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The Effect of Organizational Culture on Student Social Character at Al Ghifari Integrated Junior High School, Sukabumi Regency

Najrul Jimatul Rizki [1], Kun Nurachadijat [2]

[1] *Institut Madani Nusantara, Indonesia*

[2] *Institut Madani Nusantara, Indonesia*

Corresponding Author: Najrul Jimatul Rizki, E-mail; zimatulrizky@gmail.com

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ABSTRACT

This study aims to analyze the influence of organizational culture on students' social character. Cultural organizations can play an important role in shaping the social character of individuals, including students in educational settings. Strong social character in students not only influences their interpersonal relationships, but also forms a solid foundation for their future lives. This study uses a qualitative approach in collecting data. Meanwhile, qualitative data were obtained through in-depth interviews with students, teachers, and school administration staff who were selected purposively. The results of the study show that positive and inclusive cultural organizations have a significant influence on students' social character. Schools that encourage cooperation, mutual respect, and caring among students tend to produce students who are more empathetic, outgoing, and responsible. In addition, the role of teachers and school administrative staff has also proven to be very important in shaping the social character of students. Teachers who are good role models, provide positive guidance, and create safe and inclusive environments can have a positive impact on the social character of students. Likewise, school administration staff who build a positive and supportive school climate make a significant contribution to the development of students' social character. Based on these findings, the recommendation to increase the influence of organizational culture on students' social character is to encourage schools to adopt and strengthen an organizational culture that is inclusive, mutually protective, and oriented to social interests.

Keywords: *Organizational Culture, Social Character, Students, School*

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INTRODUCTION

Organizational culture in the educational environment has a significant role in shaping students' social character (Asman dkk., 2023). Organizational culture refers to the values, norms and behaviours adopted and practiced by members of the organization, in this case, the school (B. Beribe, 2023). The influence of organizational culture on students' social character is very important, considering that strong social character in students has a

broad and sustainable impact on their lives (Makniyah & Khotimah, 2023). Social character includes various aspects such as empathy, cooperation, friendly attitude, mutual respect, tolerance, and responsibility (Yeltriana dkk., 2023). Good social character helps students to build positive relationships with others, resolve conflicts, communicate effectively, and develop interpersonal skills necessary in their daily and future lives.

School organizational culture can have a direct impact on students' social character development (Lumban Gaol dkk., 2023). Schools that implement an inclusive, respectful and socially-oriented organizational culture tend to create a supportive environment and encourage students to become empathic, caring and responsible individuals (Minarti dkk., 2023). On the other hand, an organizational culture that emphasizes excessive competition or ignores social aspects can negatively affect students' social character development, with the emergence of aggressive, selfish, or intolerant behaviors.

In addition to organizational culture, the role of teachers and school administrative staff is also very important in shaping students' social character (Mustajab dkk., 2023). Teachers who set a good example, provide positive guidance, and create a safe and inclusive environment can have a positive impact on students' social character. School administrative staff also have a significant contribution in shaping a positive and supportive organizational culture.

However, although the importance of the influence of organizational culture on students' social character is recognized, there is still a lack of research and comprehensive understanding of the relationship (Ulum dkk., 2023). Therefore, this study aims to analyze the influence of organizational culture on students' social character by using quantitative and qualitative approaches (Nurzen dkk., 2022). It is expected that the results of this study can provide better insight into the importance of a positive and supportive organizational culture in developing students' social character, as well as provide useful recommendations for educational practitioners in improving the influence of such organizational culture.

LITERATURE REVIEW

Organizational Culture

According to Sopiah, organizational culture is a system of values and norms applied in organizational life, which reflects the characteristics and uniqueness of the organization itself (Fuadi & Mirsal, 2023). Hasibuan explains that organizational culture is an order of behavior, beliefs, and values that are learned and passed on to members of the organization, and has an impact on their attitudes and performance (Roshayanti dkk., 2023). Simamora argues that organizational culture is a system consisting of shared values, norms, and beliefs that are applied in the organization and become the basis for interacting and making decisions.

Based on the above opinion, it is concluded that the conceptual definition of organizational culture is "Organizational culture is a system of shared values, beliefs, and practices that influence behavior, communication, and the way things operate in an organization" (Pamungkas & Halimah, 2023). So that the operational definition of the

conceptual definition that researchers make the independent variable, namely organizational culture, is obtained (Suryaningsih, 2021). Organizational culture is the prevailing value system, then shared beliefs and practices that influence social character behavior, communication, and the way things operate in an organization at Al Ghifari Integrated Junior High School.

