

Analysis of The Implementation of School Culture on The Formation of Student Attitudes in State Elementary School 05 Bengkulu City

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ABSTRACT

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This study aims to analyze the implementation of school culture in improving student attitudes at SD Negeri 05, Bengkulu City. School culture is seen as an important component in forming positive habits, fostering discipline, politeness, responsibility, and social awareness among students. This study uses a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. The research subjects consisted of the principal, teachers, and students. The results of the study indicate that school culture at SD Negeri 05, Bengkulu City has been implemented through the habit of greeting, smiling, greeting, praying together, maintaining environmental cleanliness, and implementing school regulations, although the implementation still faces several challenges. This study recommends that the school continue to strengthen the implementation of school culture through a habituation program that is carried out consistently and continuously. Teachers are expected to be role models in applying the values of discipline, responsibility, politeness, and social awareness to students and conduct regular evaluations of the implementation of school culture so that the implemented program can run more effectively in improving student attitudes.

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Introduction

Education is not only understood as a process of transferring knowledge, but also as an effort to shape individuals with character. Law Number 20 of 2003 emphasizes that national education aims to develop the full and sustainable potential of students. This goal demonstrates that schools have a significant responsibility in instilling moral and social values from an early age. Strengthening Character Education also positions schools, families, and communities as complementary partners in shaping students' positive behavior. Therefore, school culture is a crucial tool for translating educational goals into daily habits. A positive school culture will help students develop attitudes that align with the expectations of education and community life (Database Peraturan, 2003).

School culture is a collection of values, norms, and customs implemented within the school environment to shape the character and attitudes of students. In an educational context, school culture plays a crucial role in instilling discipline, responsibility, courtesy, and social awareness in students from an early age. Through the implementation of a positive school culture, students are expected to cultivate positive behaviors in their daily lives, both at school and in the community Lutfiana (2023:14).

The implementation of a good school culture influences the development of students' attitudes of discipline, responsibility, courtesy, and social awareness. Discipline is formed through children's habits of arriving on time, completing assignments according to schedule, adhering to uniform rules, and complying with school regulations. The study also confirmed that teacher role models, educational reprimands, and positive habits are crucial in strengthening student discipline. Character building can begin with simple things such as cleanliness, tidiness, comfort, discipline, courtesy, and politeness. This confirms that student attitudes are not formed spontaneously, but through consistent practice and habituation. The more routinely the school culture is implemented, the greater the formation of positive behavior in students (Frasandy et al., 2024:847).

Elementary school is a crucial stage for developing attitudes because children learn largely through example and habituation. Habits practiced routinely in school will shape a school culture that influences children's character. Strengthening Character Education also emphasizes the role of teachers as role models and facilitators in guiding students positive behavior. In addition to teachers, support from the principal and parents is needed to ensure the values instilled in school are continued at home and in the community. Cultivating student character through school culture requires the involvement of all school components, including the principal, teachers, parents, and the community. Therefore, the formation of student attitudes will be stronger if the school culture is supported by ongoing collaboration and role models (Juwita, 2025:118).

In practice, school culture is evident through routine activities such as communal prayer, greetings, smiles, polite greetings, classroom cleanliness,

orderliness, and ceremonies. In elementary schools, a culture of discipline, social awareness, a love of environmental cleanliness, religiousness, and nationalism can be built through daily habits. Developing a school culture encompasses the values of responsibility, honesty, tolerance, cooperation, cleanliness, and order. These values create an orderly, safe, and comfortable school environment for students to learn. When school culture is implemented consistently, students more easily understand the boundaries of expected behavior. Thus, school culture serves as a shared guideline that directs the behavior of all school members (Asmoro & Munir, 2024:43-44).

Despite its importance, the implementation of school culture in practice still often faces obstacles. Rosita et al. found that some students still arrive late, are not disciplined in their uniforms, or do not fully comply with school rules. Asmoro and Munir also reported that some students sometimes enter and exit the classroom during lessons, are not disciplined in tidying up their belongings, or are not consistent in carrying out their duties. These findings indicate that character development still requires reinforcement through supervision, role models, and educational consequences. If school culture is not implemented consistently, then the formation of student attitudes will be less than optimal. Therefore, schools need to ensure that a positive culture is not only written down in rules, but is truly lived out in everyday life ((Frasandy et al., 2024:849).

