The Role of Principal Leadership in Creating an Effective School Culture

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Abstract: This study examines the critical role of principal leadership in fostering an effective school culture at SMA Negeri X in South Jakarta. Using a qualitative approach, data were collected through interviews, participant observations, and document analysis. The findings highlight the principal's adoption of a democratic and transformative leadership style, focusing on collaboration among stakeholders, establishing a clear vision, and promoting teacher and student development. Key strategies include fostering harmonious relationships, ensuring a safe and conducive school environment, implementing discipline, and nurturing a competitive and religious culture. The principal's leadership practices have significantly contributed to a positive school climate, characterized by improved student academic performance, strong teacher engagement, and active community involvement. These findings emphasize the pivotal role of visionary and participative leadership in building a robust educational culture. While the study is limited to one institution, it provides a foundation for further research into the relationship between leadership styles and school culture across diverse educational contexts.

INTRODUCTION

Cultivating an effective school culture is critical for the success of educational institutions in today's highly competitive environment. A positive school culture fosters a supportive and engaging learning atmosphere, promoting both the personal and professional development of staff. This, in turn, enhances students' academic achievements and establishes a foundation for sustained institutional excellence and growth (Park et al., 2019). The leadership of the school principal plays a pivotal role in shaping and maintaining this culture. Through strategic vision, sound decision-making, and the ability to inspire collaboration among stakeholders, principals create a positive learning environment that supports student success and fosters the professional growth of staff members (Leithwood & Jantzi, 1990).

Establishing the vision, mission, and values that form the foundation of a school's culture is a critical responsibility of the principal, who serves as the central leader within the educational environment (Ayyildiz, 2023). Principals with strong leadership capabilities inspire and motivate the entire school community to collaborate in cultivating a culture that prioritizes success, teamwork, and sustainable growth. In addition to providing strategic direction, effective leadership fosters positive interpersonal relationships and creates a supportive

atmosphere for all school staff members (Wijaya et al., 2022).

Furthermore, principals play a pivotal role in the effective and efficient management and allocation of school resources (Connolly et al., 2019). Proper resource management—whether involving personnel, finances, or infrastructure—can significantly contribute to fostering an optimal learning environment and cultivating a robust school culture (Peurach et al., 2019). Additionally, principals must possess the ability to identify and address potential challenges to ensure the successful establishment and maintenance of a positive school culture.

In the current era of rapid technological advancement and globalization, school culture must be adaptable and responsive to evolving demands. Principals are required to adopt a forward-looking perspective, envisioning future developments in education to ensure that the culture cultivated within schools remains relevant in the present and sustainable over time (Darling-Hammond et al., 2020). This approach ensures that the school culture not only addresses immediate needs but also fosters long-term growth and resilience.

The reform era has introduced significant challenges across various aspects of national life, with education being one of the critical areas identified by the government to enhance national competitiveness. Addressing these challenges has become an essential component of the national agenda (Zancajo, 2019). Teachers, as the frontline agents of educational delivery, play a pivotal role in shaping quality human resources by engaging directly with students in the learning process (Dimmock, 2020). The success of the educational process within schools relies heavily on the presence of competent, disciplined, and loyal educators (Riski et al., 2023). Therefore, the national education system must strive to achieve the overarching ideal of educating the populace effectively.

Consequently, school administrators prioritize enhancing student achievement, with school reform being a central strategy to achieve this objective (Morris & Dobson, 2021). The discourse surrounding school effectiveness and quality remains perpetual as long as educational institutions operate (Cheng, 2022). According to Aan Komariyah, effectiveness can be defined as the extent to which objectives and goals are successfully achieved (Ismi, 2021).

An effective school, as noted by Abdulkadiroğlu et al. (2020), is one where the outcomes align closely with the intended objectives. Numerous studies have identified several critical components of effective schools: robust instructional leadership, high expectations for student achievement, a safe and orderly learning environment, a focus on foundational skills, continuous student progress monitoring, and clearly articulated school goals. These elements collectively contribute to fostering a culture of excellence and achieving sustainable educational outcomes.

In simpler terms, Depdiknas emphasizes that the teaching and learning process, school leadership and management, and school culture constitute the three primary components of a school system that are closely associated with the success of schools (Ilham & Kaharuddin, 2023). However, action plans designed to enhance school effectiveness have often overlooked cultural considerations (Campbell, 2021). While well-trained teachers, sufficient resources, and actively engaged students are essential, the performance of an educational institution is significantly influenced by the prevailing school culture.

