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# School Culture: Pillars of Organizational Culture in Developing Disciplinary Character

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There is a strong relationship between elements of school organizational culture and the results of character achievements in students. In the context of organizational culture, schools strive to build a conducive environmental system so that disciplinary character is formed in students. The vision of Nurul Fikri Islamic Junior High School makes all graduates have leadership characters, namely Smart sholeh and mushlih. The discipline of students towards discipline is the focus of the institution to overcome it. The purpose of this study is to analyze the elements of positive organizational culture prevailing in Nurul Fikri Islamic Junior and Senior High School in developing disciplinary character. The research method used is qualitative with data collection techniques in the form of interviews, documentation, observation and questionnaires. Data analysis techniques use theory according to miles and Huberman with stages of data reduction, data presentation and data verification. The results of the study found that elements of organizational culture in the form of moral and academic leadership, were able to foster disciplinary character in students.

# 1. Introduction

The role of education in human life is very important, because education will develop the potential and ability of self-processing towards humans who have quality and character. Education as a form of activity carried out in a planned and systematic manner with various components or elements in it to achieve the expected educational goals. As stated in the National Education System Law No. 20 in article 1, namely "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state." From the definition above, education is very important to give birth to a generation of nations that have superior character, namely having good spiritual, religious, personality, intelligence and skills as provisions for the next life.

In essence, character education is an education system that seeks to instill noble values to school residents which include components of knowledge, awareness or will, and actions to implement these values. In the implementation of character education in schools, all components of the school must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, handling or managing subjects, school management, implementation of co-curricular activities or activities, empowerment of infrastructure, financing, and work ethic of all school residents / environment. The criteria of expected character, in general, are based on certain social values, which are much influenced by the culture of the community and the nation. Character education is an effort made by the education unit consciously, deliberately and systematically to develop all virtues or characters that will be seen positively in a person and his environment in accordance with the graduate competency standards to be achieved and carried out continuously through the process of habituation. The habituation carried out is contained in a school program that is arranged collaboratively. The role in building character education involves the entire community, this is strengthened in Presidential Regulation No. 87 of 2017 concerning the government's invitation to all components, both families, communities, educational institutions both formal and non-formal to jointly succeed character education. The strengthening of character education launched by the government is "The education movement under the responsibility of education units to strengthen the character of students through harmonization of heart sports, taste sports, thought sports, and sports with involvement and cooperation between education units, families, and communities as part of the national mental revolution movement (GNRM)." Schools as formal institutions

have a very large task and focus in strengthening character education to realize Pancasila students through various strategies, including curriculum, discipline enforcement, classroom management, school culture and through school program programs that have been launched.

As a result of initial observations, researchers in looking at the problem of student character at Ibnu Salam Nurul Fikri Islamic Boarding School found several cases including student indiscipline in the implementation of the student order guidelines (PANTAS). Documents in the last year of enforcement of rules of conduct related to violations committed by students were recorded for junior high schools there were 19 cases (4% of the total number of students), while high schools recorded 21 (4.5% of the total number of students). Data violations illustrate that serious efforts are still needed in strengthening the character of students. The purpose of this study is to analyze the elements of organizational culture that prevail in Nurul Fikri Boarding School Islamic Junior and Senior High School in developing the disciplinary character of students.

## 2. Research Method

This research uses qualitative methods. Qualitative research is a research procedure that produces descriptive data in the form of people's words and their visible or visible behavior. Qualitative research seeks to construct reality and understand its meaning. Thus, qualitative research pays great attention to processes, events and authenticity. The presence of researcher value is explicit in limited situations, involving relatively few subjects. The qualitative researcher will engage in interaction with the reality he is studying. Sugiyono (2013: 10) revealed that qualitative research views objects as something dynamic, the result of thought construction and interpretation of observed symptoms, and whole (holistic) because every aspect of the object has a unity that cannot be separated. The data collection technique uses interviews with school principals, persons in charge of KDP (strengthening character education) and questionnaires to teachers and students, using interview guides. Data analysis techniques according to Miles and Huberman (1992: 20) describe the process of qualitative research data analysis as follows: data collection, data reduction, data presentation and verification or conclusion that these parts are interconnected.

