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Planning Strategy for School Culture Through Extracurriculars in Forming the Disciplinary Character of State Vocational High School Students of Sangatta Indonesia --Manuscript Draft--

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Abstract.

Although the research results in various countries report that strengthening the value of disciplinary character is very important, Indonesia still needs to catch up to Japan, Korea, and Thailand. Research objective: to describe the strategy of planning school culture through extracurriculars in forming the disciplinary character of State Vocational High School students in Sangatta, Indonesia. The case study method was used to collect data from fifteen participants. In-depth interviews, observations, documentation, and field notes were used to collect participant data. Interview data were analyzed thematically and interpretatively. The study's findings reported that: the strategy of planning school culture through extracurriculars in forming the disciplinary character of State Vocational High School students in Sangatta, Indonesia, was carried out well. The planning strategy is carried out through the following stages: compiling programs, compiling work plans and school budgets, compiling extracurricular activity schedules, and compiling extracurricular activity guidelines.

Keywords: school culture, extracurricular, character building, discipline character.

1. Introduction

Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System in Article 3 formulates that the functions and objectives of national education must be used in developing capabilities and forming noble national character and civilization in the framework of educating the nation's life. Meanwhile, the values set in cultural and nature education in Indonesia are based on religious sources, Pancasila, culture, and national education goals (Qoyyimah, 2016).

Based on these four sources, 18 values have been identified that can be developed through cultural and national character education, as follows: religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love of the land water, respect for achievement, friendship, peace-loving, fond of reading, environmental care, social care, responsibility. Lutz & Paretti (2021) say that the habits, values, norms, rituals, and myths formed in the school's long journey are called school culture.

Organizations also tend to be effective because they have a strong culture that is very consistent, well-coordinated, and well-integrated (Mojibi et al., 2015). Success in school activities varies widely not only in the quality of teaching and student academic achievement but also related to the cultural characteristics of the school, such as school goals, management, and leadership (Zhu et al., 2014). The research results by Ren et al., (2018) report that school culture is integral to the school development process. This assumption has motivated educational researchers to explore various realities from an anthropological and organizational perspective that may have created, shaped, and modified successful school cultures by identifying cultural components such as shared beliefs, customs, traditions, values, and practices developing hypotheses that are relevant. About organizational success (Jones & Ringler, 2020).

The development of school culture is primarily determined by the physical environment, social environment, and values that develop in schools and by example. The results of the study (Ryfield et al., 2019), report that building a school culture is strongly influenced by the development of a neat, clean, and excellent school physical culture, as well as a peaceful social environment, tolerant of each other but disciplined in enforcing rules and supported by exemplary school principals and teachers (Bahou & Zakharia, 2019; Gu, 2023).

The results of the study Warman et al., (2021) report that to be able to develop a school culture; top school leadership is needed to strengthen school culture so that it can articulate vision, mission, goals, values, uniqueness, symbol systems to school members so that with strong culture schools can increase school effectiveness in achieving educational goals (Thien & Lee, 2023). Vocational High School (VHS) Negeri 1 Sangatta, as one of the schools in East Kutai Regency, is managed effectively to carry out its mission correctly in the context of achieving national education goals (Misbah et al., 2020). Based on preliminary observations made by the author at the Sangatta State Vocational High School, it has a strong school culture; this can be seen in several school cultural values that are developed, including 1) religion, 2) responsibility, 3) discipline, 4) courtesy, and 5) honesty.

Rasmussen & Rasmussen (2015) they emphasized that developing a school culture must be oriented toward the vision and mission of the school. Which not only emphasizes academics but also extracurricular activities. The school's vision and mission not only educate the brain but also the character of students and refer to the four levels of general intelligence, namely Intelligence question (IQ), Emotional question (EQ), Spiritual question (SQ), and social question. Five cultures can be developed, namely: (1) school literacy culture, (2) extracurricular activities, (3) establishing habituation activities at the beginning and end of teaching and learning activities, (3) getting used to spontaneous good behavior, (4) establishing school rules.

Although developing school culture significantly increases organizational effectiveness, it is still not as expected in Indonesia. The research report by Wuryandani et al., (2014) emphasized that strengthening character education is urgent because many events indicate a moral crisis among children, adolescents, and parents.

This study aims to describe "how the strategy of planning school culture through extracurriculars in the formation of student discipline character" at Sangatta Indonesia Vocational High School, with a focus on questions on how to develop programs, develop work plans and school budgets, arrange extracurricular activity schedules, and develop extracurricular activity guidelines in formation of the disciplinary character of the students of Sangatta Indonesia State Vocational High School.