Mayer and Rowen argue that a school's culture represents its essence or "spirit," providing meaning to the institution's educational efforts

(Werdiningsih, 2023). A weak school culture hinders the progress of successful schools, whereas a robust school culture serves as a catalyst for effective school improvement (Jarl et al., 2021). The uniqueness of a school culture is inherently tied to its mission and the ongoing learning process, both of which are essential for the school's sustainability as an organizational entity (Beycioglu & Kondakci, 2021).

Culture encompasses the customs, ideas, values, conventions, and rituals that emerge from the collective collaboration of a community (Astawa et al., 2019). Within almost every school, a distinctive set of beliefs, values, norms, and traditions exists, which are socialized and conveyed through various mediums (Lodigiani, 2020).

Over time, the procedure has cultivated a distinct cultural atmosphere within the institution. This atmosphere directly reflects the sentiments, emotions, and moral experiences prevalent in the school environment (Sheppard & Levy, 2019).

The existence of school culture also influences the approaches taken to problem-solving, particularly in determining how best to support education stakeholders and respond effectively to dynamic competition (Marishane, 2020). Leadership plays a critical role in this context, defined as the process of influencing others to follow directions to achieve organizational goals (Dekawati, 2020). The quality of leadership significantly impacts efforts to enhance the effectiveness and performance of educational institutions. Dimopoulos (2020) defines educational leadership as the ability and process of persuading, organizing, and motivating individuals or groups involved in advancing knowledge and implementing instructional strategies.

Interactions among individuals or groups within school leadership (students, teachers, principals, parents, communities, and staff) play a critical role in fostering a cohesive educational environment (DeMatthews et al., 2020). Moreover, a principal must demonstrate the ability to lead, innovate, and inspire the school to meet contemporary demands and address societal needs effectively (Ismaya et al., 2023). An effective principal in the modern paradigm of school management is expected to fulfill multiple roles, including those of an educator, manager, administrator, supervisor, leader, innovator, and motivator (Liu et al., 2021).

Leaders who strive to exercise their leadership effectively are often the most successful in their roles (Ciulla & Ciulla, 2020). While principal leadership has been extensively studied, questions remain regarding how principals can effectively establish and sustain a positive school culture across diverse settings and educational levels.

Previous studies have often lacked a comprehensive examination of how local cultural norms, educational regulations, and the socioeconomic backgrounds of students influence principals' ability to foster a positive school climate. Additionally, limited research has been conducted on how principals effectively navigate cultural changes amidst contemporary challenges such as technological integration, remote learning, and increasing student diversity. Addressing these gaps, this study adopts an in-depth qualitative approach to analyze the leadership roles of principals in cultivating effective school cultures across diverse contexts and educational levels.

This study adds something new by examining the importance of principle leadership in fostering a successful school culture from a contextual and holistic perspective. This study integrates various dimensions of principal leadership, such as leadership style, communication strategies, and decision-making practices, with aspects

of school culture, such as shared values, behavioral norms, and learning climate, in contrast to previous studies that tend to focus on specific aspects of leadership or school culture in isolation. A more thorough knowledge of how principals' leadership influences and interacts with school culture in various circumstances is made possible by this integrated approach.

In particular, the study looks at how principals can manage the cultural shifts required to support remote and hybrid learning, lead in the digital era, and create an inclusive school environment that adapts to growing diversity. By concentrating on these modern concerns, this study offers educational leader pertinent practical implications for addressing the difficulties of the twenty-first century in addition to fresh theoretical insights into the relationship between leadership and school culture. It is anticipated that this strategy will bridge the gap between conventional conceptions of educational leadership and the requirements of contemporary educational environments.

METHOD

This study adopted a qualitative research approach, employing interviews, observations, and document analysis as the primary methods for data collection. The collected data was systematically processed and analyzed using the Miles and Huberman model, which encompasses three key stages: data reduction, data display, and conclusion drawing or verification. This methodological framework facilitated an in-depth exploration of the research topic, enabling the researchers to derive nuanced insights and draw substantiated conclusions from the analyzed data.

The study was conducted at SMA Negeri X Rayon 12 in South Jakarta, involving 15 participants, including the principal, teachers, and parents. Principals and teachers were chosen as the primary research subjects, as they are

directly involved in implementing school policies. However, the sample selection was randomized to align with the methodological framework used for data collection.

Data analysis was conducted following qualitative research procedures, starting with data reduction, data display, and drawing conclusions. Statistical analysis was utilized to extract information and insights from survey responses, focusing on the leadership roles of school administrators in fostering a positive school culture.

