



School culture, teacher professionalism and student achievements of state elementary school 01 Banyubiru (an ethnographic review)

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Article info	Abstract
Keywords: school culture, teacher professionalism, and student achievement	The general objectives of this study were to identify various problems related to school culture and teacher professionalism at SD Negeri Banyubiru 01, identify various obstacles and strategies for implementing school culture and teacher professionalism at SD Negeri Banyubiru 01, and determine how school culture and teacher professionalism affect student performance. This study used an ethnographic design and combined ethnographic procedures. This study included many respondents, including teachers, school administrators, staff, students, and others, who were selected using a purposive sampling method. Data collection methods included observation, focus group discussions, documentation, and interviews. Data were validated using member verification and triangulation techniques. Data analysis was conducted using the Creswell data model. The school day at SD Negeri Banyubiru 01 showed that the school day affected school spirit. Some school activities included socialization in class, teamwork and dhuha prayer, and religious education. The two main factors that hinder teacher professional development are cost and time. Teachers must set aside funds for students to participate in classes or programs and time to learn and improve their skills. In addition, a teacher may be able to explain the changes and difficulties in implementing new practices. It can be challenging to carry out professional development activities. Sometimes, teachers cannot fully use the knowledge and skills they have to teach students in everyday life.

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1. Introduction

From the perspective of national education policy, education must play a more active role in increasing each person's potential so that society and national development can maximize their results. In this situation, educational development covers many aspects, including religious, social, economic, and political. From a social perspective, education will foster a learning attitude, which is vital for social change. From a religious perspective, education is the most important means of teaching morality, socializing values, and building ethics among the community. To achieve this, education must create citizens who have goals and passions that can build collective strength. Indonesia's national education system has been under intense scrutiny for the past three years due to

several significant issues, especially in terms of improving performance in areas such as (a) access and inclusion, (b) diversity, relevance, and equity; (c) accountability, public trust, and transparency; and (d) funding. Comprehensive political reform is needed to improve the education system as a whole. Deciding to decentralize and build educational autonomy is the first step towards this reform (Ilham, 2019).

Education is a complex issue that requires coordinated efforts from all parties. The responsibility for education lies with the government, society, and family. Families and communities support formal education and other areas of life (Agustin & Supriyanto, 2020).

Ansori (2020) discloses that formal education is often offered at institutions like schools and universities. Curriculum officials have designed carefully, methodically, and objectively to give students knowledge and skills. Type learning usually occurs in the traditional classroom, below the guidance of qualified teachers. Students at the intermediate school level learn academic content and discipline, resolve conflict, and interact socially besides the alphabet. Formal education, such as a bachelor's or master's degree, is often required for lots track career. Formal education provides a solid foundation for individual development because of its clear structure and objectives.

According to, education nationally aims to increase the number of potential students. The curriculum focuses on improving the ability of language students to use it in everyday life. Even though elements are good at school, they are not always taught by influential teachers. This is required to reach objective curricula at whatever level is needed. Therefore, professional teachers must know the structure of schools and effective teaching methods. "Teacher performance" refers to a teacher's work, implementation, and management.

Rorimpandey (2020) revealed that several factors affect teacher performance, including (a) Low salary and benefits, (b) a safe and healthy work environment, (c) time to develop skills, and (d) time to develop and earn money. Work experience, (e) sense of the world of work, (f) environment, and (h) relevance of employee personal life to the workplace. Unlike institutions and organizational administrators, the principal is responsible for student performance. Thus, among the factors that affect leadership, some are less important, such as teacher professionalism.

In general, "culture" results from an institution's work as measured by each member's mental ability, tenacity, contribution, and determination. Culture is a custom adopted by a social community, consisting of views, behavior, attitudes, and values considered quality in all aspects of life, both in the past, present, and future. Now, or the future. School culture allows students to participate in joint activities, which are seen as a kind of rule or behavior, and individuals are encouraged to participate in these activities together as a group. An organizational climate organized as a unit in the organization's daily operations can increase employees' sense of responsibility, increasing the organization's efficiency. A school needs to have a culture that runs in a way conducive to improving the quality of the school. This is because the school community must adapt to their environment and identify and overcome problems that may arise in the school environment. Thus, the school can provide direction and guidance to make the education process successful and effective. Culture is gaining insight into what is being discussed, focusing on specific aspects, and gaining insight from others.