2. Literature Review

2.1. School Culture

School culture greatly influences instructional leadership because it influences student achievement (Lewis et al., 2020). The character becomes an identity, a characteristic, a fixed trait that overcomes the ever-changing contingent experiences (Anis Mantu et al., 2018). The concept of school cultural management is fundamental in education because it departs from an excellent organizational idea with good leadership; values must also bind what managers and subordinates believe (Carpenter, 2015), so a long process is needed to grow it. , where the role of management in school culture is formed and developed by none other than various management processes (Alberto et al., 2019; Lewis et al., 2016). Leaders are described as the founders of culture; their contribution or responsibility is to change the school culture by instilling new values and beliefs (Stoll, 2015). A major component of improving the school environment is improving personality, which is strengthened by the relationship between students and their learning environment (Sabanci et al., 2016).

2.2. School culture planning

Planning is an activity to set goals to be achieved along with ways to achieve goals. Grassini et al. (2018) emphasized that strategic planning involves a series of decisions and actions coordinated through a plan. Strategic planning is a social process in which several people in various institutional

relationships and positions come together to design a method of making plans and developing content and strategies for urban development. Strategic planning provides opportunities to 'build new ideas, develop capacities, generate frameworks for action, mobilize people for action and create new governance structures' (Grassini et al., 2018).

Planning practitioners must have the necessary skills and competencies to work creatively (van Karnenbeek et al., 2022). Consequently, there is a necessity to integrate the logic underlying co-creation into pedagogical planning (e.g., Hughes & Lewis, 2020; Rusilowati & Wahyudi, 2020; Telford et al., 2021). Planning in extracurricular activities is the formulation to be achieved, selecting programs to achieve goals and identification in the extracurricular field. Formulating these missions and objectives is a crucial responsibility of top managers. The development of a school profile that reflects the school's internal conditions and capabilities results from an internal analysis to identify current goals and strategies and detail the quantity and quality of available resources.

2.3. *Discipline character formation through extracurricular activities*

Character formation guides students to become fully human beings with character in dimensions, mind, heart, body, taste, and intention (Syakir et al., 2017). Character education provides guidance or direction to students to become human beings with character (Pratiwi, 2020). Character values developed in schools include: (1) religious character; 2) honesty; 3) responsible; 4) healthy lifestyle; 5) discipline; 6) hard work; 7) confidence; 8) entrepreneurial spirit; 9) thinking logically, critically, creatively, and innovatively; 10) independent; 11) curious; 12) love of knowledge; 13) aware of the rights and obligations of self and others; 14) comply with national regulations; 15) appreciating the work and achievements of others; 16) polite; 17) democratic; 18) nationalist; 19) value diversity. One of the characteristics instilled through scout and spiritual extracurricular activities is the character of discipline.

A discipline is an act that shows respectful and orderly behavior to various rules and regulations. Discipline examples are punctuality, carrying out appropriate tasks, and complying with applicable laws. Spiritual extracurricular is one of the extracurricular activities which are based on religion. It is hoped that the development of whole people in extracurricular activities will encourage the development of attitudes and character values (Noer et al., 2017). Aspects in the school play a role in character development, namely extracurricular activities (Faradiba & Royanto, 2018).

3. Methods

3.1. *Research design*

This research uses a case study approach (Creswell & Poth, 2016) because this study aims to explore school culture planning strategies through extracurricular activities for the formation of student discipline character at Sangatta State Vocational School, Indonesia., with the formulation of the problem: how to plan strategy, organize, implementation, and evaluation of school culture through extracurriculars for the formation of student discipline character. Regarding the reasons why a case study is suitable for use in this study because: (1) a case study is a model that focuses on a "limited system" exploration of one particular case or, in some cases, in detail with in-depth data mining (Creswell & Poth, 2016). (2) Case study research is a flexible, challenging, and most commonly used methodology in social science research, although there is no standardization of how to conduct case study research (Tan, 2019; Yin, 2014). (3) The case study approach is helpful for research in developing theory, evaluating programs, and developing interventions because of its flexibility and thoroughness (Brandão, 2015).

The research method uses in-depth interviews, open interviews, direct observation, and written documents for data collection purposes. Conducting "qualitative case studies allows researchers to explore an issue or problem by using specific cases that are in real-life contexts or settings" (Creswell & Poth, 2016; Yin, 2014). The aim is to gather an overview of the phenomenon under study for further analysis and to develop a detailed textual description of the research findings. For this part of the analysis, the case study design provides a detailed description of the informants' experiences of their planning strategies in building student character.

3.2. Participants, Settings, and Procedures

This study involved 15 (fifteen) participants, consisting of school principals, vice principals for student affairs, scout extracurricular activity supervisors, spiritual extracurricular activity supervisors, inter-school student organization advisors, 3 (three) homeroom teachers, and 7 (seven) class teachers. The following presents the demographic conditions of the study participants, as follows:

>>>Table 1<<<

Research participants were selected using a purposive technique with the help of key informants (principals). Through purposive techniques, researchers select research participants and locations to study and understand the issues to be explored. Research participants and chosen places with this technique were adjusted to the research objectives (Tomokawa et al., 2018). Methods of data collection using interviews, observation, and documents. Each participant was asked to fill out a consent form and was briefed about the research process and its benefits. Likewise, if participants are unwilling, they can resign. Of the 15 (fifteen) participants who were approached for the research, all agreed to participate until it was finished.