## 3. Result and Discussion

Learning Elements of Organizational Culture Moral and academic leadership is a leadership that comes from moral values and focuses on the following:

a. Stating the vision of the school, is a view or foresight that is used as an ideal, inspiration, motivation, and strength with the school community regarding the form of the school in the future.

The school vision is a school *branding* that distinguishes one school from another, from the school vision will be a guide in setting the mission and goals of the school. Socialization of the vision of the institution is carried out at the beginning of the year or the beginning of the semester so that all components understand the vision of the institution so that it has direction and motivation to achieve the expected goals. This is based on the results of an interview conducted with the Principal of SMP Islam Nurul Fikri on November 5, 2023. The statement of the Principal of Nurul Fikri Islamic High School on September 12 in an interview stated that the Nurul Fikri Islamic Junior High School educational institution stated its vision and mission to all staff teachers, education staff, caregivers or dormitory guardians, parents and students to have unity and harmony in understanding the existence of the institution so as to facilitate awareness and commit to be actively involved in the implementation of the education process and student development Especially in achieving the expected character, to achieve the quality of graduates. Socialization of the vision through coordination meetings and writing through banners in the educational environment area and listed on the school website so that it is easy to access.

Socialization of the vision of the institution is carried out at the beginning of the semester in a structured manner from the Director to the manager to the structure below, namely the heads of Islamic Junior High Schools Nurul Fikri and the Head of the PMP-PMA Santri Development Division and is expected to be forwarded to teachers and dormitory caregivers and education staff under it. Socialization is carried out through coordination meetings every semester through oral and written, to parents and all students. Socialization in writing through banners installed in the area of the education area. Socialization to students is also through the school environment introduction program (MPLS). The vision is used as the basis for making the entire strategic plan program (RENSTRA) which involves all structures and human resources in the field or unit at the beginning of the year.

Strengthening the Vision of the Institution was also conveyed by the leaders of the Institute during the institutional meeting which was held once a month on Saturday, the first week involving all employees of the Ibnu Salam Nurul Fikri Islamic boarding school. The purpose of conveying the vision to all stakeholders is to have unity and harmony in understanding the existence of the institution so as to facilitate in raising awareness and commit to be actively

involved in the implementation of the education process and student development, especially in achieving the expected character, to achieve the quality of graduates

b. Introduce the objectives and strategies of the moral values program to all staff

Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia no 47 of 2023 concerning the management of education article 3 states that the management standards of an education include planning, implementing and supervising educational activities. Planning is outlined in the work plan of the education unit prepared by the education unit and the school committee. SMP-SMA Islam Nurul Fikri Serang prepares a short-term or annual Work Plan which contains the vision, mission, goals, policy direction, Quality Standards, Indicators, Programs, Program targets and work functions (Implementers, Persons in Charge, supervisors).

Based on the analysis of the 2023/2024 strategic plan documentation, several moral program strategies in achieving the character goals of student discipline are carried out by:

1. Habituation in the Mosque: Prayer in congregation five times, Sunnah prayer rawatib, Dhua prayer, recitation of the Qur'an, Fiqh Studies, Prayer, tahfidz, Qiyamul lail prayer and Dhikr after prayer.
2. Habituation in arama: managing personal belongings, picket dormitories, maintaining independent health, self-study, studies by dormitory guardians, telephone schedules, qiyamul lail prayers, home visits.
3. Habituation at school: teaching and learning activities, morning and afternoon apple activities, extracurriculars, NFBS Award (award event), socialization of rules of conduct (PANTAS), school organization activities, visits to campus, scientific visits, making scientific papers, life skills programs, language programs.