As an elementary school, SD Negeri 05 Bengkulu City has a responsibility to implement school culture to create a comfortable, orderly, and conducive learning environment. Implementation of school culture can be achieved through various habit-forming activities, such as greetings, smiling, greetings, praying together, maintaining a clean environment, and implementing school rules.

These activities are expected to help develop positive attitudes in students both in the learning process and in their daily lives. This study focuses on analyzing the application of school culture to student attitude formation at SD Negeri 05 Bengkulu City. Furthermore, this study also examines various obstacles encountered in implementing school culture and efforts that can be made to improve the effectiveness of school culture implementation within the school environment.

Method

This study used a qualitative descriptive approach to determine how school culture is implemented at SD Negeri 05 in Bengkulu City. Data were collected through classroom observations, interviews with teachers and the principal, and documentation such as syllabi and learning modules. This method allowed researchers to directly observe school activities related to student attitude formation. This approach was chosen because it is appropriate for understanding the real-world conditions in schools.

The research subjects were teachers, the principal, and students, selected purposively according to the research needs. The collected data were analyzed through three stages: data reduction, data presentation, and conclusion drawing. This process helped researchers obtain a clear picture of the implementation of school culture. Thus, the research yielded in-depth yet easily understandable information.

Results and Discussion

1. Forms of School Culture

Forms of school culture include various customs and rules implemented within the school environment to shape positive attitudes and behaviors in students. School culture is implemented through ongoing habituation activities so that they become habits in students' daily lives. Implementing a good school culture can create a comfortable, orderly, and conducive learning environment for the entire school community. Another form of school culture is religious culture. Religious culture is typically implemented through communal prayer before and after lessons, reciting daily prayers, and cultivating polite behavior towards teachers and fellow students. According to Ahsanulhaq (2019:23-24), religious character formation can be achieved through habituation methods applied routinely so that students become accustomed to positive behaviors in their daily lives. Consistently implemented religious culture can help foster discipline, responsibility, and mutual respect among members of the school community.

Furthermore, a culture of cleanliness and environmental awareness is implemented through class duty, disposing of trash properly, and maintaining a clean school environment. A clean and comfortable school environment supports the learning process and fosters students' sense of responsibility for their surroundings. According to Setyaningsih et al., (2020:283), character education in schools can be formed through the continuous practice of positive behavior in daily activities within the school environment. Therefore, a culture of cleanliness needs to be consistently implemented so that students become accustomed to maintaining a clean school environment.

The 5S culture aims to foster a friendly, polite, and respectful attitude among school members. Implementing the 5S culture can help students develop a habit of respecting teachers, peers, and other school members, thereby creating harmonious social relationships within the school environment (Pohan, 2020:94). One form of school culture often implemented in elementary schools is a culture of discipline. This culture of discipline can be seen in the habit of arriving on time, adhering to school rules, wearing the required uniform, and participating in the learning process in an orderly manner. According to Syah (2018:160), this habituation method can help instill discipline in students because it is practiced repeatedly in daily life. With a culture of discipline, students will be more responsible for their obligations as students.

Forms of school culture are habits that are routinely implemented to shape positive attitudes and behaviors in students. Through daily habits, students learn to

apply positive values in their school life. School culture helps create a comfortable, orderly, and conducive learning environment. Furthermore, school culture also plays a role in shaping students' character from an early age. Therefore, the entire school community needs to support the consistent implementation of school culture. Habits that are consistently practiced will be more easily ingrained in students (Insani & Basuki, 2024:900).

One form of school culture is religious culture. This culture is usually implemented through prayer before and after class, reciting daily prayers, and practicing polite behavior towards teachers and friends. These activities aim to instill religious values in students' daily lives. Through religious habits, students learn to respect others and carry out their obligations well. Religious character can be formed if these activities are carried out regularly. This aligns with Ahsanulhaq's (2019:23-24) opinion that habits can help shape students' religious character.