Rohmaniah (2020) explained in another study conducted by Johannes et al. (2020) that implementing the School Day program in schools is part of an effort to facilitate the development of character education at SD Inpres Ambon. All the findings of this study indicate that the educational programs available at SD have been implemented efficiently by the school administration. The cultural schools taught include religious culture, the culture of independence, the culture of nationalism, the culture of social care, and the culture of environmental care. Student contributions are significant in positively contributing to developing suitable school activities. As one example, they are required to be able to take part in quiz competitions and educational lines. Thus, employees of SD Inpres 19 Ambon will be able to have characteristics that follow current norms and customs.

Rapid reforms and educational system changes must be implemented so schools can carry out their educational responsibilities. As a result, the education system has undergone significant changes, causing the school curriculum to change significantly. In addition, the principles, strategies, guidelines, and philosophical principles present in the field of education have also changed according

to the changes brought by the system. Teachers can also get pressure when being taught and when delivering knowledge that is always up to date. As expressed by Amtu et al. (2020), the concept of culture is more closely related to the informal concept of an organization than to the formal concept. Each emphasizes the values, beliefs, and norms of individuals in the organization, as well as how the perceptions of these individuals are included in the team.

Good teachers are essential to a student's education (Ling et al., 2020) found that students worldwide support rethinking education. Professional teachers, or professional teachers, are lifebloods that require the provision of expertise, skills, or abilities that do not simply meet other norms or standards. Professional education is under teachers and students. Students must attend formal education to learn from professional structures. Professional guides ensure that all tasks are completed. He is now enrolled in a professional school, demonstrating his Role as a teacher.

Epa (2020) explains that perfect teaching is when the teacher can fulfill the needs of students in all eye lessons according to their location. Teachers must be capable of task administration in school to ensure effective teacher work. Quality education should increase with the assumption that all information here is accurate.

Based on the observation results, some teachers at Banyubiru State Elementary School 01 Banyubiru District have been unable to carry out their tasks. This condition causes the quality of education at Banyubiru State Elementary School 01 in Banyubiru District to be lacking, which is the most important causal factor. Likewise, Banyubiru State Elementary School 01 in Banyubiru District does not yet have a program specifically designed for the school, and the school has limited capacity for extracurricular activities. This is because the teaching staff at the school do not have sufficient mastery of the field of education, so students often go to other schools and do not want to go to the elementary school in question. Therefore, the researcher conducted research and experiments that will be documented in the title Culture Schools, Teacher Professionalism and Achievement Students of Public Elementary School 01 Banyubiru.

2. Method

The approach used in this study is qualitative research with an ethnographic research method. Qualitative research is a methodological and subjective approach used to explain the challenges faced by society in their lives and provide solutions to these challenges (Nurjanah & Sholeh, 2020). The term Qualitative refers to research that seeks to understand the mental state of a large group of people due to social or psychological problems. Qualitative research refers to the logical framework of the objectivist phenomenon paradigm to explain how individuals or social groups respond to certain situations in ways relevant to the study's purpose. On the other hand, ethnography is a branch of qualitative research developed from anthropological methodology. This research examines the interpersonal, social, and physical aspects of society and the built environment. Ethnography is a research approach that refers to processes and methods according to the research conducted and its results (Sutisna, 2021). One of the functions of ethnographic tasks is to write personal history. The purpose of this effort is to gain an understanding of the human condition from the perspective of the world as a whole. Ethnography is a field of study that aims to understand the stories of people from different tribes that we want to study. Researchers must observe phenomena or events closely to understand and describe the world from this perspective. A person who conducts ethnographic research is obligated to carry out human actions according to what he knows, which allows him to act according to the actions of the population being studied.

