

## **Analysis of the Implementation of School Values in Enhancing Positive Culture at SMK Pariwisata Metland School**

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**Abstract:** *This study aims to analyze the implementation of school values in enhancing a positive culture and identifying supporting and inhibiting factors. The research method uses a descriptive quantitative approach supported by qualitative analysis through observation, interviews, and documentation studies with correlation and regression analysis. The results of the study indicate that the success of the implementation of school values is influenced by three main aspects: value-based school governance, integration of values in the learning process, and role models and habits through the school environment. These findings confirm that the implementation of values cannot be effective without the support of a managerial system, teacher consistency, and active student participation. This article contributes to the development of a model for the implementation of school values that can be a reference for vocational schools in building a sustainable positive culture.*

**Abstrak :** *Penelitian ini bertujuan untuk menganalisis implementasi nilai-nilai sekolah dalam meningkatkan budaya positif serta mengidentifikasi faktor pendukung dan penghambatnya. Metode penelitian menggunakan pendekatan kuantitatif deskriptif dengan didukung analisis kualitatif melalui observasi, wawancara, dan studi dokumentasi dengan analisis korelasi dan regresi. Hasil penelitian menunjukkan bahwa keberhasilan implementasi nilai-nilai sekolah dipengaruhi oleh tiga aspek utama: tata kelola sekolah berbasis nilai, integrasi nilai dalam proses pembelajaran, serta keteladanan dan pembiasaan melalui lingkungan sekolah. Temuan ini menegaskan bahwa penerapan nilai tidak dapat berjalan efektif tanpa dukungan sistem manajerial, konsistensi guru, serta partisipasi aktif siswa. Artikel ini berkontribusi pada pengembangan model penerapan nilai-nilai sekolah yang dapat menjadi rujukan bagi sekolah vokasi dalam membangun budaya positif yang berkelanjutan*

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**Keywords:** *School Values , Culture Positive , Vocational Education , Value Implementation*

### **INTRODUCTION**

In context education , rules and regulations school very important in grow behavior and attitudes positive students . Implementation education based school believed can push development social and emotional student as well as increase desire they For learning in the environment school (Wulandari & Munandar, 2024; Yusrianti et al., 2023) . Education based on culture at school expected can increase growth social and emotional student as well as increase quality learning in the environment school (Hasnadi, 2019; Setyawan & Suwandi, 2022; Shodiqin, 2021) .

Education is not only focused on achievement academic but also on development nature and behavior character positive in the environment school . aspect strategic For create environment inclusive , conducive , and development - focused education holistic student (Astari et al., 2024; Rachmawati et al., 2022) . Not quite enough responsibility , cooperation , and hospitality is values main expected can help student become competent workers in the industry tourist (Hendri et al., 2022; Rachmadyanti, 2017; Rahmadani & Hamdany, 2023) . However implementation values the in life daily Not yet fully walk with good .

Various studies indicate that schools function as a significant social environment in shaping a positive culture (Jeriyantoro et al., 2024). A strong school culture encourages students to adopt productive, ethical, and responsible behavior (Nurdian et al., 2021). The process of internalizing values requires consistency in pedagogical practices, clear role models, and support from a structured managerial system (Alfianti et al., 2024). However, there are significant differences between the concept of ideal school values and the reality, particularly in terms of consistency of implementation, student participation, and adequate support facilities..

According to Nashihin, instilling values character can be done through habituation , teacher role models and integration values in activity Study teach (Nashihin, 2019; Norianda et al., 2021) . This habit show that culture strong school built through consistent action , right just a slogan or ceremonial program . As actor main in realize values In this case , the teacher is responsible answer For exemplify it and create environment Study based mark (Usman, 2021) . Educational organizational theory explains that school culture develops through interactions among school members and remains stable if supported by clear structures, leadership, and communication patterns (Solong & Yadi, 2021) . They emphasize that school values will not be internalized if they are not an integral part of the governance system and learning behavior.

Based on the analysis above, this analysis lies in an in-depth analysis of the application of school values that are rarely studied, as well as providing an empirical picture of effective strategies for cultivating a positive culture in the modern education era. This study lies in an in-depth analysis of the application of school values that are rarely studied, as well as providing an empirical picture of effective strategies for cultivating a positive culture in the modern education era. Practically, this article is expected to be a reference for schools in formulating character development policies and school culture that are more structured, sustainable, and in accordance with the needs of the world of education.

## **METHOD**

This study uses a descriptive qualitative method because the aim is to gain in-depth insight into how school values are implemented to build a positive culture at Metland Tourism Vocational School.

