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School Culture MTs Sabiilul Muttaqien Sukaraja Nuban Batanghari Nuban Sub-District, East Lampung Regency

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***Abstract*--School culture is a characteristic, character and image of the school in people. This study aims to describe the School Culture at MTs Sabiilul Muttaqien in Sukaraja Nuban, Batanghari Nuban Sub-District, East Lampung Regency.**

The approach used in this research is descriptive qualitative approach to the type of phenomenology (Creswell, 2012: 20). The data obtained through informants are soft data, the key informants in this study are: Islam School headmaster, vice headmaster of curriculum, vice headmaster of student student, teachers and students. The instrument in this study is the researcher himself as an instrument. Data analysis in the study is carried out through three activities that occurred simultaneously, namely: data reduction, data presentation, and conclusions/verification.

The results showed that Islam school culture applied at MTs Sabiilul Muttaqien was Sabiilul Muttaqien-style uniforms that were for men wearing green shirts in black pants and rimless-cap and women wearing green shar'i shirts, black skirts and black veil, memorizing the al-Quran as one of the graduation requirements for minimum 1 section al-Quran, carrying out tasmi' al-Quran every day on the school field before learning in the classroom. Moreover the culture of shame in littering and the culture of discipline by coming on time were applied to all Islam School stakeholders, the culture of respect for teachers by greeting and so on because the MTs Sabiilul Muttaqien was Islam School under the auspices of an organization so that it needed to be instilled surah Ta'lim Muta'alim practice culture, dress culture neatly according to sharia for teachers and students.

***Keywords*: Batanghari Nuban, Islam School, MTs, School Culture.**

I. INTRODUCTION

The MTs Sabiilul Muttaqien School is a school under the auspices of the Ministry of Religion which organizes religious-based formal education activities. Each school certainly has its own cultural values, as does MTs Sabiilul Muttaqien as a school that organizes formal education with general knowledge and more religious education compared to public schools. This is what distinguishes MTs Sabiilul Muttaqien from other public schools.

MTs Sabiilul Muttaqien has a characteristic school culture, which is timely in the teaching and learning process, familiarizing Islam culture, religious, disciplined, honest, school rules that are not in favor of the principal, teachers, students, and employees. So that, the school is able to create graduate who are superior, capable, achieving, and having good character. Besides that, MTs Sabiilul Muttaqien also accustoms religious founding that is really disciplined. Like doing the Duha prayer in congregation, dzuhur in congregation, cult, and demanding all students to understand and carry out the obligations of a Muslim to his Lord wherever they are, namely by carrying out the pillars of Islam and doing the pillars of faith.

Based on the results of interviews with parents whose children are in public schools, they assume that in Islam School only study religion and many memorization activities. Then there are those who assume that children who study at Islam School cannot continue to excellent schools or continue to college. However, there is a parent named Pak Wanto whose house is not far from the Islam School and has children claiming that Islam School is excellent in their religious fields, even though their children do not want to go to Islam School. Thus it is the duty of the Islam School headmaster and Teacher to socialize the Islam School culture, so that people understands the Islam School correctly. Teachers become role models for students, who together have the responsibility to ground cultural values such as the values of faith, values of civilization, values of science, to the realization of these cultures in daily life such as being friendly, polite, responsible and mutual respect.

By observing the reality that happened while in the MTs Sabiilul Muttaqien MTs school as a school based on religious education, researchers have not seen the religious cultural characteristic of the school. Researchers have not seen clearly the difference between MTs Sabiilul Muttaqien with other public schools. Based on the observation of researchers that the early morning learning activities are often delayed due to the habits of teachers who arrive late. So the habit of shaking hand in the morning in front of the school is not done consistently. The habit of teachers being late at the first lesson gives students a negative space to students, they being late also to enter classroom. So the activities before learning such as praying and reading literacy become delayed or even not carried out. The headmaster of the Islam School rarely gives strict reprimands to teachers who do not carry out their duties and responsibilities properly.

Religious worship activities such as reading the Al-Quran and memorizing, praying dhuha, praying dhuhur in congregation which are generally carried out in several other public schools, have not been carried out to the fullest. Because every day in these activities, teachers must remind and lead children to do religious worship activities. Researchers have not seen the activity as a culture, when it has not been carried out continuously with awareness from within themselves.