The data analysis utilized the interactive model developed by Miles and Huberman, selected for its systematic yet adaptable approach to qualitative data processing. This model facilitates a continuous interplay between the three main components of data analysis: data reduction, data display, and conclusion drawing. These components operate in an interrelated and iterative manner, enabling the researcher to delve deeply into the data, identify patterns and relationships, and derive robust and reliable findings. This approach aligns with the inherently complex and dynamic characteristics of qualitative research. The process is illustrated in Figure 1.
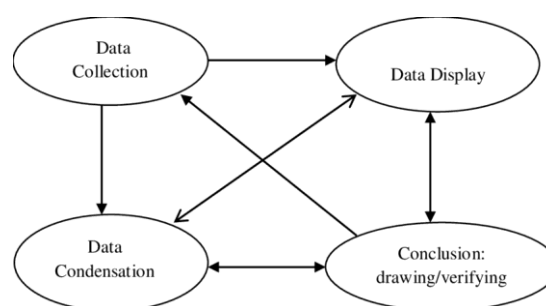

Figure 1. Data Analysis by Huberman.

Data Collection

In order to gather data for this study, interviews, documentation, and observation were used. The researcher collected all of the data impartially, accurately reflecting the information

gleaned from field observations and interviews.

Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming raw data from field notes, empirical documents, and interview results. This process was conducted after observations, interviews, and documentation studies were completed. Researchers condensed the data by organizing and categorizing it to align with the specific research focus. Sorting and refining the collected field data allowed for a more targeted analysis, ensuring relevance and clarity in addressing the research objectives.

Data Display

Information is arranged, combined, and summarized in the process of data presentation. To make data easier to exhibit, researchers can transform descriptive language into charts, tables, graphs, photographs, presentations, or other formats. During the data display stage, the research emphasis is the main focus. The study's findings can be contrasted with those of earlier, pertinent studies found in the literature.

Conclusion

Sketching and confirming at the start of data collection, researchers create a picture and make conclusions by noting patterns of explanation, searching for understanding that is not patterned, and observing the causal flow. At the end, researchers form conclusions based on all the data they have collected. In qualitative research, conclusions should address the main question that the study set out to address. Subsequently, the process of developing a conclusion involves aligning the current hypotheses with the provided evidence.

RESULT AND DISCUSSION
Principal Leadrship Style

The principal of SMA Negeri X North Jakarta adopts a democratic and participatory leadership approach. Decision-making processes related to fostering a positive school culture actively involve parents, students, staff, and teachers. This inclusive approach is facilitated through open discussion platforms that allow stakeholders to voice their aspirations and perspectives. Consequently, the policies implemented reflect the collective needs and objectives of the entire school community, fostering a sense of shared ownership and collaboration.

Additionally, the principal employs a visionary leadership style, characterized by a clear and well-articulated plan for fostering a positive school climate. This vision is communicated to all students, ensuring that they understand the shared goals and direction to be pursued collectively. By exemplifying the values and principles embedded within this vision, the principal sets a standard for behavior and decision-making.

Along with creating a positive school climate, the principal uses an empowering and encouraging style of leadership. He consistently offers encouragement and gratitude to every student for their effords and contributions toward creating a supportive school environment. In addition, the principal offers opportunities for self-development and a variety of extracurricular activities that allow instructors, staff, and students to reach their full potential and express their creativity.

The findings indicate that the principal of SMA Negeri X South Jakarta adopts a situational leadership style, adapting his approach to suit varying circumstances and environmental factors. This leadership style is evident in the principal's daily conduct and approach to responsibilities.

Rather than merely overseeing activities from behind the scenes, the principal takes an active role in implementing school programs. His direct participation in initiatives and programs, especially those aimed at fostering a positive school climate, underscores his commitment to leading by example and ensuring the success of the school's endeavors.

Leadership style refers to the specific approach a leader adopts to manage and influence subordinates effectively. Three widely recognized leadership styles are authoritarian, democratic, and situational (or conditional). The authoritarian leadership style is characterized by a leader-centric approach, where decision-making is concentrated solely in the hands of the leader, with minimal or no input from subordinates. Conversely, the democratic leadership style emphasizes participatory decision-making, actively encouraging subordinates' involvement and fostering creativity. Meanwhile, the situational or conditional leadership style is distinguished by its flexibility, wherein the leader adjusts their approach based on the specific context, the maturity and competence of subordinates, and the nature of the task at hand.

The principle actively contributes to the development of a disciplined culture by making an effort to be on time and serve as an example for all members of the school community. The school principal also takes this action to encourage all school components to participate in the implementation of school programs.