3. Results and Discussion

3.1 School culture at Banyubiru 01 public elementary school

A healthy school culture is believed to improve the quality of students, the workplace, and life. A healthy lifestyle allows schools and employees to work efficiently, effectively, and consistently.

Therefore, this school culture must be strengthened. School culture results from school life and the interactions of many students who attend school. Every school day has its own set of rules, such as substantial, positive-negative, and chaotic-stable, and impacts school progress. Schools must seriously consider the impact of these habits on school progress. Research findings on school culture at SD Negeri Banyubiru 01 show that culture influences school excellence. At SD Negeri Banyubiru 01, many school holidays, including national holidays, have been set. By encouraging group projects and dhuha prayers, socialization in class, and celebration of religious holidays, schools help strengthen national unity. Posters such as "praying on time," "praying before studying," and "cleanliness is part of faith" are used to raise national awareness in schools. According to Daryanto (2015, 12), this must be done with a strong sense of trust and belonging to the school. This also requires cooperation and values that allow control over behavior.

The school has specific rules that are not beneficial to students, but some rules are complex, such as paying school fees on time. However, rules that are easy to do, such as coming in and going home on time, are easy to complete. Thus, the researcher concluded that various actions or coaching can support the culture of discipline practiced in this school. The principal will assess their discipline by coming to school early or before 07.00. The general punctuality of class and uniforms indicates a lack of teacher discipline.

Teachers should mention the relevant uniform. For example, every Monday and Tuesday, teachers should discuss the brown khaki uniform; Wednesday and Thursday should discuss the plain blue uniform; and Friday and Saturday should discuss the batik uniform. The principal encourages teachers and staff to obey the rules and advises students on improving their discipline. Students show discipline by coming to school before 07.00 and discussing school rules and other aspects. However, only a few students attend class regularly but do not participate in school activities. In addition, the principal, subject teachers, and teachers conduct raids inside and outside the school to discipline students. The principal provides advice and support to teachers and students who are less disciplined. However, the school sanctions students, as stated in the rules. Some rules are easy for students, such as paying for school supplies and clothes, coming in, and going home on time. However, some rules, such as paying school fees on time, are complex for students.

In addition, the rules are explained to all students in writing and verbally. The rules are explained in detail by checking sheets in many strategic locations in the school, such as the teacher's room, the BK room, and classrooms. Simply put, the principal always reminds students to be careful during the flag ceremony. Purwanto in Hikmah (2009:43) states that every program must be planned before implementation. According to Sergiovanni in Sagala (2009:56), a plan is a guideline or guide that functions as a commitment and statement of decisions that cannot be repeated.

One of the additional policies of SD Negeri Banyubiru 01 is to integrate healthy living into the curriculum. This shows that the school emphasizes the importance of healthy school days because healthy lifestyle choices are not only benefits from learning or school activities. The principal conducts regular evaluations to raise student awareness and promote a healthy school culture. The committee also conducts evaluations or efforts to create a healthy school culture to fulfill its function. This begins with planning and ends with a school administration accountability report. The school creates a healthy school culture that positively impacts the lives of the surrounding community. Their children will share the healthy values taught in school with their friends and family. This results from people's efforts to create a safe and healthy home environment through cleanliness, garbage, and greenery. No more people smoking in the school area, which shows that the school program aims to have a free environment as soon as possible to create a positive environment. According to Sagala (2009: 98), policies consist of intelligence, expertise, policies, wisdom, concepts, and principles that are essential and vital in carrying out a task. The policy differs from the existing rules, implemented without implementing the applicable rules for a strong reason, shown by acceptable reasons.