If awareness of this school's cultural values application in MTs Sabiilul Muttaqien goes well, it will build the school's character that will be an identity for the Islam School, resulting good quality outcome of Islam School and has their own superiority. In the end it will become an attraction for people, thus changing the negative view of Islam School which is seen as a recipient school for exclusion students from top schools. The responsibility of teachers on the application of school culture is very necessary to control and participate in socializing the school's religious culture which is not only done by teachers in the religious field, but all teachers so it will create a strong and characterized religious school.

If the Islam School headmaster and Teachers are responsible for creating and maintaining school culture, which starts from cultivating discipline, honesty, and responsibility that prioritize faith and devotion among teachers which then will eventually be modeled by students and all people in Islam School. Then the character of Islam School will be seen clearly, so it will be easy to distinguish Islam School from other schools. Because Islam School quality is not only seen from the results of cognitive learning, or school facilities that are luxurious and complete, but the values embedded in teachers, students, and people become the foundation of Islam School success. This is become the basis of research for researchers so that research needs to be held with title "School Culture in MTs Sabiilul Muttaqien".

II. RESEARCH METHOD

The approach used in this study is a qualitative approach. This research is a type of post-positivism research. The presence of researchers in qualitative research as human instruments, where researchers must be present and interact with data sources. The research location is at Sabiilul Muttaqien Islam School on Simpang NV street - Kotagajah. Batanghari Nuban. East Lampung. The reason for the researchers to conduct research at MTs Sabiilul Muttaqien is because the researchers see a cultural uniqueness in the school, where some students at the MTs come from the religious-place environment. Data collected through this research is data that is in accordance with the focus of the study, which is about school culture.

Informants in this study are: Islam School headmasters, vide headmaster of curriculum, vice headmaster of student, teachers, and students. Analysis of qualitative research data is carried out through three activities that occur simultaneously, namely: Data Reduction; Data Presentation; and Conclusion/Verification (Sugiyono, 2011)..

III. RESULTS AND DISCUSSION

So, as for the elaboration in this discussion guided by the formulation of problem of "Islam School Culture in MTs Sabiilul Muttaqien" such as:

1. Islam School Culture

The culture present at MTs Sabiilul Muttaqien was a legacy from the founder of Sabiilul Muttaqien, MTs Sabiilul Muttaqien was school with organization characteristic. Then it was definitely contemplating what became a characteristic of the organization. So the Islam school culture applied at MTs Sabiilul Muttaqien was Sabiilul Muttaqien's uniform, which was for men wearing white shirts, black pants and rimless-cap and women wearing white shar'i shirt, green skirts and white veil which had the Sabiilul Muttaqien logo behind, then preserving the turost book learning culture (yellow) as the basis for educating morals to students. The other culture was memorizing the Al-Quran as graduation requirements for minimum 3 section al-Quran, carrying out tasmi' al-Quran every day on the school field before learning in the classroom, the culture of shame in littering, the culture of discipline by coming on time were applied to all Islam School stakeholders, the culture of respecting teachers by greeting and so on because the MTs Sabiilul Muttaqien was an Islam School under the auspices of an organization, so it needs to be instilled the practice of surah as-shaff verses 10-11, the culture of neatly dressed according to the syariat for teachers.

School culture in Islam educational institution is different from other educational institutions. Islam school culture shows certain characteristics and traits as an advantage in an educational institution. In the Islam perspective, cultural characteristics were related to (1) tauhid, because tauhid was the main principle of Islam teachings, (2) Worship, was a form of obedience that was carried according to the command of Allah SWT, (3) Muamalah, was an expression of din al Islam (Wibowo, 2014).