In the context of task execution, empowerment entails that the school principal delegates responsibilities to subordinates based on their respective roles and areas of accountability, rather than undertaking all tasks independently. This approach addresses potential misconceptions or assumptions that the principal operates as a solitary figure in the implementation of educational programs. By adhering to their primary duties and functions (tupoksi) as outlined in individual job descriptions, the principal ensures that tasks and authority are clearly distributed among subordinates, fostering a collaborative and efficient work environment.

Giving this responsibility to a subordinate also gives them more authority, which can help to improve performance. The advantages of empowerment can also enhance critical abilities needed to perform their jobs and provide employees with a stronger sense of accomplishment, which will boost their enthusiasm at work.

School principals may also adopt an authoritarian leadership style in specific circumstances. According to Hasibuan, authoritarian leadership is characterized by a centralized authority system, where the majority of power and decision-making authority is concentrated in the leader (Parashakti & Setiawan, 2019).

School principals tend to adopt an authoritarian leadership style in situations requiring immediate action or when urgency is paramount. This approach is often employed when assignments from the Department of Education have strict deadlines, leaving little room for negotiation or delay. Principals may enforce this style by imposing strict penalties on those failing to meet deadlines and rewarding those who comply.

The Role of the Principal in Developing an Effective School Culture

The principle is the primary figurehead in the educational setting and plays a crucial part in establishing a positive school climate. Academic achievement for students and the professional development of teaching staff are contingent upon a school culture that is both positive and supportive of the teaching and learning

process. The principle can guide all school components teachers, students, and staff toward the shared objective of establishing a favorable learning environment by exercising strong leadership and outlining a clear vision.

Establishing high standards and clear expectations for all students is a fundamental responsibility of school principals in fostering a positive school climate (Al Shehhi et al., 2021). Beyond implementing standards and principles aimed at achieving academic objectives, principals must effectively communicate the institution's vision and mission. Clear expectations and well-defined norms serve as a foundation for shaping behavior across all components of the school, thereby contributing to the development of an efficient and cohesive school culture.

School principals must foster positive relationships with every student, recognize and value their efforts, and encourage strong collaboration (Mahoney et al., 2021). By maintaining an open and receptive mindset, schools can continue to evolve and adapt to contemporary demands, thereby ensuring the provision of relevant and high-quality education for students (Adeoye et al., 2024).

School principals must establish robust connections with the local community and parents (Kelty & Wakabayashi, 2020). Involving parents and the community in school activities can significantly contribute to garnering resources and support for fostering a positive school culture. Effective communication and active involvement of parents and the community in decision-making processes are essential for building strong synergy among schools, families, and the broader community to achieve desired educational objectives.

As a leader in the educational institution, the principal of SMA Negeri X Rayon 12 South Jakarta plays a pivotal role in efforts to establish an efficient school. The principal actively works to cultivate an effective school culture, aiming to make it a defining characteristic and hallmark of SMA Negeri X Rayon 12 South Jakarta. Special attention is devoted to creating and maintaining a culture and environment that support and enhance the learning process (Baehaqi, 2018).

The principal's efforts to foster a positive school climate are intrinsically linked to his responsibilities as a school leader. These responsibilities involve motivating staff to perform administrative tasks under his guidance, thereby enhancing the overall school environment and specifically contributing to the development of a positive school climate. The principal has effectively integrated his roles as an innovator, leader, supervisor, manager, administrator, and educator to establish and sustain an effective school culture.

The principal's role aligns with the Ministry of Education and Culture's requirements for an effective principal from the standpoint of national education policy, the principal is an educational manager who is responsible for the management of school resources. Specifically, the principal is considered to have high leadership effectiveness if they can effectively fulfill their roles as an educator, manager, administrator, and supervisor.

School principals must demonstrate the ability to lead, innovate, and inspire their schools to align with societal demands and contemporary trends. Within the framework of the new paradigm of educational management, principals are expected to fulfill multiple roles, including those of educators, managers, administrators, supervisors, leaders, innovators, and motivators (Haeruman et al., 2021).

First, the teacher's role. The creation of a productive school culture is a responsibility of the principal as an educator. In order to set an example and serve as a role model for other teachers,

the principal is categorized as an educator who is disciplined in terms of both attendance and the thoroughness of learning administration. In addition, the school principal's role as an educator has involved implementing the 2013 curriculum, which emphasizes practice, habituation, and moral instillation through the integration of character values into the curriculum.

Second, the manager's job contributes to the creation of a productive school culture by implementing various positive value habituation policy programs, like the honest, reading, and 5S cultures, among others. The principal of the school used sound managerial techniques to prepare this program, which included planning, coordinating, carrying out, and overseeing evaluation.

