows:

"The inhibiting factors in the implementation and development of school culture at SMA Negeri 1 Selong include a large number of students; in 2023/2024, there are around 1262 students. To run a culture will experience a few obstacles with that many students. For example, in the culture of orderly worship, such as congregational dzuhur prayers, there are still some students whose self-awareness is lacking to come to the prayer room, especially for women, especially the dzuhur prayer worship system which is implemented by cloter or in turn" (Interview KS/S1S, 28 August 2024).

In addition to problems or obstacles that come from students and teachers, other obstacles can also even come from the community as the teacher said in the interview results as follows:

"Various obstacles can also be found in external factors, one of which is from the community, where once there are activities at school that seem too noisy for them, sometimes they complain, but when given an understanding, they are open and understand" (Interview GR/S1S, 02 September 2024).

Responding to various inhibiting factors in implementing and developing school culture, SMA Negeri 1 Selong has undoubtedly taken several steps and solutions to overcome these problems. As the principal said in the interview as follows:

"Commitment to implementing the service program, namely spiritual camp, then utilizing the role of the student council to build cooperation or invite other students in terms of implementing school culture, then utilizing the implementation of the P5 program, and grouping students based on similar characters by using an initial assessment to see how students learn at home, what are their facilities. The purpose of this grouping is to make the class organized" (Interview KS/S1S, 28 August 2024).

Efforts in Maintaining School Culture

There are efforts to maintain the school culture that has been implemented to keep the school culture running well and continuing to grow, considering the importance of consistency from all school members in running the school culture. The vice principal for curriculum in the interview said:

"Related to efforts in maintaining school culture is by making various programs, then ensuring that the programs implemented are in sync with the culture to be achieved whether it is in sync with the vision and mission of the school that has been set together" (Interview WKUR/S1S, 30 August 2024).

Then, the student also conveyed his statement in the interview results as follows:

"These efforts include teachers always welcome the presence of students as the first people to implement the 5S culture, then carry out character development through imtaq and extracurricular activities, activate reports and coaching, supervise student activities" (Interview PD/S1S, 03 September 2024).

DISCUSSION

Management is defined as the regular preparation and recording of data and information to provide information and make it easier to get it back as a whole in relation to one another. George R. Terry (Tanjung et al., 2022) divides the four essential functions of management: Planning, Organizing, Actuating, and Controlling. These four management functions are abbreviated as POAC. If one of these management functions does not run well, it will affect overall management and result in not achieving a goal. This aligns with (Afifah et al., 2024) that management is a process that starts with planning, organizing, actuating, and controlling. The purpose of management is so that all the processes we do, from planning to the controlling stage, can be adequately realized.

School Culture Management (Planning, Organizing, Actuating, Controlling)

Planning

Planning determines the direction of the educational process, starting from the aspects of short-, medium-, and long-term goals. Management or planning management must be balanced with various innovations and internal education policies to make the learning orientation new and up-to-date (Syukri, 2023). Determining the plan must be done carefully by carrying out systematic studies on educational conditions and resource capabilities while referring to the educational vision and mission (Rahmatullah & Dantika, 2024).

In the planning stage, SMA Negeri 1 Selong formulates and determines several school cultures that the school will implement and develop. The formulation and determination of all of these are contained in the school curriculum or KOSP document, which aims to build the character of each school community to realize a school vision and mission of character, scholarship, and global competitiveness. (Lastiningsih et al, 2019) The document states that planning is the process of setting goals, policies, procedures, and programs. So, goal setting is an important function in the planning process.

(Paramitha et al, 2023) Program planning related to school culture is a process of preparing several things related to achieving educational management objectives. Program planning refers to the guidelines set by Permendiknas No. 19 of 2007, namely the vision, mission, school goals, school work plans, and aspects of school planning and guidelines. This Permendiknas states that each education unit must meet the education management standards that apply nationally. These education management standards are a determining factor in the quality of an educational institution.

Organizing

Organizing is the process of designing a formal structure, grouping, arranging, and dividing work tasks among school members so that they can be achieved efficiently. (Abdullah et al, 2019) It is mentioned that organizing means the process of grouping to achieve goals and assigning each group. Organizing can be done by gathering and arranging all the necessary resources, including the school community and parents, so the desired work can be done well.

Organizing is a system of cooperation between several people, carried out by dividing tasks and forming several work units that combine work in one agency unit (Akbar et al., 2021). It is a process of building practical cooperation among a number of people so that they can work together efficiently and be satisfied in carrying out their duties according to the existing environmental conditions and achieve goals.