The school day that adds to the excellence of other schools transforms students into free human beings. This means they must be pious and obedient to God Almighty, free, born from a mother and father, intelligent, talented, and physically and mentally healthy. In general, we must be part of humanity and be firm in respecting the nation, the air, and everyone. At SD Negeri Banyubiru 01,

education is implemented through the Among system, where each student or teacher is a leader in the educational process and activities. Tutwuri Handayani is a way to encourage students to be receptive, wise, and creative in their daily activities according to their learning goals. According to Madya Mangun Karsa, the tutor provides motivation, support, and peace to help develop the privacy of their students. For his students, Ing Ngarsa Sung Tuladha means "tutor," for example. SD Negeri Banyubiru 01 has developed into a champion in various competencies. This is reinforced by the many letters from the principal and the school office. Based on the explanation above, the school often holds events or activities to improve understanding and develop the skills needed to foster understanding among SD Negeri Banyubiru 01 students. In addition, the school sends students of SD Negeri Banyubiru 01 to participate in many extracurricular activities to help them develop their skills. Although futsal has never been played at the provincial or national level, some SD Negeri Banyubiru 01 students may be the best futsal players at the municipal level. In addition to sports, SD Negeri Banyubiru 01 develops three school days to improve its excellence.

3.1.1 School literacy movement

Although the reading and library visit movement has not been maximized, schools continue to strive to improve literacy. This movement aims to improve student morale by developing a school-based literacy ecosystem formulated by the School Literacy Movement or GLS. This will encourage students to become lifelong learners. This program will likely violate previous laws concerning character development, such as Permendikbud No. 23 of 2015. One program component is reading non-academic books for a while before class starts. This activity aims to increase students' interest and motivation to learn and improve their understanding. The reading material contains moral principles based on local, national, and international wisdom and is expressed according to the student's developmental stage.

Schools must pay more attention to this program to accelerate character building. Schools should provide reading rooms for students. In this way, students can benefit from it in the past and other times. Since children are used to household chores and social interactions with others, it will be difficult for them to read non-school books.

3.1.2 Extracurricular activities

This activity is carried out at SD Negeri Banyubiru 01 to develop students' morals and character. The school supports the process of developing students' talents and interests. Students will be involved in various constructive activities that complement extracurricular activities. These activities can be mental or physical. There are several extracurricular activities at SD Negeri Banyubiru 01: scouts, spirituality, sports, arts, and research. Due to the constant mental and physical pressure from the surrounding environment, children will gradually lose interest in activities that require more attention and energy. They will not become anarchic, negligent, or spoiled. Whatever happens, they will remain active, creative, and entirely focused.

3.1.3 Habitual activities at the beginning and end of KBM

The purpose of the activities carried out by this school is to foster a habit of behaving consistently every day. Not at all; all that is needed is consistency. This program works well if the teacher pays attention to the activities. Some activities that can be done include participating in flag activities, eating appropriate food, listening to Indonesian or national music, and working together during lessons. They think, sing regional songs, and do activities together. In addition, extracurricular activities are also carried out. As explained by the teacher, the students are at the school gate. If students adhere to this routine, they will gain several benefits. In addition to the ability to sing regional and national songs, the ability to demonstrate good mental health through reflection and action and emotional well-being through activities related to shaking hands hand.

3.1.4 *Implementing school rules*

The rules mediate between what can and cannot be done and what is good and what is not. The rules that are prepared and implemented cooperatively are implemented in schools in a very consistent manner. So that the school remains orderly in the long term and the program runs according to the basic rules. People in the school will be treated according to the law. Thus, good habits will develop into a character. To implement the rules above from their implementation, the school must have a strong sense of responsibility. Culture is the result of an extended period. Therefore, maintaining it must be consistent. Everyone must carry out planned activities consistently. The expected character is realized if it appears sometimes in the form of negligence or wrong, although it may appear in one or two incidents. Therefore, we must create a positive school culture so everyone can understand and accept character values. According to Muhaimin (2011:52), school or madrasah culture is always influenced by the people in it. The leader's mind has a significant impact on everyone's mind. With various authorities, the principal can instill more positive values in school life than anyone else.