Third, the administrator's job is to perform administrative duties with excellence in order to foster an administrative order culture. The school's orderly administration is a reflection of the principal's ability to manage administration. At the start of each school year, the principal prepares the School Self-Evaluation and RKS. In addition, the principal assigns various administrative tasks, such as making all teachers complete learning tools, such as the syllabus, lesson plans, educational calendar, and prota.

Fourth, the supervisor's job is to create a productive school culture. As part of these efforts, the principle regularly supervises the teacher to assess the teacher's level of instruction. Class visit supervision is one of the methods of supervision that is employed. The purpose of this supervision is to help educators become professional educators.

Fifth, the principal's leadership position is crucial in creating a positive school climate. One of his responsibilities is carrying out the participative leadership style of the principal, which cultivates respect among the faculty and school community. In addition, the principal's role as a leader is to create a positive atmosphere of communication and interactions with all students in order to create a cooperative school environment and high levels of community loyalty.

The sixth is the innovator's role. Being a creative, he started a number of projects to improve school culture. The principal of the school developed a moral mentorship program to foster honesty. Students are urged to be honest about their actions in this program, whether they were kind or offensive. Aside from that, the principal's reforms have resulted in a number of other relatively innovative projects.

Seventh, the principal has a motivating role to play in creating a successful school culture. His constant encouragement of subordinates to take on more responsibility in their assigned tasks is one of his responsibilities. The principal consistently offers inspiration; he frequently does so in forums for teacher meetings. The principal serves as a motivator, inspiring and encouraging staff members, teachers, and students to collaborate in creating a better and more productive school culture. Creating a competitive culture where students strive to outperform one another is one way the principal fosters this culture.

Principal Strategies in Developing an Effective School Culture

School culture is a critical factor influencing student achievement and the overall quality of education. A supportive and positive school culture fosters students' academic, social, and emotional development by creating an optimal learning environment. As the institution's chief leader, the principal plays a pivotal role in establishing and sustaining an effective school culture (Abdullah, 2019). By implementing well-designed strategies and approaches, school principals can cultivate a cooperative, innovative, and goal-

oriented learning environment that supports both student success and institutional growth.

Creating a positive school climate requires a coordinated effort and a comprehensive strategy involving all stakeholders, including parents, students, staff, and teachers. Principals must possess the ability to build strong relationships with the school community, effectively communicate core values, and establish clear standards. Employing effective leadership strategies—such as fostering stakeholder engagement, valuing diversity, and providing opportunities for professional development—further reinforces a positive school culture. By recognizing the critical role of school culture and implementing appropriate strategies, school principals can create a learning environment that supports the achievement of desired educational outcomes.

1. Building harmonious relationships between school components

Harmonious linkages between school components are a critical technique in the efford to develop a healthy school culture that supports the teaching and learning process. Principals, instructors, support personnel, students, and parents are just a few of the components that make up schools. A comfortable and effective learning environment is primarily built on the harmonious interplay between these elements. Conflict and division can be avoided when all parties treat one another with respect and collaborate effectively, freeing up energy to concentrate on accomplishing the desired educational objectives.

Several strategies can be employed to foster harmonious relationships among school stakeholders. These include regular meetings, maintaining open communication channels, and organizing events that encourage the participation of all school members. By promoting openness, cooperation, and

mutual understanding of each other's roles and responsibilities, each stakeholder can contribute effectively to creating a positive learning environment. This harmonious collaboration serves as a model for students, teaching them the importance of appreciating individual differences and working collaboratively to achieve common goals.

Establishing strong relationships with all school stakeholders is one of the key initiatives undertaken by the principal of SMA Negeri X South Jakarta to foster a positive school culture. A conducive school climate is characterized by familial bonds, harmonious and close relationships among school staff, mutual trust that cultivates a supportive environment, enthusiastic and dedicated teachers, high levels of commitment to the institution, and a sense of pride among educators in their school.

The ability to build harmonious relationships with the community in order to actively involve them in the realization of the school's vision, mission, and goals, as well as the principal's ability to collaborate with the school management team, are regarded as one of the criteria for effective principal leadership. The principal of the school employs a number of strategies to foster harmony, including: The degree of conversation. The principal of the school uses a variety of official and informal methods to manage the level of communication.

The level of communication with these different techniques demonstrates that a successful school principal needs to possess the knowledge and leadership abilities to bring all parties together to achieve shared objectives. One of the human relations skills a school principal needs to have in order to do his tasks is effective communication.