Upholding student morale is a shared responsibility, so it is appropriate for all staff or even parents to know about the goals and value strategies of moral programs that will be achieved and implemented. The objectives of the institution are used as the basis for making a Strategy Plan (RENSTRA) at the beginning of each school year, in this document also included strategies and responsible persons, making it easier to carry out program evaluations. The School Strategic Plan is disseminated to all stakeholders (teachers, staff, students and parents). Nurul Fikri Islamic Junior High School conveys its goals and strategies through coordination meetings, banners around the area as well as through the institution's website.

c. Recruiting parental participation and support

Parental support in implementing school programs, especially about character or morals in Nurul Fikri Islamic Junior High Schools is very good. The results of interviews with junior high school principals stated that activities and habituation outside of school, namely in dormitories and mosques, also require parental involvement to participate in helping to achieve activity targets. The involvement of parents as partners or partners in moral education, Nurul Fikri Islamic Junior High School is carried out in several ways, namely jointly controlling good habits in pesantren to be carried out at home through parent visits or student homecoming once a month or calling parents once a week 1 time. The school organizes family gathering activities (togetherness of parents and students) in a warm atmosphere while getting to know between students and their parents which is carried out once a year, together solving student discipline problems, parents are present in activities carried out by the school to provide support to their sons and daughters in organizational activities, deposit tasmi '30 juz, competition activities attended by students. Parent boarding school activities are carried out every semester by the school committee to keep in touch with each other and provide insight into knowledge, especially about parenting. Communication is very important to help parents get involved in student coaching. The school created a special parent whatsapp group with dormitory guardians, homeroom teachers, Qur'an groups to provide reports related to activities both at school and dormitory.

d. Exemplify the values of pesantren through interaction with staff, students and parents

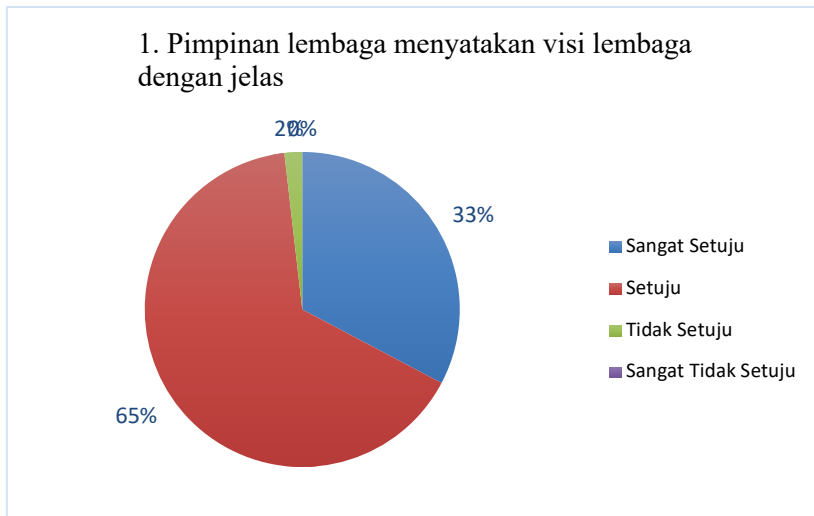
Based on the results of interviews with teachers, it is stated that the Headmaster as a leader in the formal organization of the school tries to set an example when interacting with the entire existing educational community. Communication or interaction of the Principal is always maintained by using good language and polite, friendly, firm when it comes to pesantren values, continuing to try to respond quickly in solving problems. The principal has the principle that parents/guardians are partners in building Ananda's character. The headmaster has patience when interacting with parents based on ukhuwwah (Islamic brotherhood), prioritizing assistance and service (khidmah). The headmaster continues to strive to realize the mission of the institution, which is to develop effective models of coaching and learning, governance, and human resources.