A culture of cleanliness is also an important part of school culture. This culture is implemented through class duty, disposing of trash properly, and maintaining a clean school environment. A clean environment makes students feel comfortable while learning. Furthermore, these activities train students to be responsible for their surroundings. The habit of maintaining cleanliness needs to be practiced continuously so that it becomes part of students' daily behavior. According to Setiyaningsih et al. (2020:283), cultivating positive behaviors can help shape students' character.

In addition to religious and cleanliness practices, schools also implement the 5S culture: smiling, greeting, being polite, and being courteous. According to Kurnida et al. (2025: 48), the 5S culture aims to instill in students a sense of friendliness and respect for others. This culture improves relationships between students, teachers, and the school community. Students also learn to communicate politely in their daily lives. Implementing the 5S culture can create a comfortable and harmonious school atmosphere. Therefore, the 5S culture needs to be consistently implemented in the school environment.

Another form of school culture is discipline. Discipline is evident in the habit of arriving on time, adhering to school rules, and participating in lessons in an orderly manner. Discipline helps students become more responsible for their tasks and obligations. Discipline can also support the smooth running of the learning process at school. Developing discipline requires repeated practice. Syah (2018:160) explains that the practice method can help instill discipline in students.

The success of a school culture is also influenced by the role models of teachers. Teachers who are disciplined, polite, and responsible will serve as role models for students. Students tend to imitate the behavior they see every day at school. Therefore, teachers play a crucial role in supporting the implementation of school culture. Good role models can strengthen students' character development.

Therefore, school culture will be easier to implement if supported by the entire school community.

Overall, religious culture, cleanliness, 5S, discipline, and teacher role models are mutually supportive forms of school culture. These cultures help shape students' character and positive attitudes. Consistent implementation of school culture can create an orderly and comfortable learning environment. Furthermore, students can learn positive values through daily habits. Therefore, school culture needs to be maintained and developed sustainably. This way, the goals of character education in schools can be effectively achieved.

2. Formation of Student Attitudes

According to Nainggolan (2023:13167), the formation of student attitudes is a process of instilling positive values that is carried out continuously through habits and experiences in everyday life. Student attitudes can be formed through the family environment, community, and school environment. School is one environment that plays a crucial role in shaping student attitudes because students spend a lot of time learning and interacting in the school environment. Attitude is a behavioral tendency that someone shows towards an object, situation, or social environment. In the school environment, student attitudes can be seen through discipline, responsibility, courtesy, cooperation, and social concern for others.

According to Wibowo (2017:15), the formation of student attitudes and character can be done through a process of habituation that is applied consistently in everyday life. With good habits, students will more easily instill positive values in themselves. The formation of student attitudes in schools can be done through various habituation activities, such as a culture of discipline, a culture of religion, a culture of cleanliness, and the 5S culture (smile, greet, say hello, polite, courteous). These habituation activities are carried out repeatedly so that they can help students form positive behaviors in their daily lives.

According to Ahsanulhaq (2019:25), the habituation method is an effective way to shape students' character and attitudes because it is carried out continuously in the school environment. In addition to habituation, the formation of student attitudes is also influenced by the exemplary behavior of teachers and the school community. Teachers not only act as educators in the learning process but also serve as role models for students in attitude and behavior. A teacher's disciplined, friendly, polite, and responsible attitude can be a good example for students. Therefore, the involvement of the entire school community is essential for the process of developing student attitudes to run optimally. The implementation of a good school culture is expected to help students develop positive attitudes such as discipline, responsibility, cooperation, and social awareness. By developing positive attitudes in students, the school environment will become more orderly, comfortable, and conducive, so that the learning process can run smoothly.

Building student attitudes is a continuous process of instilling good values. These attitudes develop from daily habits. School is an important place because students learn and interact extensively there. Through the school environment,

students learn discipline, responsibility, and good manners. A positive school culture helps shape positive student behavior. Therefore, schools need to consistently instill good habits (Hasibuan et al., 2024:276).