The principal plays a pivotal role in the school environment by serving as a facilitator of communication, promoting cooperation and collaboration

to work effectively with and through others. The principal actively seeks to cultivate harmonious relationships by encouraging greater participation from the school community. This enhanced involvement is facilitated through various means, including community engagement in policy initiatives, the adoption of a participative leadership style, and an effective communication approach. The principal's communication style functions as both a critical tool and a potential barrier to fostering meaningful community participation within the school.

The principal's efforts play a crucial role in fostering and strengthening harmonious relationships within the school community (Owan, 2019). Such harmony promotes effective collaboration and cooperation among all stakeholders, ultimately contributing to the establishment of a positive and productive school culture. The principal actively involves all school personnel in initiatives aimed at enhancing engagement and collaboration, both within the classroom and in broader school activities.

2. Creating school safety

Fostering a positive school culture and promoting learning require a safe and supportive learning environment. Students are better able to focus on their studies and participate fully in both academic and extracurricular activities when they feel safe and protected in the school setting. However, a hazardous school climate can engender dread and anxiety, which can impede pupils' social and academic growth.

Schools must take proactive measures to create security, like bolstering physical security systems, stepping up surveillance, and teaching staff members how to manage emergency circumstances. In order to maintain security in both the school and its environs, schools must also cultivate strong ties with the local government and community. Schools may foster a healthy learning culture and assist students in realizing their full potential by providing a secure and comfortable learning environment.

The principal of SMA Negeri X South Jakarta is actively working to enhance school security across psychological, physical, social, and cultural dimensions as part of efforts to establish a successful school culture. These measures are aimed at ensuring the safety and well-being of the entire school community, fostering an environment where all members feel secure, comfortable, and motivated to attend school.

The school serves as a hub of interaction where students from diverse backgrounds converge, occasionally leading to friction. Therefore, the principal's efforts to enhance school security are both appropriate and necessary. Ensuring safety is a moral and legal responsibility of school administrators, requiring proactive measures to prevent accidents and conflicts. The school principal has implemented various strategies to improve security, including establishing written policies, introducing student control cards, signing teacher integrity pacts, and providing adequate security support facilities. Other initiatives include empowering security guards, setting up suggestion boxes, and utilizing slogans displayed on banners and placards. Moreover, the principal is actively fostering a 5S culture—smile, greet, gratitude, kindness, and courtesy—to enhance the overall safety and harmonious environment within the school.

It is the duty of the school principal to ensure that everyone who is present in the school, including employees and guests, is safe. It is the morally and legally required responsibility of school administrators to prevent accidents. Beyond creating a pleasant school atmosphere, maintaining

a safe learning environment free from danger and distraction has consequences. According to applicable law, school principals must take the initiative to handle and keep an eye on security-related matters.

3. Creating a conducive school environment

An effective school culture is largely dependent on a favorable school environment. Students will feel more motivated and engaged in both academic and extracurricular activities in a setting that is welcoming, secure, and supports the teaching and learning process. As a result, educational institutions must guarantee that their physical spaces classrooms, libraries, labs, and other spaces are in good repair and conducive to study.

Figure 2. Teaching and Learning Activities in Class (Research Documentation).

Effective school cultures are profoundly shaped by the social and emotional environment, in addition to the physical setting (Immordino-Yang et al., 2019). To foster a positive school culture, all members of the school community—including teachers, staff, parents, and students—must be encouraged to interact with respect, tolerance, and a spirit of collaboration. Creating a supportive and constructive atmosphere enhances students' self-esteem, inspiring them to achieve emotional growth and academic success.

Teachers, staff, students, and parents represent key stakeholders that schools can engage in efforts to foster a positive learning environment (Capp et al., 2022). Through collaboration, these stakeholders can develop initiatives that enhance the school's sense of pride and community while establishing clear regulations and policies. This can be achieved by organizing extracurricular activities, school events, or community-based projects that actively involve all members of the school community.

Ultimately, teachers and other school personnel benefit equally from a supportive learning environment as students do. When the environment is conducive and enjoyable for both teaching and learning, the entire school community becomes more engaged and motivated. This fosters a positive, effective, and sustainable school culture, which in turn positively influences students' academic achievement and personal development.

4. Developing religious culture

A religious culture has been deeply embedded within the educational environment of many Indonesian schools as part of efforts to cultivate a positive learning atmosphere and instill moral values (Jumahir et al., 2023). This approach aims to strengthen students' moral and spiritual foundations from an early age, preparing them to grow into honorable and ethically resilient individuals. By integrating religious principles into various aspects of school life, including the learning process and extracurricular activities, schools strive to promote the adoption of these values as a fundamental part of students' development.