Teachers as leaders in learning also display examples in the form of institutional values in interacting with students, Ustad and ustadzah interact with students using polite language and

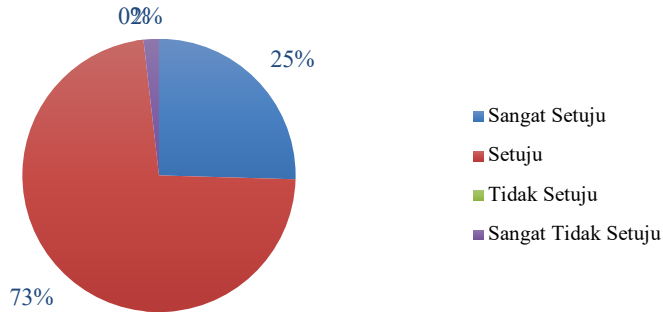
provide examples so as to bring authority in the classroom. In addition, students remain critical regarding the delivery of material by teachers, so that the mutual interaction between teachers and students remains in a positive corridor. Some teachers are friendly (use friendly language like friends). Students will easily ask questions about the material if they do not understand.

Moral and academic leadership creates exemplary pesantren values in the form of akhlakul karimah and ukhuwwah or brotherhood in interacting with students, staff and parents. The exemplary value that appears is the character of karimah in the form of manners, from attitude and language, discipline in terms of time and work and speed in solving problems and building closeness both based on ukhuwwah both to students, staff and parents. In addition, the principal prioritizes service as part of the value of the institution. The principal continues to develop effective learning through performance monitoring and evaluation of teacher performance in learning.

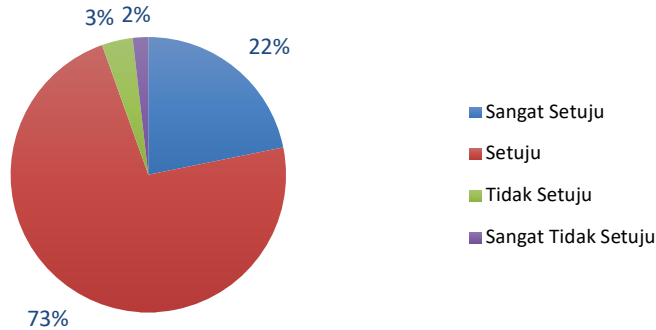
The results of the teacher questionnaire from the total number of respondents of Nurul Fikri Islamic Junior High School teachers



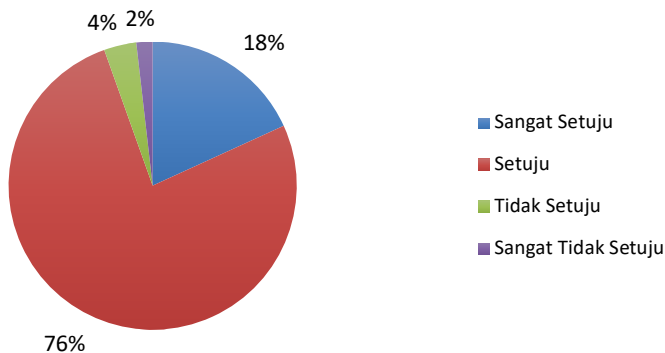
2. Pimpinan menyampaikan tujuan dan strategi nilai moral/karakter dengan jelas



3. Pimpinan meminta dukungan dan partisipasi orang tua dalam implementasi program pengembangan nilai moral/karakter dengan jelas



4. Pimpinan memberikan teladan nilai-nilai moral/karakter pesantren melalui interaksi dengan staf, santri dan orang tua



From the description of the results of teacher questionnaires on organizational cultural elements, moral and academic leadership states that most teachers express strong agreement



and agreement with several elements, namely the principal states the vision well, explains the goals of the school well, the principal includes involvement with parents in implementing school programs and the principal provides examples through interaction with teachers, students and parents.

The results of the student questionnaire (623) were related to the character of discipline in habituation carried out:

**Table of Opinion student answers (who agree)**

No	Aspects	Number of Students	Percentage
1	Familiarization in Class	541	86.80%
2	Familiarization in the Dormitory	539	86.50%
3	Familiarization in Mesjid	504	80.40%
4	Familiarization in the Organization	501	80.40%
5	Extracurricular activities	496	79.60%

Most students feel the growth of disciplinary character from habituation activities carried out in classes, dormitories, mosques, organizations and extracurricular activities.