One of the most effective methods is habituation. Habituation is achieved by repeating good activities every day. Examples include arriving on time, praying before class, and obeying class rules. Repeated activities more easily become habits. Over time, students will behave well without constant reminders. Therefore, habituation methods are crucial in shaping student attitudes (Jasmana, 2021:166).

Religious culture also significantly helps shape students' attitudes. Activities such as praying together and reciting daily prayers cultivate good behavior. Students also learn to respect teachers and peers. These habits make students more disciplined and polite. Good behavior is more easily formed if practiced regularly. Therefore, a religious culture needs to be practiced daily at school (Ahsanul Khaq, 2019:23-24).

A culture of cleanliness also plays a significant role in shaping students' attitudes. Classroom duty and disposing of trash properly foster responsibility. These habits foster a sense of environmental stewardship. A clean classroom also creates a more comfortable learning environment. When the environment is neat, students find it easier to focus on their studies. Therefore, cleanliness also reflects a positive attitude (Jasmana, 2021:167).

The 5S culture is also very important in school life. 5S stands for smile, greeting, greeting, politeness, and courtesy. These habits teach students to be friendly to teachers and friends. Relationships at school become warmer and more comfortable. Students also learn to respect others when interacting. Therefore, the 5S culture needs to be instilled from an early age (Fatinah & Pratikno, 2024:26101).

Besides habituation, teacher role models are also very influential. Students often imitate the behavior they see. If teachers are disciplined, polite, and friendly, students will follow suit. Teachers not only teach but also serve as role models. Therefore, teachers must maintain their behavior at school. The support of the entire school community is also needed for the development of student attitudes to proceed effectively (Nurchaili, 2010:243-244).

Overall, the formation of student attitudes is influenced by consistent good habits. Religious culture, cleanliness, 5S, discipline, and teacher role models are mutually supportive. If everyone is involved together, the school will be an orderly and comfortable place. Students will also find it easier to develop a positive attitude towards learning and socializing. Qualitative research shows that school culture plays a crucial role in shaping student character. Therefore, school culture needs to be maintained and consistently implemented (Hasibuan et al., 2024:277).

3. Implementation of School Culture at State Elementary School 05, Bengkulu City

The implementation of school culture at SD Negeri 05 Kota Bengkulu is carried out through various habituation activities implemented in daily activities in the school environment. Based on the results of initial observations, school culture is implemented from the time students enter the school environment until the learning activities are completed. Teachers and school officials accustom students to apply discipline, good manners, and maintain the cleanliness of the school environment as part of developing positive attitudes in students. One of the school cultures implemented is a culture of discipline. The implementation of a culture of discipline is evident in the habit of students arriving on time, attending morning assembly, wearing uniforms according to school rules, and complying with applicable regulations. Teachers also provide direction to students to maintain order during the learning process. According to Setiyaningsih et al. (2020:283), a culture of discipline implemented through habituation in the school environment can help shape students' attitudes of responsibility and compliance with applicable rules.

In addition to a culture of discipline, SD Negeri 05 Bengkulu City also implements a religious culture through communal prayers before and after lessons, reciting daily prayers, and encouraging students to behave politely towards teachers and peers. These activities are conducted routinely to ensure students are accustomed to applying religious values in their daily lives. According to Ahsanulhaq (2019:24), the formation of students' religious character can be achieved through habituation methods applied continuously in the school environment. The implementation of this religious culture is also supported by habituation activities and teacher role models in daily school life. Through these activities, students are accustomed to practicing discipline, responsibility, and courtesy towards teachers and fellow students.

A culture of cleanliness is also a form of school culture implemented at SD Negeri 05 Bengkulu City. Based on observations, students are accustomed to carrying out class duty, disposing of trash properly, and maintaining the cleanliness of the school environment together. Teachers also supervise and provide examples for students in maintaining classroom and school cleanliness. A clean and comfortable school environment can help create a more conducive learning atmosphere, making students more comfortable in participating in the learning process. In addition, the 5S culture (smile, greet, say hello, be polite, and be courteous) is also implemented in daily interactions at school. Students are accustomed to greeting teachers upon arrival, greeting them when meeting them, and speaking politely to friends and other school members. According to Pohan (2020:94), implementing polite behavior and being a role model in the school environment can help shape positive behavior and improve good social relationships among school members. By implementing this school culture, students are expected to develop attitudes of discipline, responsibility, and social awareness both within the school environment and in the community.