Previous research findings and opinions are compared with the findings of this study. Schools are organizations, and each member has different responsibilities, duties, and responsibilities; however, all are done to achieve the goals set. A study conducted by Susilo Wardoyo in 2000 at Muhammadiyah Salem Elementary School, Yogyakarta City, concluded that school culture, consisting of student work, discipline, and competition, is essential for school success. Teachers, having culture, are the most important. In addition, research on school culture conducted by Tarmidzi in 2005 at Pangkal Pinang Private Junior High School showed that school culture research has a strategic approach to improving student and teacher performance.

3.2 *Professionalism at Banyubiru 01 public elementary school*

3.2.1 *Understanding and mastering teaching materials*

Ika Arifianti (2023) created teaching materials as learning tools that include learning materials, methods, and limitations by conducting systematic evaluations to achieve goals. In addition, teaching materials must be designed and written following instructional principles that assist teachers in learning. Teachers must understand the teaching materials after completing their duties as professional teachers. For learning to be more effective and efficient, teachers must master the teaching materials.

1) *Choosing teaching materials*

All materials, information, tools, and texts used to assist teachers or institutions in learning activities are called "teaching materials." The materials used can be written or unwritten materials. According to Majid (2018), curriculum materials, or content, are information students must understand to meet curriculum objectives. This is related to the idea that teachers must have various resources when choosing teaching materials because students have different learning needs and styles, such as visual, auditory, and kinesthetic. People often use book packages, browsing, and book references from various sources to choose educational materials. Another method for choosing teaching materials is to identify standard and essential competencies that will be used as a guide to choosing teaching materials. Finally, they determine the type of material to be taught.

2) *Compiling teaching materials*

In general, teaching materials are informational materials that their users can understand. Teaching materials are a guide in educational activities that allow teachers to provide knowledge and skills to students. In the learning process, using teaching materials can increase students' motivation and interest in learning. Teaching materials that are arranged systematically and comprehensively will increase students' interest in learning and can also facilitate students' learning process (Sumardi, 2018). This leads to the conclusion that teaching materials differ from the tools teachers use to teach their students. However, as a teaching tool students use, books are more important. Textbooks, often referred to as textbooks, usually contain educational materials. Textbooks must follow the curriculum

used for the type and level of education. Describe the teaching materials, learning objectives, methods, and outcomes. After learning is complete, start the evaluation or evaluation.

3) *Knowing the level of student understanding*

"Listening" to lessons directly is a way to assess whether students have understood the material. We can take time at the end of the unit, week, month, or just after more challenging material. Provide time for students to write, outline, and even interpret the lesson material in a learning journal. There is no need to read each student's notes periodically to find out how well they understand the learning (Riswadi, 2019). In addition to making the examination easier, summaries written by students allow for an assessment of understanding of the material. This follows findings that students' understanding levels are undoubtedly different. Teachers must know students' competencies, characteristics, and learning styles before teaching. By reading students' writing, teachers can determine students' level of understanding. However, there are several reasons students do not understand the subject matter taught by the teacher. For example, students may not like the subject, or the learning method does not match the student's learning style. In addition, the school has found out the level of student understanding by holding tests before entering SD Negeri Banyubiru 01, which include achievement, scholastic, intelligence, written, and oral tests.

3.2.2 *Ability to use learning methods*

Teachers must develop more varied teaching methods that align with the expected learning outcomes. According to Amri, teaching methods can be interpreted as providing knowledge to students or children through educational activities, whether at school, home, camp, pool, or other locations (Amri, 2021). The way teachers guide students in their learning activities is known as teaching methods. This plan is intended as an activity that is useful and easy to understand. Teaching methods are used to achieve learning objectives.