### **Discussion**

Academic leadership is leadership that has a very strong commitment and relationship in content (content), pedagogy, assessment and measurement, delivery systems, research and development that must be guided by a strong understanding of how learning occurs and the impact of various forms of student teaching and learning. (Yusof et al., 2018)

The school's vision is a foresight or foresight that is used as an ideal, inspiration, motivation, and strength with the school community regarding the shape of the school in the future. The school vision is a school *branding* that distinguishes one school from another, from the school vision will be a guide in setting the mission and goals of the school. According to Wirawan (2013: 64) stated that vision is what is dreamed of, the state of society that is created, what the leader and his followers want to achieve in the future.

According to Mukti, (2018) the existence of vision is very important for organizations that want to realize an effective and competitive organization. The vision of the organization will

provide leadership guidance to produce various policy decisions and operationalization of work. A good vision and mission will give meaning to what people in the organization do. They can work wholeheartedly if they understand what these actions mean for the organization and for their own beliefs. states that vision is an important element in the organization as part of strategic planning. The vision of its existence is important because it reveals or states for what reason the organization exists, and where it will develop. Therefore, the vision encourages stakeholders to have integrated steps to achieve goals. This is in line with the contents of the Regulation Hamdan, (2001) of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia no 47 of 2023 concerning the management of Education article 4 states that the planning of educational activities is guided by the vision, mission and objectives of the education unit.

According to Hamdan, (2001) stated that a well-developed vision statement will bring several potential benefits to the organization including providing direction, focus, policies, meaning, challenges, and vitality (passion), so that the organization's vision must be known by all *stakeholders* of the institution so that the effectiveness of the organization will run well. According to (Davies & Burnham, 2003) :

*“School leaders and community members share a common purpose and vision: ensuring a positive future for children, their families and their communities. Educators and community members can work together when they approach each other with respect, take time to build trust and define ways that their assets can be used to reach shared goals. Education managers aspiring to be educational leaders must be skilled builders of community. Teamwork and collaborative efforts are necessary in creating a community-oriented school where all members are guided by common vision and purpose”*

The above statement makes it clear that school leaders and the entire educational community must share the same goal and vision to ensure a positive future for children, their families, and their communities. Vision and goals are used to guide the achievement of the expectations of the entire educational community by working together with all components by taking a respectful approach and collaborating with each other to build trust and determine how to use all resources to achieve common goals.

Academic and moral leadership creates a transformation of vision or trust-building ability through intensive and effective communication as a *sharedvision* effort to *stakeholders*, so that a *sense of belonging* and *sense of ownership* are obtained (Mukti, 2018) . According to

Wirawan (2013: 65) In general, organizational culture is formulated, as vision, mission, strategic goals, and strategic values. Organizational culture is taught to the members of the organization and monitored its implementation systematically.

In introducing the objectives and strategies of the program to strengthen moral and academic values, the principal through meetings both formally and informally. The leadership function according to Sagala (2013: 153) is:

Moving the organization, influencing others, communicating ideas, generating trust and loyalty, creating changes in organizational performance, making policies and decisions through a number of organizational efforts and activities to achieve goals and targets in accordance with the vision and mission using ways that meet the ethics and values that occur in it.

Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia no 47 of 2023 concerning the management of education article 3 states that the management standards of an education include planning, implementing and supervising educational activities. The objectives and strategies of the moral value program to all staff are conveyed massively through certain activities in accordance with the values, ways of innovation carried out by the institution.

Education is a shared responsibility between education units (teachers), parents, communities and governments. That way, all parties involved are needed to establish cooperative relationships and interactions in order to create conducive learning conditions for students. Interaction from all parties will encourage students to be able to develop their best potential by studying diligently and passionately. Education itself is an activity of culture and is a culture so that education becomes a tool to transmit culture to new generations.