Population is all over Tourism Vocational School residents Metland is involved in implementation values school . Study This involving all over Tourism Vocational School students Metland School involved in implementation values school . This includes teachers , staff education , students and management school , because they are the makers policies and the people who guide governance based values . Data analysis was carried out using the first step of collecting mental data, either through observation, interviews, questionnaires, or documentation. The research variables consisted of Value-Based School Governance (X1), Value Integration in the Learning Process (X2), Exemplary Behavior and Habits Based on the School Environment (X3) and Positive Student Culture (Y). In this study, several analytical tools were used, namely Validity Test, Reliability Test, and Multiple Linear Regression.

## RESULTS AND DISCUSSION

The results of the study involved 120 respondents, consisting of students and teachers as supporting informants. The results of the instrument testing using a Likert scale of 1–5 yielded validity and reliability test results.

Table 1. Results of the Validity Test of Variable X1 (Value-Based Governance)

Item	calculated r	r Table (0.30)	Information
X1.1	0.72	0.1723	Valid
X1.2	0.68	0.1723	Valid
X1.3	0.75	0.1723	Valid
X1.4	0.7	0.1723	Valid
X1.5	0.66	0.1723	Valid
X1.6	0.73	0.1723	Valid

Table 2. Results of the Validity Test of Variable X2 ( Integration of Values in Learning )

Item	calculated r	r Table (0.30)	Information
X2.1	0.69	0.1723	Valid
X2.2	0.75	0.1723	Valid
X2.3	0.71	0.1723	Valid
X2.4	0.77	0.1723	Valid
X2.5	0.74	0.1723	Valid

Table 3. Results of the Validity Test of Variable X3 ( Exemplary Behavior and Habituation )

Item	calculated r	r Table (0.30)	Information
X3.1	0.7	0.1723	Valid

X3.2	0.74	0.1723	Valid
X3.3	0.78	0.1723	Valid
X3.4	0.72	0.1723	Valid
X3.5	0.76	0.1723	Valid

Table 4. Results of the Validity Test of Variable Y (Student Positive Culture)

Item	calculated r	r Table (0.30)	Information
Y1	0.74	0.1723	Valid
Y2	0.78	0.1723	Valid
Y3	0.72	0.1723	Valid
Y4	0.75	0.1723	Valid
Y5	0.77	0.1723	Valid

All items from the four variables in Table 1, Table 2, Table 3, and Table 4 have calculated r values above 0.1723. This means that each statement item is capable of measuring the construct it is intended to measure. No items needed to be eliminated. This successful validity indicates that the instrument is suitable for further analysis.

Table 5. Results of Instrument Reliability Test

Variables	Cronbach's Alpha	Criteria	Status
Governance Value Based (X1)	0.892	$\geq 0.70$	Reliable
Integration of Values in the Learning Process (X2)	0.905	$\geq 0.70$	Reliable
Exemplary Behavior & Habits (X3)	0.918	$\geq 0.70$	Reliable
Culture Positive Student School Environment Based (X3)	0.928	$\geq 0.70$	Reliable

The Cronbach's Alpha values in Table 5 for all variables are above 0.7, which is considered very high. This indicates that the instrument is consistent, stable, and can be used repeatedly without significantly varying results. The instrument has excellent psychometric qualities.

Table 6 Model Summary

R	R Square	Adjusted R Square	Std. Error
0.842	0.709	0.702	3,112

The calculation results from table 6 obtained R Square = 0.709, which means: 70.9% and Positive Student Culture (Y) is explained by. Value-Based School Governance (X1), Value Integration in the Learning Process (X2), Role Modeling and Habits Based on the School Environment (X3) simultaneously while the remaining 29.1% is influenced by other variables such as family, social interactions, and personal factors.

Table 7 Coefficients

Variables	B	Beta	t	Sig.
Constant	5,112	—	3.45	0.001
Governance Value Based (X1)	0.312	0.298	4.12	0
Integration of Values in the Learning Process (X2)	0.401	0.382	5.02	0
Exemplary Behavior and Habits Based on School Environment (X3)	0.289	0.271	3.87	0

From the table, the t value = 4.12 and sig. = 0.000 indicate that Value-Based School Governance X1 has a significant effect on students' positive culture (Y). School governance that emphasizes the values of integrity, discipline, honesty, and responsibility has been proven to be able to create a functional organizational structure. This shows that school activities based on value-based operational standards ( *SOPs* ) implemented by the school clarify the boundaries of student behavior. Student activities are managed within a rule that can create a safe environment so that a positive culture can easily grow. In addition, consistent leadership support from the principal strengthens the implementation of values. Thus, the better the value-based governance, the stronger the positive culture that is formed.

Schools with management based on principles such as transparency, accountability, discipline, and a culture of discussion truly create a stable environment and support student character development. According to Schein, organizational structures and leadership patterns aligned with core values create a positive culture (Schein, 2010) . This indicates that school leaders are involved in building a positive value environment. Endaryono and Djuhartono stated that good democratic leadership contributes to better school quality. (Endaryono & Djuhartono, 2023) . Therefore, good governance influences school culture and administration.