3.2.3 *Developing a variety of learning methods*

Varied learning approaches are used in education to strengthen student learning and approaches, according to Amri (2021). This method improves students' understanding of the material being taught and strengthens their motivation and self-control during the learning process. The observations show that teaching methods must be following the subject matter. Teachers must use this method according to the curriculum, student conditions, and school materials. Projectors, internet access, and computers are also needed to improve diverse learning. For example, teaching begins with a lecture method, followed by a question and answer method to arouse student interest, and ends with a quiz to understand student abilities. This study's results indicate that using various teaching methods is very important for a teacher. Because of students' activeness, we cannot carry out learning activities with just one approach and several variations. In addition, we must have a conversation before explaining to students. After this, students must ask questions that they still do not understand so that the lesson can be understood.

3.2.4 *Ability to use media and learning resources*

Using learning media when teaching can psychologically impact students by fostering new interests and desires and encouraging and stimulating learning activities. Using learning media at the teaching orientation stage will significantly assist the learning process and the delivery of messages and lesson content. Media helps students learn. In other words, media is an integral part of the lesson. Learning media is very important for teachers in conveying messages to their students. Learning media can be physical, such as books and teaching aids, or non-physical, such as sound and video. The study results show that SD Negeri Banyubiru 01 is an educational institution that has used learning resources and media to help teachers and students in learning. If media and learning resources are applied, students will find it easier to understand the material.

Learning will also run well and be interesting. The use of technology in the learning process is also essential. Teachers can improve student learning outcomes by using technology more appropriately

and effectively. The study results show that SD Negeri Banyubiru 01 has used technology in learning. Technology is also used to assess teachers. We usually use the internet and rarely use paper for exams, especially in our school, which avoids it. The process of making learning media is also a component of training. Teachers are not used to using laptops, technology, and Canva.

3.2.5 Ability to conduct assessment and evaluation

According to Abidin (2012), evaluation is a process designed to help teachers assess how well students have understood the concepts taught in class and the effectiveness of the learning process. A teacher may provide feedback to students on each lesson assessment. Learning evaluation is a process of observation and improvement that includes assessing student learning after completing learning activities to meet learning objectives. In this case, a teacher and students research whether the learning process is successful. According to Sudijono (2018), the goals of education for a teacher are to (a) understand student learning objectives, (b) understand the learning styles of each student in the class, (c) understand the teaching and learning methods used in the teaching and learning process, (d) understand approved students, and (e) understand approved students. However, for individuals, the goals of education are to (a) understand learning abilities and outcomes, (b) slow down the learning process, and (c) create learning motivation. The functions of the school include (a) assessing student learning outcomes, (b) understanding the capacity and power of the school, (c) providing feedback to students, and (d) improving the curriculum.

According to the research hypothesis, SD Negeri Banyubiru 01 carries out various writing tasks, such as presentations, writing, and final assignments, and makes portfolios based on project evaluations to improve their creativity through portfolios. Evaluation of learning outcomes includes self-evaluation, academic evaluation, course evaluation, semester evaluation, end-of-year evaluation, portfolio evaluation, end-of-semester evaluation, school evaluation, and national evaluation. On the other hand, this school has assignments, oral, written, observation, and projects.

3.3 Obstacles and how to overcome them in implementing school culture and teacher professionalism at Banyubiru 01 public elementary school

3.3.1 Obstacles in implementing school culture and teacher professionalism at Banyubiru 01 public elementary school

SD Negeri Banyubiru 01 faces several challenges in preserving school culture and producing professional teachers. One of them is students who are less active in school activities or programs and lack a high sense of discipline. Improving teacher professionalism always requires costs and time. Teachers must be willing to pay for their students to attend classes or programs and take the time to learn and develop their skills. In addition, some teachers may be reluctant to adopt new practices or methods. There may be additional obstacles that hinder their implementation. Professional development activities may be challenging to carry out. Sometimes, teachers cannot fully use the knowledge and skills they have to teach students in everyday life.