It is known that the indicators of organizational culture are 1) Values that are shared, 2) Norms that are held, 3) Supportive leadership, 4) Recognition and appreciation, 5) Effective communication, 6) Flexibility and adaptability (Hasibuan, 2015a).

And we can convert these conceptual indicators into operational indicators, namely:

1. Values that are shared in Al Ghifari Integrated Junior High School
2. Norms held at Al Ghifari Integrated Junior High School
3. Supportive leadership among students in Al Ghifari Integrated Junior High School
4. Recognition and appreciation applied at Al Ghifari Integrated Junior High School
5. Effective communication between students at Al Ghifari Integrated Junior High School
6. Flexibility and adaptability of students at Al Ghifari Integrated Junior High School

In this case, the achievement of indicators emphasizes the organizational culture at Al Ghifari Integrated Junior High School to be able to be measured and developed for the achievement of students' social character, with good social character indirectly the organizational culture applied in the school has contributed greatly to building good communication and social.

Social Character

According to Koentjaraningrat, social character is a pattern of behavior shown by individuals in their interactions with other people in society. This includes norms, values, attitudes, and actions related to individual social relationships in community groups (Mutalib & Dylan, 2021). Soelaeman Soemardi states that social character is a collection of individual traits and behaviors formed through interaction with the social environment. Social character includes attitudes, habits, morals, and ethics in dealing with others (Arsul dkk., 2021). According to Nurhadi, social character is a set of individual traits related to the ability to interact effectively with others in a social environment. Social character includes four dimensions, namely honesty, empathy, responsibility, and cooperation (Mudinillah & Rizaldi, 2021). A. Kadir (2013) explains that social character is a pattern of behavior that reflects the relationship and interaction of individuals with their social environment. Social character includes aspects such as tolerance, mutual respect, social care, and participation in joint activities (Kadir, 2013).

Based on the above opinions, it is concluded that the conceptual definition of social character is a collection of individual qualities and traits that affect social relationships, such as dependence, honesty, sincerity, and self-control (Gusvita & Alon, 2021). So that an operational definition is obtained from the conceptual definition that researchers make the dependent variable or variable Y, namely social character is a collection of individual qualities and traits that affect students' social relationships at Al Ghifari Integrated Junior

High School, such as dependence, honesty, sincerity, and self-control. This requires the ability to adjust to prevalent social norms.

The conceptual indicators of social character are 1) Honesty, 2) Empathy, 3) Responsibility, 4) Cooperation at Al Ghifari Integrated Junior High School. So from these conceptual indicators, the author can make operational indicators as follows:

1. Students at Al Ghifari Integrated Junior High School must have honesty embedded in themselves.
2. Students at Al Ghifari Integrated Junior High School are able to increase their empathy for any situation and condition.
3. Every student at Al Ghifari Integrated Junior High School must be able to be responsible for all mandates given.
4. The value of mutual cooperation that must be applied as a form of cooperation between students

RESEARCH METHODS

In this research related to the influence of organizational culture on the social character of students at Al Ghifari Integrated Junior High School, the author uses a qualitative approach with 4 respondents or sources on April 15, 2023, namely the principal, curriculum vice principal, curriculum vice principal staff and teachers at the school (Rahmah & Martin, 2022). Qualitative research method is a research approach that aims to understand and explain social phenomena or human behavior in depth. This method focuses on the interpretation of the meaning contained in the context obtained from research participants (Afifah dkk., 2023). The data related to this research were collected by means of observation, interviews, and documentation conducted at Al Ghifari Integrated Junior High School, Sukabumi District, Sukabumi Regency.

HASIL DAN PEMBAHASAN

Organizational Culture

Organizational culture is a very important aspect in the success and sustainability of an organization. Organizational culture encompasses the values, norms, traditions, and behaviors that members of the organization apply and live by in their daily lives. In this essay, we will explore the importance of organizational culture, the elements that make it up, and its impact on the organization as a whole (Yennizar dkk., 2022). One of the main things that makes organizational culture crucial is that it forms the unique identity and characteristics of the organization. Organizational culture reflects the core values held by the organization, influencing strategic decisions, leadership styles, and interactions between members (Amirudin dkk., 2022). A strong and positive organizational culture can inspire and motivate members to achieve common goals, while a negative or ill-defined culture can hinder organizational growth and innovation.