The development of student attitudes at SD Negeri 05 Bengkulu City is evident in the good habits they practice daily. These habits begin from the moment students arrive at school until the end of the lesson. Teachers instill in students the values of orderliness, politeness, and good behavior at school. Simple activities like these help students learn good behavior in their daily lives. If practiced consistently, good habits will be more easily ingrained. This aligns with research on school culture, which emphasizes the importance of habituation in shaping student character (Ningsih, 2025:275).

A culture of discipline is a crucial part of developing student attitudes. At school, discipline is evident in arriving on time, wearing uniforms according to regulations, and attending morning assembly. Students are also accustomed to adhering to school rules. These habits teach students responsibility for their obligations. Continuous discipline fosters a disciplined attitude in students. Therefore, a culture of discipline is crucial to instill from an early age (Asmoro & Munir, 2024:45).

In addition to discipline, religious culture also significantly helps shape students' attitudes. This culture is fostered through communal prayer before and after class. Students are also accustomed to reciting daily prayers and being polite to teachers. These activities bring them closer to good values. If practiced regularly, students will more easily develop a religious attitude. This religious habit has also proven effective in shaping student character (Ahsanulhaq, 2019:24).

A culture of cleanliness also significantly influences student attitudes. Students are accustomed to class duty, disposing of trash properly, and maintaining a tidy school environment. These activities train students to care for their surroundings. A clean classroom creates a more comfortable learning atmosphere. A comfortable environment also helps students focus better while studying. Therefore, cleanliness is not just about the place, but also about responsibility (Hasibuan et al., 2024:278).

The 5S culture is also implemented in daily school life. 5S stands for smile, greet, say hello, be polite, and be courteous. Students are accustomed to greeting teachers when they meet and speaking in a friendly manner to their peers. This habit improves relationships within the school community. The school atmosphere also feels warmer and more enjoyable. The 5S culture significantly helps shape positive social attitudes in students (Anggreiny et al., 2025:973).

Teacher role models are also crucial in shaping student attitudes. Students typically more easily imitate the behavior they observe directly from their teachers. If teachers are disciplined, polite, and friendly, students are more likely to follow suit. Therefore, teachers are not only instructors but also role models for students. A positive teacher attitude can strengthen student character development at school. Thus, teacher role models significantly support a positive school culture (Yusfa, 2023:18-19).

Overall, the school culture at SD Negeri 05 Bengkulu City has a positive impact on student attitude formation. Discipline, religiousness, cleanliness, 5S, and teacher role models are mutually supportive. All of these habits help students become more orderly, polite, and responsible. The school environment also becomes more comfortable for learning. If implemented consistently, school culture can better shape students' character. Therefore, school culture needs to be continuously maintained and implemented daily.

Conclusion

Based on the research findings and discussion, it can be concluded that the implementation of school culture at SD Negeri 05 Bengkulu City is carried out through various continuous habituation activities, including a culture of discipline, religious culture, cleanliness culture, and the 5S culture (smile, greet, say hello, be polite, and be courteous), which have become an integral part of students' daily activities from arrival until the end of the school day. The implementation of these cultural values is supported by teachers who consistently serve as role models, enabling the entire school community to participate actively in fostering a positive school environment. The findings indicate that school culture contributes positively to the development of students' attitudes and character, as reflected in increased discipline, responsibility, politeness, cooperation, and social awareness. Through repeated daily practices, students are better able to understand and apply positive character values in their interactions and responsibilities. Nevertheless, several challenges remain, including varying levels of student compliance, differences in student backgrounds, and the influence of family and community environments outside the school. Therefore, sustained efforts are needed to strengthen the implementation of school culture through continuous guidance, supervision, exemplary behavior from teachers, regular program evaluations, and stronger collaboration among schools, teachers, parents, and students. With consistent support from all stakeholders, school culture is expected to continue developing and make a greater contribution to the formation of students' positive attitudes and character in the future.

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