Acquainting oneself with religious activities in the school setting is one way that schools might cultivate a religious culture. By participating in group prayer exercises both before and after class, reading aloud from scripture, leading communal prayers or religious services, and commemorating holy days. In addition to helping students become closer to God, these activities help

promote tolerance and camaraderie throughout different religious communities.

In addition, schools have the capacity to integrate religious principles into their curriculum. Teachers can incorporate examples relevant to religious teachings when delivering lesson content, demonstrating how these principles extend beyond acts of worship and into daily life. This approach aims to help students internalize religious values and apply them to their actions. Establishing a religious culture in schools requires collective participation and support from all stakeholders, including parents, students, staff, teachers, and principals. To enhance this effort, schools can organize training sessions or workshops for teachers and staff, equipping them with a deeper understanding of the importance of religious culture and effective methods for its integration. Furthermore, fostering strong communication with parents is essential to ensure that the promotion of a religious culture within the school environment is reinforced at home.

5. Developing the physical environment of the school

Establishing a school culture that is constructive and supportive of learning is largely dependent on the physical surroundings of the institution. Schools that are well-maintained, attractive, and welcoming can have a big impact on staff and teacher productivity as well as student motivation and excitement for learning. As a result, creating a positive physical environment should be a top priority for schools in their attempts to create a productive school culture.

Maintaining a clean and well-kept physical school environment is an essential component of fostering a conducive learning atmosphere. This involves enforcing rigorous cleaning standards and implementing structured cleaning programs. Active participation from all school stakeholders, including teachers, staff, and students, plays a pivotal role in maintaining cleanliness across restrooms, hallways, and classrooms.

Figure 3. Utilization of School Facilities Supports School Effectiveness (Research Documentation).

In addition to being spotless, the aesthetic appeal of the educational setting is crucial in fostering a relaxing and enjoyable atmosphere. Schools can employ vibrant and eye-catching colors on their walls and building, as well as plants and flowers to spruce up specific locations. In addition, schools can display student-made artwork or murals to empower children and give them a feeling of community and belonging.

The comfort factor plays an equally vital role in establishing a positive physical school atmosphere. Schools can make sure that classrooms have the right amount of light, ventilation, and temperature for studying as well as cozy rest places like shaded gardens or terraces. In addition, schools can provide enough spaces for sports and leisure, including art studios, libraries, or sports grounds, to encourage students' mental and physical development.

6. Creating a conducive academic environment

Establishing a supportive learning environment is a crucial part of developing a successful school culture.

A pleasant learning environment, sufficient support resources, and constructive relationships between educators, students, and the school community are just a few of the elements that make up a conducive academic environment. By establishing a conducive atmosphere for instruction, educational institutions can facilitate students' assimilation of information and enable them to reach their full potential.

Figure 4. Variety of Learning Methods Can Make Schools More Effective (Research Documentation).

Educational institutions must prioritize several key aspects to ensure the provision of a supportive learning environment. First, schools should equip classrooms with comfortable, hygienic furniture and essential resources, including projectors, whiteboards, and high-speed internet access. These facilities are crucial in creating an engaging and efficient learning space. Second, institutions must ensure that other learning areas, such as libraries, laboratories, and open learning zones, are thoughtfully designed and adequately equipped to support academic activities. Lastly, schools should establish a safe and peaceful environment, free from intimidation, disruptions, or any forms of harassment, to foster a conducive atmosphere for both teaching and learning.

In addition to the physical aspects, constructive relationships amongst all school personnel are crucial for a favorable academic environment.

Instructors play a critical role in fostering a positive learning environment and inspiring students to pursue further education. Teachers may create strong bonds with their students by being approachable, considerate, and motivating. This will help students feel at ease and motivated to participate actively in their education. In order for kids to learn in a welcoming and encouraging environment, schools must also encourage diversity and respect for one another.

Creating a supportive learning environment extends beyond the physical layout and classroom interactions. Schools must also prioritize extracurricular activities and supplementary initiatives that enhance students' educational experiences. Activities such as student organizations, sports, arts, and science clubs provide opportunities for students to explore their interests and talents while developing essential social and leadership skills. Consequently, fostering a conducive learning environment goes beyond academic considerations, emphasizing the holistic development of students into well-rounded individuals.

Schools are not able to create a favorable academic environment on their own. It is crucial that parents, the community, and the government get involved and support. Schools must collaborate with the local community to create a safe and encouraging atmosphere for academic activities, as well as form partnerships with parents to guarantee that students receive the necessary support at home. In addition, the government plays a significant role in supporting school attempts to create a supportive academic environment by providing funding, rules, and laws. By working together and receiving assistance from different sources, schools can establish a productive school climate and offer all kids a top-notch education.