There are several important elements that make up organizational culture. First, values are the foundation of organizational culture. These values may include integrity, honesty, collaboration, or innovation, and reflect what the organization considers

important and values. Secondly, the norms and behaviors adopted by the members of the organization also play an important role. These norms determine how members interact, communicate, and behave in the work environment. Third, the traditions and rituals practiced in the organization create a strong identity and bond between members.

The impact of a strong and positive organizational culture is significant. First, a positive organizational culture can increase member satisfaction and engagement. Members who feel connected to the values and goals of the organization tend to be more dedicated, productive, and have a sense of ownership of the organization. Second, a strong organizational culture can be a factor of differentiation and competitive advantage. Organizations with a unique and positive culture can attract and retain the best talent, as well as attract customers or clients. Third, a positive organizational culture creates a harmonious and collaborative work environment, enabling team collaboration, innovation, and effective goal achievement. However, keep in mind that organizational culture is not something that can change quickly or easily. Changing organizational culture requires commitment, awareness, and consistency from all members of the organization. Strong leadership, open communication, and policies that support cultural change are also required.

Values shared in Al Ghifari Integrated Junior High School

Values indicators shared in education refer to clues or signs used to measure or evaluate the extent to which students have understood, internalized, and applied the values taught in an educational context. In this context, values indicators serve as measurement or assessment tools to see the extent to which students have developed attitudes, behaviors and understanding related to the desired values. These indicators provide guidance for teachers and those involved in education to monitor and evaluate students' progress in adopting the values. Examples of values indicators shared at Al Ghifari Integrated Junior High School include:

1. Active participation in group activities or discussions that demonstrate mutual respect and cooperation.
2. Students' ability to identify situations that require integrity and make honest and ethical decisions.
3. Demonstration of a sense of responsibility by completing assignments in a timely manner and fulfilling academic obligations.
4. Students' awareness of social justice and their ability to contribute to promoting equality and justice.

This indicator helps to measure and observe students' progress in understanding and adopting the values desired in education. Using these indicators, educators can evaluate the effectiveness of values education and gain a better understanding of the extent to which the values are reflected in students' behavior and attitudes. It is important to develop specific and relevant indicators according to the values to be instilled, so that measurement can be done more accurately and objectively. These indicators can also provide feedback to students, teachers and other relevant parties to assist in the development and improvement of the values taught in the educational context.

Norms held at Al Ghifari Integrated Junior High School

Indicators of deeply held norms at Al Ghifari Integrated Junior High School refer to clues or signs used to measure the extent to which students, teachers and educational institutions as a whole adhere to and uphold the norms that apply in the educational context. These norms include principles, rules, ethics and values that guide individuals and institutions in carrying out educational activities. These norms may include:

1. Professional Ethical Norms: Norms that govern the behavior of teachers and education staff in carrying out their duties. This may include integrity, competence, sense of responsibility and professional ethics in interacting with students, parents and colleagues.
2. Safety Norms: Norms that relate to the health and safety of students and staff in the educational environment. This includes policies and procedures designed to prevent accidents, protect physical safety and maintain a safe and healthy environment.
3. Disciplinary Norms: Norms that govern student behavior, including classroom discipline, following school rules, and respecting the rights and interests of others. This may include school rules, discipline enforcement policies, and processes for handling offenses.
4. Education Quality Norms: Norms relating to the quality and standards of education. This includes efforts to provide quality education, implement a relevant curriculum, use effective teaching methods, and conduct objective assessment and evaluation.

This indicator of norms held at Al Ghifari Integrated Junior High School is used to measure the extent to which individuals or educational institutions adhere to and uphold these norms. For example, indicators may include the level of adherence to the teacher code of ethics, the level of student discipline violations, the level of participation in safety programs, and the results of educational evaluations and assessments. Through the use of these indicators, educational institutions can monitor and evaluate conformity and adherence to the norms held in education. In addition, these indicators can also assist in improvement and development efforts, as well as ensuring that education runs according to the principles and values expected in the educational context.