At the organizing stage, the process and form of organization at SMA Negeri 1 Selong is entirely structured, starting from the results of the program discussion under the deputy head of student affairs. The formation of a team of coordinators in each activity is then approved by the leader or principal so that a draft is formed and tested through presentations at regular teacher meetings. After that, it is only socialized to all school members. The school work curriculum document lists the process or form of organizing the school culture. (Agustina et al, 2019) Stated that carrying out recruitment must be based on the slogan of the right man in the right place, namely placing people in the correct positions according to their background, abilities, experience, and qualifications so that the work can be carried out well and the objectives can be achieved.

Actuating

Regarding the implementation of school culture, as previously explained, this is supported by the theory of Herujito said in (Aris, 2023): implementation is to inspire and encourage all school members to try hard to achieve goals sincerely and in harmony with the planning and organizing efforts of the leadership. This definition shows whether the goal is achieved depends on the movement or failure of the entire management group, from the top, middle, and lower levels. All activities must be directed toward the target. Kasali (Kuanine & Afi, 2023) school culture is a system and rules binding and enforced in schools. School culture is a guideline and principle for a person to behave consistently and treat all school members according to applicable rules. School culture includes a set of rules that are arranged in such a way as to realize the interests of the school community and direct all activities of school personnel to effectively produce the best performance in each learner, teacher, or workgroup and school as an educational institution.

The role of P5 in schools certainly has character values. One of the themes raised at school is the theme of local wisdom. School culture-based P5 is carried out through habituation of values in daily school life, exemplary teachers and educational staff in the school environment, involving the school ecosystem, space for the potential of students in empowering school culture management, and considering the rules and traditions that exist in schools. Regulation of the Minister of Education and Culture Number 20 of 2018

concerning strengthening character education in schools emphasizes that five characters must be developed, including religious, nationalist, independent, cooperative, and integrity characters. This is to the theory of (Irawati et al., 2022), saying that the independent curriculum contains the latest policy called P5 (project to strengthen the Pancasila student profile), which consists of several elements, namely faith, noble character, independence, cooperation, global diversity, critical reasoning, creativity.

Controlling

Controlling is an important element in the management process that plays a crucial role in achieving the set goals. This process continues throughout the implementation of a program until the activity is completed. Controlling includes several activities, such as inspection, control, and evaluation (Azzahra et al., 2024).

At the controlling stage, the controlling results are listed in each program coordinator's records. (Basrul et al, 2021) Supervision is one of the management processes that seeks to conduct an assessment and make corrections to everything that has been done by subordinates so that they can be directed to the right path by the objectives. Supervision is a management process that seeks to conduct assessments and make corrections to everything done by subordinates so that they can be directed to the right path by the goals.

Solutions that schools can take to problems by identifying problems and inhibiting factors found from observations and interviews or previous document studies include remaining committed to the school's cultural values, motivating each other and working together, and coordinating if there are obstacles in activities. Related to school culture, taking a persuasive personal approach, providing constructive solutions, and doing good. Use P5 and extracurricular programs and evaluate them at any time. Efforts to maintain school culture include consistency, such as continuing to carry out intensive socialization, implementing programs, and monitoring and evaluating whether they are synchronous. These efforts are aimed at maintaining the existing culture and developing and maintaining the excellence of character instilled in the school.

CONCLUSION

The implementation of school culture as character cultivation at SMA 1 Selong, starting from the 5S Culture, discipline culture, orderly worship culture, and kinship, including clean culture, child-friendly, literacy culture to Saturday culture, can be said to have been running according to planning, organizing and implementing where all activities have been designed in such a way in the school curriculum document starting from the team in charge of each activity, then the form of socialization, the arrangement of implementation, who is involved and how the implementation of the P5 project supports the school culture activities, and how it is continuously evaluated and developed.

The solution to the inhibiting factors in the development and implementation of school culture is to remain committed to school cultural values, mutual motivation, and cooperation, coordinate if there are obstacles in activities related to school culture, take a personally persuasive approach, provide constructive solutions, utilize P5 and extracurricular programs well, and carry out evaluations at any time.

Efforts to maintain school culture include consistency, such as continuing to carry out intensive socialization, implementing programs, and monitoring and evaluating programs, whether they are in sync or not. These efforts are aimed at maintaining the existing culture and developing and maintaining the unique character traits instilled by the school.

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