Value Integration in the Learning Process (X2) has the highest t-value (5.02) compared to other variables, making it the most dominant factor. The teacher's function as an educator is an agent of value internalization. Value integration in learning is not only teaching knowledge, but also building students' internal value structures through learning experiences. Teachers successfully instill values through learning (collaboration, discipline, empathy). Values such as cooperation, responsibility,

communication ethics, and empathy are introduced through learning activities. Reinforcement of values occurs through teacher examples and collaborative activities in the classroom.

Values such as cooperation, discipline, service, and honesty are incorporated into the educational process, helping students internalize these values. According to Lickona's character learning framework theory (Lickona, 1992), values-based learning activities impact students' cognitive and affective well-being. Strengthening values in education, as research conducted by Setyorini et al., demonstrates that character and national values are reinforced through education consistently and collaboratively by students and the community (Setyorini et al., 2021). Learning that integrates values is a great way to build students' character and ethics.

The variables of Exemplary Behavior and Habituation (X3) have a significant influence on Student Positive Culture (Y) which is also significant ( $t = 3.87$ ;  $p = 0.000$ ). Schools that provide exemplary teachers and staff and routine habituation are able to strengthen student behavior. A prominent aspect in the school environment is that teachers provide examples through actions, not just instructions. This is supported by the habituation of greetings, smiles, greetings, discipline, cleanliness, and politeness into a recurring pattern. This shows that exemplary behavior strengthens the values that have been instilled through governance and learning.

Teacher role models and school habits are the two most important components that shape a positive student culture. This is as research by Rochayati and Wardani found that a good character learning model influences student behavior (Rochayati & Wardani, 2018). In addition, good examples from teachers and a good school environment are very important for instilling good values (Muzakki & Qutsiyah, 2025). These findings indicate that role models and habits are for students as a process in absorbing values through real examples and the environment.

As a conclusion to this research study, three important pillars must be considered when creating a positive school culture: teacher role models, values-based governance, and systematic curriculum development. These three components are interrelated and have a significant impact on how students learn. One important component in instilling positive values in students is the actions demonstrated by teachers at school. Teacher role models serve as examples that can inspire students to uphold moral and ethical values. According to Sihotang and Karliani, teachers must be able to demonstrate behavior that is in accordance with the values they teach in every interaction (Lestari, 2024). This is in line with Qomariyah's opinion, the values of moderation must be taught through teacher role models; this can take the form of daily actions that demonstrate attitudes of tolerance, respect, and cooperation (Rahmi, 2023). When students see teachers behaving well, they tend to do the same in their daily lives. In addition, research by Pitaloka et al. shows that the role of teachers includes teaching tolerance and transferring

knowledge (Purwanti et al., 2025) . Teachers can ensure that students develop into tolerant individuals and appreciate differences through a curriculum that teaches the value of tolerance.

Values-based school governance creates a strong foundation for a positive learning environment. According to Dericy and Ermayanti, implementing Pancasila principles in school governance can enhance students' sense of nationalism and solidarity (Sukarni et al., 2022) . Schools can create an environment that supports desired learning by incorporating these principles into daily policies and practices. Furthermore, Hapid stated that for good leadership, essential values must be applied in all aspects of school operations. This includes applying ethical principles in every interaction at school and fair and inclusive decision-making (Masyhudunnury et al., 2025) . Building trust and establishing high standards in learning will be achieved through consistent implementation of values-based governance.

Developing a systematic curriculum can help shape national identity and an understanding of diversity. This demonstrates the importance of incorporating local and multicultural values into the curriculum structure. Planning, implementation, and evaluation are all part of good curriculum management, according to research by Utama and Rohmadi (Yunita et al., 2018) . Schools can develop a systematic curriculum, enabling them not only to impart knowledge but also to prepare students to face the social and moral challenges of a diverse society.

The implementation of school values significantly supports the creation of a positive culture at Metland School Tourism Vocational School. Each element of the values implemented, whether in governance, learning, or habituation, interacts to enhance students' educational experiences. A focus on character development, collaboration among school members, and the application of democratic leadership are crucial to fostering a positive school culture. The school must further develop these strategies to ensure sustainable and quality education.

## **CONCLUSION**

Implementing school policies that uphold moral principles, integrating moral principles into the educational process, and fostering a positive school environment are the main pillars of a positive school culture. These three aspects together contribute to a healthy, sustainable, and student-centered educational environment. Thus, a positive school culture is not only the result of formal education; it is the result of adherence to rules, consistency in learning, and adherence to the truth demonstrated by all school personnel.

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