Supportive leadership among students in Al Ghifari Integrated Junior High School

Indicators of supportive leadership at Al Ghifari Integrated Junior High School refer to clues or signs used to measure the extent to which leadership in an educational context encourages and facilitates the development and success of students, teachers and the educational institution as a whole. Supportive leadership at Al Ghifari Integrated Junior High School then involves various factors, including leadership style, communication, decision-making, resource management, and coaching and staff development. Indicators related to supportive leadership in education may include:

1. Development of vision and goals: Supportive leadership is identified through the leader's ability to develop a clear vision and inspiring goals for the educational institution. Indicators may include clarity of vision, alignment with educational goals, and the ability to inspire and motivate team members.

2. Collaboration and communication: Supportive leadership reflects the leader's ability to build effective collaboration and communication among all members of the educational community. Indicators may include the ability to listen, communicate openly and facilitate productive collaboration.
3. Empowerment and coaching: Supportive leaders empower their team members and encourage their growth and development. Indicators may include giving responsibility, providing learning opportunities, and providing support and coaching to staff and students.
4. Effective decision-making: Supportive leadership involves the leader's ability to make appropriate and fair decisions, based on relevant data and information. Indicators may include the ability to consider multiple points of view, evaluate options and make decisions in favor of educational interests.
5. Resource management: Supportive leaders are able to manage resources efficiently and effectively, including financial aspects, manpower and physical facilities. Indicators may include the ability to allocate resources optimally, ensure sufficient availability and monitor their use.

Through the use of these indicators, educational institutions can evaluate the quality of existing leadership and identify areas of needed improvement. Supportive leadership plays an important role in creating an environment conducive to student development, staff development and overall educational success.

Recognition and appreciation applied in Al Ghifari Integrated Junior High School

Recognition and appreciation applied at Al Ghifari Integrated Junior High School refer to clues or signs used to measure the extent to which rewards and recognition are given to students, teachers, staff and other members of the educational community for their achievements, contributions and efforts in an educational context. Recognition and appreciation are important elements in creating a positive school climate, motivating individuals and strengthening commitment to education. Indicators related to recognition and appreciation in a school environment may include:

1. Recognition of academic achievement: This indicator includes recognition of students' achievements in terms of academic performance, such as awards for high grades, achievement in a particular class or course of study, certificates of appreciation, or recognition in an awards ceremony.
2. Recognition of non-academic achievements: This indicator includes recognition of student achievements in non-academic areas, such as sports, art, music, extracurricular activities, or contributions to community projects. Awards may include trophies, medals, certificates or public recognition.
3. Recognition of teacher and staff contributions: This indicator includes recognizing the contributions made by teachers and school staff in improving the quality of education and student success. Awards may include public recognition, special awards, professional development opportunities or other incentives.
4. Rewards for student participation and engagement: This indicator includes recognition of students' participation and involvement in school activities, such as

student committees, social activity programs, community service projects or fellowship activities. Awards may take the form of public recognition, certificates or privileges.

5. Recognition of students' efforts and progress: This indicator includes recognizing students' efforts and progress in learning and developing themselves, regardless of the final outcome. Rewards can take the form of praise, special recognition, positive feedback or small awards that provide encouragement and motivation.

The use of these indicators helps to create an inclusive school environment, motivating and strengthening the self-confidence of students, teachers and staff. Consistent and fair recognition and appreciation encourage active participation, strengthen positive relationships between individuals and form strong bonds within the educational community.

Komunikasi yang efektif antar siswa di SMP Terpadu Al Ghifari

Indicators of effective communication between students within AL Ghifari Integrated Junior High School refer to clues or signs used to measure the extent to which students are able to communicate effectively, listen to each other, understand, and interact well with each other in an educational context. Effective communication between students is important for building healthy relationships, facilitating collaborative learning, resolving conflict and creating an inclusive school climate. Indicators related to effective communication between students in a school setting may include:

1. Active listening skills: This indicator covers the ability of students to listen attentively, understand and respond well to what their peers are communicating. This includes maintaining eye contact, showing an open attitude, providing relevant feedback, and asking clarifying questions.
2. Speaking and conveying ideas skills: This indicator covers students' ability to express their thoughts and ideas in a clear, organized, and effective manner. This includes the use of precise language, logical organization of thoughts, appropriate use of intonation, and emphasis on key points.
3. Empathy and understanding: This indicator covers students' ability to understand and appreciate the perspectives, feelings, and experiences of their peers. It includes the ability to see from another's point of view, acknowledge differences, and respond with genuine empathy and understanding.
4. Active engagement in discussion and collaboration: This indicator covers student participation in group discussions, collaborative projects or learning activities that involve interaction between students. It includes the ability to contribute with relevant ideas, opinions and solutions, and to work well together in teams.
5. Constructive conflict resolution: This indicator covers students' ability to deal with conflicts or differences of opinion in a healthy and constructive way. It includes the ability to listen to other perspectives, seek win-win solutions, and work together to reach an agreement or better understanding.