A comprehensive education system requires the involvement of the community (parents), schools (teachers) and students actively involved directly in the cultural activities contained in it. However, the position for each element will certainly be different, but still support each other. That situation requires an interaction relationship between teachers / educators, parents and students on the basis of mutual respect and trust. This is in line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2015 concerning the Growth of Ethics which states that education is a shared responsibility between schools, students and parents. Positive interaction between the three parties is needed to build positive perceptions, mutual understanding and mutual support for the

realization of effective education.

Parental involvement is seen as an important strategy for improving the quality of education. The main objective is to expand the social and cognitive capacity of students. (Driessen et al., 2005). The results of the study: " ( Houtenville, The Netherlands & Conway, 2008) *Our results suggest that parental effort has a strong positive effect on achievement that is large relative to the effect of school resources*" from the results of the study above described that parental involvement in providing support to students has a strong positive effect compared to the influence of school resources. concluded from the results of his research that the form of the innovation development program "Parent School" refers to the Sholawati, (2019) *quality assurance* owned by the institution, which aims to connect the chain of the golden triangle of education, namely schools, parents and students. The results of the study concluded that there is a relationship between parental involvement and student learning achievement. Parental involvement in the form of increased learning motivation that can increase student achievement for the better. Zulparis et al., (2021)

Law 14-2005 Teachers and Lecturer, n.d.( 2005) Article 8, teacher competence includes personality competence that has noble morals and is an example. A teacher must act in accordance with applicable norms (faith and piety, honest, sincere, helpful) and be exemplary by students. Regulation of the Minister of Education and Culture of the Republic of Indonesia no 13 Ministry of Education and Culture, (2007) personality competency standards for school principals are noble morals, develop noble moral cultures and traditions, and become examples of noble morals for the community in schools / madrasahs, both to teachers, students and parents. The interaction of teachers with students using polite language and setting an example will bring authority in the classroom. In addition, students remain critical regarding the delivery of material by teachers, so that the mutual interaction between teachers and students remains in a positive corridor. Some teachers are friendly (use friendly language like friends). Students will easily ask questions about the material if they do not understand.

The process of attraction in teaching and learning has an educative nature with the intention that the attraction occurs in order to achieve personal goals to develop educational potential, according to Putri et al., (2020: 302) good learning is filled with positive emotions, teachers must be able to learn material efficiently using the right techniques, besides the more positive the relationship between students and teachers, So the greater the sense of belonging to the learning process that takes place besides that it also encourages the level of confidence of students so that they feel comfortable and safe. Moral and academic leadership is leadership

that is based on moral principles and helps achieve the learning process effectively.

The discipline of students created in schools cannot be separated from character education pursued by the education system, stating that Febriyanto et al., (2020) discipline cannot be separated from the formation of rules in schools and classes which in their preparation consider the abilities and needs of students in obeying them. . The type of habituation activities to improve student discipline as a result of the research is disciplinary activities carried out by habituation in the form of ceremonial activities every Monday, morning apples other than Monday, marching activities in the classroom before entering class to start learning and religious subject activities, namely charity boxes and congregational dhuhur prayers. (Utami, 2019)

## 4. Conclusion

Cultural elements, organizations, moral and academic leadership in shaping the disciplinary character of students emphasize the importance of a holistic educational environment. Organizational culture in an educational context includes the values, norms, and practices shared by members of the school community, including teachers, staff, students, and parents. Moral and academic leadership, concerning the actions and attitudes of educational leaders in promoting ethical standards and academic excellence. The results of the analysis of organizational culture elements of moral and academic leadership in Nurul Fikri Islamic Junior High School are reflected in (1). The principal's ability to socialize the vision to all staff, teachers, students and parents; (2). The ability of the Principal to introduce moral and academic program objectives and strategies to all staff, teachers, students and parents; (3). Ability to involve parents in the entire moral and academic program of students; (4). The headmaster sets an example in interacting with all staff, teachers and parents.

The character of discipline in students at Nurul Fikri Islamic Junior High School is grown from habituations carried out in classes, mosques, dormitories, student organization activities and extracurriculars. Habituation contained in a conducive learning environment will be able to create awareness and consideration of students in acting in following school rules.

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