7. Increased discipline

A strong school culture is a fundamental factor in establishing a positive and effective learning environment. Enforcing strict discipline among both students and teachers plays a pivotal role in fostering such a culture. Consistent and fair enforcement of school rules and regulations cultivates respect for the institutional framework and reinforces a sense of accountability within the school community.

Disciplined students adhere to school policies while demonstrating constructive attitudes and behaviors, such as diligence, responsibility, and mutual respect. Such discipline also encourages students to value their time, stay motivated, and remain focused on their academic responsibilities. Ultimately, fostering discipline contributes to improved academic performance and creates a more focused and conducive learning environment within the classroom.

Figure 5. Discipline Interview and Evaluation Conducted by the School (Research Documentation).

Conversely, maintaining teacher discipline is crucial to creating a positive school climate. In addition to setting an example for students, a well-behaved teacher fosters an environment in the classroom that is favorable to learning. Aspects of teacher discipline include being on time, organizing lesson plans well, managing the classroom well, and enforcing fair rules and sanctions for students.

Conversely, maintaining teacher discipline is a critical component in fostering a positive school climate (Daily et al., 2019). Teachers who demonstrate disciplined behavior not only serve as role models for students but also contribute to creating a classroom environment conducive to effective learning. Key aspects of teacher discipline include punctuality, thorough preparation and organization of lesson plans, effective classroom management, and the consistent enforcement of fair rules and sanctions for students.

In addition, discipline needs to be applied to school administration tasks like timely reporting, data management, and time management. Effective school culture will be easier to establish when all school personnel, including administrative staff, can uphold high standards of discipline. This will establish a setting that is effective, efficient, and well-organized for reaching the desired learning objectives.

8. Competitive culture

The development of a spirit of healthy rivalry in the classroom is crucial to fostering academic success and a conducive learning environment. Encouragement and competition in a favorable environment can help pupils reach their full potential. From the classroom to the school as a whole, schools are crucial in fostering and growing this culture.

Implementing a culture of competition can be achieved by organizing a diverse range of competitive events and activities across both academic and non-academic domains. Academic competitions, such as science olympiads, debates, and writing contests, can foster a passion for learning and motivate students to pursue academic excellence. Similarly, non-academic competitions, including sports, arts, and other extracurricular activities, play a crucial role in enhancing students'

social skills, leadership abilities, and creativity.

Schools should cultivate a culture of competition by fostering an environment that values achievement while ensuring transparency and fairness. Recognizing and celebrating students' accomplishments is essential to maintaining their motivation and enthusiasm. Moreover, schools must instill ethical principles of competition, sportsmanship, and mutual respect to promote a positive and healthy competitive atmosphere.

A well-managed and healthy competitive culture ultimately benefits the entire school community. Students will be motivated to continue growing, learning, and striving to achieve their highest aspirations. Such a culture enables the school to produce outstanding graduates and establishes its reputation as a leading educational institution. Furthermore, a competitive culture fosters a deeper sense of pride and camaraderie among all members of the school community, contributing to the creation of an excellent and productive learning environment.

This research has the potential to pave the way for future studies to delve deeper into the specific aspects of principal leadership that have the most influence on school culture. Findings from this study could encourage further research focusing on practical implementation strategies for principals in shaping an effective school culture, comparative analysis of principals' leadership styles across different cultural and geographical contexts, and longitudinal studies to measure the long-term impact of leadership initiatives on student achievement and teacher satisfaction. In addition, this research can also stimulate further exploration of the interaction between principals' leadership and other factors such as education policy, community engagement and technological development in shaping a dynamic and responsive school culture.

CONCLUSION

This study highlights the critical role of strong principal leadership in fostering a positive and effective school culture. The leadership of the principal at SMA Negeri X Rayon 12, South Jakarta, has successfully cultivated a school climate that prioritizes academic achievement, discipline, and personal growth through proactive leadership, clear communication, and a shared vision. This culture has led to improved learning outcomes, increased student engagement, and enhanced teacher performance. To sustain and enhance this success, several recommendations are proposed: fostering active stakeholder participation in decision-making and policy implementation, prioritizing ongoing professional development for faculty and staff, and regularly evaluating and refining best practices based on stakeholder input and educational advancements. This study underscores the principal's pivotal role in shaping an effective school culture and offers insights for future research. Further studies could explore specific aspects of principal leadership, such as communication strategies, decision-making processes, or motivational approaches, and their impact on school culture. Additionally, comparative research across cultural contexts or educational levels could provide a deeper understanding of how leadership strategies can be tailored to optimize school culture in diverse settings.

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