Melalui penggunaan indikator-indikator ini, lembaga pendidikan dapat mengamati dan mengevaluasi kemampuan komunikasi siswa dalam lingkungan sekolah. Peningkatan

komunikasi yang efektif antar siswa dapat meningkatkan kolaborasi, kebersamaan, dan pemahaman antar individu, serta menciptakan lingkungan sekolah yang harmonis dan mendukung.

Flexibility and adaptability of students at Al Ghifari Integrated Junior High School

Student flexibility and adaptability are important qualities in facing challenges and changes in the ever-evolving world of education. Indicators related to student flexibility and adaptability may include:

1. Openness to change: This indicator covers a student's ability to accept change with an open attitude and not be afraid to face new things. This includes the ability to overcome initial anxiety or discomfort related to change, as well as having interest and motivation to learn new things.
2. Adaptability to new environments: This indicator covers students' ability to adapt to new environments, including different classroom settings, learning methods, classmates or educational institutions. It includes the ability to interact well with new people, understand and follow new rules, and actively participate in new activities.
3. Ability to face challenges: This indicator covers students' ability to face academic and non-academic challenges with perseverance and willingness to try new solutions. It includes the ability to overcome obstacles, develop effective strategies, and take initiative in addressing problems that arise.
4. Critical and creative thinking skills: This indicator covers students' ability to think critically and creatively in the face of complex or unexpected situations. This includes the ability to identify and evaluate options, make informed decisions, and generate new ideas in response to change.
5. Independence in learning: This indicator covers students' ability to take responsibility for their own learning and organize time, resources and learning strategies independently. This includes the ability to self-organize, set priorities and actively engage in the learning process.

The use of these indicators helps observe and evaluate students' flexibility and adaptability in an educational setting. Students' ability to adapt to change and be flexible can help them better meet challenges, increase independence in learning and develop relevant skills for success in a changing world. Organizational culture in schools is influenced by a number of internal and external factors. Internal factors refer to aspects that originate from within the school environment itself, while external factors include influences from factors outside the school that affect the organizational culture.

Internal factors that influence organizational culture in schools include values, beliefs, norms, organizational structure and communication within the school. The values embraced by school members, such as the values of integrity, collaboration or innovation, will shape the mindset and behaviour reflected in the organizational culture. Trust between school members also plays an important role in shaping an inclusive and supportive organizational culture. Accepted norms within the school, such as norms of cooperation or caring for students, also influence how school members interact and work together. The

existing organizational structure, including hierarchy and division of tasks, will affect the dynamics and patterns of communication within the school (Marshall, C., & Oliva, 2011). External factors that influence organizational culture in schools include factors such as educational policies, the community environment and broader social developments. Educational policies issued by the government or educational institutions at the national or regional level can have a direct impact on the organizational culture in schools. The community environment around the school also plays a role in shaping the organizational culture as interactions with the community can influence the values, norms and expectations held by school members. Broader social developments, such as demographic changes or technological developments, can also affect the organizational culture in schools by bringing about changes in educational demands and needs.

Internal and external factors interact and influence each other in shaping organizational culture in schools. The combination of existing values, beliefs, norms, organizational structure, internal communication, educational policies, community environment and social developments will shape the unique identity and characteristics of organizational culture in each school.