3.3.2 How to overcome in implementing school culture and teacher professionalism at Banyubiru 01 public elementary school

Providing motivation, support, and mentoring to students can help overcome the lack of discipline and low interest in school activities or programs. Students who receive support, motivation, and support tend to be more motivated to learn. Teachers and parents must support students academically and emotionally. So the child's negative attitude will disappear. Another way is to create fun activities or learning. By being friendly, teachers display the figure of parents at school. Making activities and learning fun is one of the best ways to foster students' interest in learning, discipline, and character. Teachers can create a positive, warm, and enthusiastic environment. Educational games, creative projects, and interactive activities can make the material more enjoyable for students. Fun learning and experiences increase student engagement and enthusiasm.

Meanwhile, teachers can participate in professional development programs held by the government, schools, or related organizations to overcome challenges in implementing teacher

professionalism. Teachers must continually learn about the latest curriculum, effective teaching methods, and educational research. They must also always plan and evaluate learning in a structured manner.

3.4 Implementation of school culture and teacher professionalism impacts student achievement.

3.4.1 Implementation of school culture impacts on student achievement

Formation of a positive school culture that is influenced by Student performance can be achieved through a variety of methods, including:

- 1) Increasing student participation: Increasing student participation in school activities and decision-making processes can help develop a sense of ownership and control over their education.
- 2) Providing adequate support and resources: Providing adequate support and resources to help students feel engaged and supported in their education.
- 3) Building an inclusive environment: Building an inclusive school environment that prioritizes student well-being and ensures that all students are respected and valued can help improve their academic performance and motivation.
- 4) Developing a collaborative culture: Fostering a collaborative culture between students and schools can help increase student motivation and improve academic performance. Collaboration also helps students in learning more effectively and efficiently.
- 5) Cultural success: A thriving culture in schools that helps students achieve higher academic achievement can create an environment conducive to achieving academic goals.
- 6) Increased trust and communication: Increasing trust and communication among students, staff, and individuals can help create a collaborative learning environment. Students want a more comfortable environment to ask questions and seek clarification, increasing their understanding of the subject matter.
- 6) Maintaining a safe and comfortable environment: Maintaining a safe and comfortable school environment can help students feel more engaged and focused on their studies. A safe and comfortable environment can also contribute to developing a sense of community and camaraderie between students and staff.

3.4.2 Implementation of teacher professionalism impacts student achievement

Teacher professional competence includes various essential aspects that contribute to the success of the educational process, such as the teacher's responsibility to choose the material to be taught to students, the selection of appropriate teaching methods, and the selection of learning media following the subject matter. In addition, teachers must organize the class effectively to create a relevant learning environment. The student learning experience has developed into a three-dimensional entity: 1) Determination of learning subjects to determine learning targets seen from using media that implement student character in the Google Classroom platform. 2) Competencies that can be assessed or demonstrated through student performance are the selection of classes by teachers to build an optimal learning environment. 3) Situations and circumstances in which students can demonstrate their performance are as follows: students actively ask questions if there are lessons that are not understood, and students actively try to achieve good learning outcomes. 4) The standards of quality and quantity of learning outcomes are a means of improving school quality by teachers, with the hope that the quality of learning outcomes will be reflected in the quality of the school.

The competence of professional teachers at SD Negeri Banyubiru 01 can influence student learning outcomes by improving classroom management, implementing various learning methods, and selecting teaching materials. In addition, students can be found in class, teachers provide an active learning approach that is interesting and useful for students, students are involved in discussions with their peers to achieve learning objectives, and students can answer teacher questions when the teacher asks. Teachers use various learning methods, namely lecture methods, question and answer, and project-based learning, to improve student learning outcomes that affect

the teacher's lessons. To become a professional teacher with higher academic qualifications, especially S-1, one must complete a teacher certification program and take training.

4. Conclusion

School culture shows that culture influences school excellence. Some school cultures include social contributions in class, prayer and dhuha prayer, and religious celebrations. Teacher professional development is hampered by time and cost. Teachers may resist change and find adopting new practices or approaches challenging, and implementing professional development may be difficult. In addition, they must incur costs for additional courses or educational programs and require time to learn and improve their skills. Teachers sometimes find it challenging to apply their knowledge and skills to teaching in everyday life.

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