From the explanation above, if it was related to the results of researchers, the culture of Islam schools in MTs Sabiilul Muttaqien was in accordance with the references listed above. In terms of tauhid, all cultures in MTs Sabiilul Muttaqien were clearly closely related to the educating of tauhid, the most closely related thing was the empowerment of learning the turost (yellow) book which had a very detailed discussion of tauhid. Not only tauhid but there was also worship and muamalah in each subject such as fiqh, ushulfiqh, morals, sharaf, nahwu and others. Also in terms of worship, the real form was tasmi' al-Quran which was done every morning, memorizing Al-Quran, the practice of duha prayer during break time, the implementation of fardhukifayah which was carried out in the holy month of Ramadan, the practice of performing hajj and others. While in terms of muamalah, it can be seen from student clothes culture and the culture of respect for teachers, the culture of shame in littering, the culture of discipline and others.

2. Efforts to Develop Islam School Culture

To develop Islam school culture, MTs Sabiilul Muttaqien made many innovations that were continuous in developing every Islam school culture that exists such as preserving the learning of the turost (yellow) book by incorporating into the mandatory subjects for students, it was hoped that with this learning students can read turost book well and apply it in everyday life, then if there was an Olympics then participants were included to hone their abilities.

Furthermore, the Islam school culture was memorizing the Al-Quran at least 3 section, by dividing the group of tahfidz then giving one teacher as their examiner memorization, and students who memorize beyond the target the end of the semester will get scholarship and if there was a Musabaqah Tilawatil Quran (MTQ) students were followed to hone his abilities. And to strengthen memory by their memorization, every morning a tasmi' al-Quran was held for 15 minutes on the Islam School field before learning in class. Furthermore, to get students accustomed to covering their genitals properly, the uniform used was that which actually covers genitalia both female and male students.

Based on the explanation above, every Islam School headmaster must be observant in taking a stand to develop the existing Islam school culture so that it can run well and become an inspiring Islam School for other islam School. When the headmaster had guided by the 3 things mentioned above, namely competence, commitment, and expertise, the process of developing school culture will go well.

From the results of observation, the researchers can conclude that MTs Sabiilul Muttaqien had enough potential to develop every culture that had been specified by the headmaster of Islam School. In terms of teachers, many were competent in their fields. So it was possible to continue to develop this culture. And this had been proven also, the siignificant success in the achievement of Al-Quran memorizing culture changed from only at least 1 section became at least 3 section as the graduation requirements, then graduates of this year have been able to achieve the memorization of 13 sections of Al-Quran. This was one of the efforts that have been successfully succeeded in schools to continue to race the developing of Islam school culture.

3. Supporting Factors in Developing Islam School Culture

MTs Sabiilul Muttaqien had the potential to develop Islam school culture. This was supported by many factors including a solid organizational structure, cooperation between good school stakeholders and a work environment that was very possible to develop the culture of this Islam school. In addition, to develop the culture of Islam schools, it needed people who were competent in their fields. Based on the observations, the researchers found this criteria was owned by MTs Sabiilul Muttaqien. From the teacher's data, it can be seen that there were some teachers who were hafidz al-Quran which became plus value and supporting factor in developing Islam school culture in MTs Sabiilul Muttaqien.

From the explanation above, it was very clear that MTs Sabiilul Muttaqien had a very supporting factor in developing Islam school culture. These five factors were references that were sufficient to be used as role models in developing the existing Islam school culture

4. Inhibiting Factors in Developing Islam School Culture

The most frequent inhibiting factor came from students who were naughty, and cannot follow the rules. If this violation occurs, the right of the student division to process it in collaboration with the school counseling department. In addition, because the facilities of classes have not been met yet, they still have to share with other schools.

This was an obstacle experienced by MTs Sabiilul Muttaqien so it needed all parties to continue coordinating by making every effort to minimize this condition.

IV. CONCLUSION

Islam school culture was applied at MTs Sabiilul Muttaqien. Effort that was carried out to develop Islam school culture was provide socialization and motivation to all school stakeholders in order to continue to work together to develop Islam school cultures so that they can become Islam School which can be an inspiration for other Islam School. In addition to develop the culture of Islam schools, it needed people who were competent in their fields, and based on the observations, researchers found this criteria was owned by MTs Sabiilul Muttaqien. The most frequent inhibiting factor came from students who were naughty, and cannot follow the rules. If this violation occurs, the right of the student division to process it in collaboration with the school counseling department. In addition, because the facilities of classes have not been met yet, they still have to share with other schools.

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