The Effect of Organizational Culture on Student Social Character at Al Ghifari Integrated Junior High School

School organizational culture has a considerable impact on students' social character. A positive and inclusive organizational culture can shape and foster students' social character, while a negative or unsupportive organizational culture can hinder the development of students' social character. Some of the influences of organizational culture on students' social character are as follows:

1. Values and Norms: An organizational culture that emphasizes values such as cooperation, empathy, caring, integrity, and tolerance will influence students to adopt and develop social character in line with these values. Norms accepted in the organizational culture, such as mutual respect, sharing, and cooperation, also shape students' social behavior.
2. Role Model: An organizational culture that has leaders and staff members who are good role models in terms of social character, such as respect, empathetic listening, and helping others, will have a positive influence on students. When students see and experience good role models in the school environment, they are more likely to imitate those behaviors and internalize them as part of their social character.
3. Safe and Supportive Learning Environment: An organizational culture that creates a safe, supportive and inclusive learning environment will help students feel comfortable in interacting with classmates and teachers. In a positive environment, students tend to be more open to sharing, collaborating and empathizing with others, which are important social traits.
4. Student Engagement: An organizational culture that encourages active student participation and involvement in school activities, such as social projects, extracurricular activities, or community service programs, can help develop students' social character. Through hands-on experience in interacting with others and

contributing to the common good, students can hone their social skills and develop a socially-responsive character.

5. Reward and Reinforcement: An organizational culture that rewards and reinforces positive social behaviors, such as recognizing students' cooperation, caring, or pro-social attitudes, will provide incentives for students to practice good social character. Rewards and positive reinforcement can strengthen the connection between organizational culture and students' social character.

The influence of organizational culture on students' social character emphasizes the importance of the school's role in shaping and building students' social aspects outside the academic context. By creating a positive, inclusive and supportive organizational culture, schools can provide an environment that facilitates the development of good student social character.

However, it cannot be denied that social character is inseparable from several factors, either the driving factors or the inhibiting factors, such as the driving factors are as follows:

1. Family Environment: The family environment has a strong influence in shaping students' social character. Values, norms, and role models obtained from the family can influence students' social character development.
2. School Environment: The school environment also plays an important role in shaping students' social character. Interactions with peers, teachers, and a supportive school atmosphere can have a positive influence on students' social character development.
3. Character Education: Character education organized in schools has an important role in shaping students' social character. Through character education, students are taught social values, ethics, and social skills needed to interact positively with others.
4. Social Experience: Students' social experiences inside and outside of school can also influence their social character development. Interaction with the community, organizations, or social activities can help students develop social skills and strengthen their social character.

There are several factors that inhibit students' social character development that have been identified by experts in Indonesia. The following are some of the factors that inhibit students' social character and their source references:

1. Lack of Family Attention and Support: Lack of attention and support from the family environment can be an inhibiting factor for students' social character development. The imbalance between family roles in shaping social character can hinder students' ability to interact with others and develop social skills.
2. Lack of a Supportive School Environment: An unsupportive or unsafe school environment can be an inhibiting factor for students' social character development. A school environment full of bullying, harassment, or unfair treatment can inhibit students from interacting positively and developing good social character.

3. Excessive Academic Demands: Excessive academic demands can hinder students' social character development. When students focus too much on academic achievement alone, they may ignore or pay less attention to social and interpersonal aspects that are important for social character development.
4. Influence of Social Media Environment: Negative influences from the social media environment, such as cyberbullying, unhealthy media use, and exposure to unethical content, can hinder students' social character development. Excessive or uncontrolled use of social media can affect the way students interact with others in the real world.

CONCLUSIONS

In the school context, organizational culture has a significant influence on students' social character. A positive, inclusive and supportive organizational culture can shape and develop students' good social character. Some of the influences of organizational culture on students' social character include shared values and norms, demonstrated role models, a safe learning environment, student involvement, and rewarding and reinforcing positive social behavior. And in this case, Al Ghifari Integrated Junior High School must pay more attention to higher life values, high norms of society or life, leadership values that always support student leadership power, recognition and appreciation and effective communication between students that make communication between students in the school can be well established so as to build better social character. On the other hand, there are driving and inhibiting factors that influence the development of students' social character at school. The driving factors include a supportive family environment, an inclusive school environment, organized character education, and students' social experiences. Meanwhile, inhibiting factors include a lack of family attention and support, an unsupportive school environment, excessive academic demands, and negative influences from the social media environment. In conclusion, organizational culture in schools has an important role in shaping students' social character. A positive and inclusive organizational culture can provide a good foundation for students to develop social values and skills. However, there are driving and inhibiting factors that can affect the development of students' social character. It is important for schools and relevant stakeholders to pay attention to these factors and create an environment that supports the optimal development of students' social character.

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