Participants in this study were recruited from the State Vocational Schools of Sangatta. On average, the participants attended their school's coaching and character-building training activities. In the interview process, participants were encouraged to talk about situations that best described their experiences of developing student character.

The data collected in the study focused on planning strategies for school culture through extracurriculars in building the disciplinary character of students who were carried out at Sangatta State Vocational School. The data indicators include the experience of school principals, student affairs, extracurricular coaches, student organization coaches, 3 (three) homeroom teachers, and 7 (seven) class teachers regarding their student character-building planning strategies.

The questions used in this study were developed from indicators, sub-indicators of planning, and school culture through extracurricular activities for the formation of student discipline character, which are presented in tabular form as follows:

>>>Table 2<<<

We selected individual interviews to include participants with various school positions and teaching experiences properly. We conducted face-to-face interviews from March to April 2021. The interviews were conducted in a semi-structured manner using interview guidelines. This interview guide is based on the literature on student character education released by the Ministry

of Education and Culture of the Republic of Indonesia. The contents of the interview guide were discussed with the researchers involved in curriculum development at our university and approved by the head of the ethics commission for resource persons at Mulawarman University based on letter number 429/UN17.5/PP/2021 concerning ethically agree.

The interview process was conducted in a family atmosphere, in a safe room, and using Indonesian. Each interview session lasted 29.50 to 47.25 minutes. We conducted face-to-face interviews with each informant, and for some vital information, we used short WhatsApp chats with informants to get information. Guidelines for enforcing the code of ethics and conduct of researchers (Himpunan Peneliti Indonesia, 2019) have been carefully followed throughout the research process. For example, to ensure the informant felt comfortable, the interview was conducted according to the agreement with the informant and took place in a family atmosphere.

In addition, we also spent some time with informants in informant conversations before the interview began, so there was a flow into the interview atmosphere. We avoid questions that allow informants to give answers they believe are 'correct inadvertently'. Finally, we also specifically explained the confidentiality of research data to assure informants that we would not, under any circumstances, publicly communicate the contents of the interview. In short, the purpose of this study was explained to informants.

3.3. Data analysis

This research uses a case study approach (Creswell & Poth, 2016) because this study aims to explore school culture planning strategies through extracurricular activities to form disciplinary character. Case studies are empirical investigations investigating contemporary phenomena ('cases') in real-life contexts, especially when the boundaries between phenomenon and context may not be visible (Prihatsanti et al., 2018). Case studies are used to answer "how" and "why" questions. Case study researchers focus on specific cases in depth to identify social relationships, processes, and categories simultaneously recognizable, distinctive, and unique.

Data analysis in this study was carried out starting when data collection occurred until after data collection was completed within a certain period. After completing the interview, an investigation was carried out. According to Brandão (2015) qualitative data analysis is carried out continuously and interactively to obtain saturated data. Data analysis activities include data reduction, data presentation, and conclusion.

Data reduction

The data obtained from the field, which is quite a lot, is recorded in detail and carefully, then summarized, chooses the main things, focuses on the essential things, looks for the theme of the pattern, and removes what is unnecessary. The required data is sorted according to the aspects studied and coded.

Data presentation

After the data is reduced, then the data is presented. The presentation of data is a description of a structured collection of information that makes it possible to draw conclusions and take action. In this case, the reduced data is presented in the form of narrative text, which is arranged systematically so that it is easy to understand and facilitates concluding.

Conclusion

From the beginning of data collection, conclusions were drawn by looking for the meaning of each symptom obtained in the field, considering the regularities or patterns of explanations and configurations that might have a distinctive path. During the research, any conclusions set will

continue to be verified until they are valid. The decisions in this study are expected to be new findings that have never existed before.

We also collect and analyze relevant document data to obtain information about their school's strategic planning for building student character. Document data was collected to review content and assess information related to extracurricular activities which allowed us to verify interview findings. Qualitative content analysis was used for this study, and case analysis was used for the empirical data collected (Miles, Huberman, 2014). The analysis is based on the study objectives and research questions. The categories are constructed by codes that conceptualize school culture planning strategies through extracurriculars in forming students' disciplinary character and other codes of inductive and interpretive reading. The analysis process focuses on meaning by coding, condensing, and interpreting meaning.

In the analysis process, interview data with informants were recorded using a voice recorder from a mobile phone and then transcribed. The first step in the analysis is to review the results of the int-transcribed interviews to get an overview of the data. Analytical approaches to understanding data are iterative between coding, guided by theoretical assumptions, and collected data. This means that we negotiate various theoretical perspectives with the collected data to reach an interpretation and extract meaning according to the analytical assumptions of grounded theory (Miles, Huberman, 2014).

The second step, the whole analytical process, begins by focusing on the essential things to look for to make meaningful conclusions. Thus, the output of this second step is a list of categories, for example, planning processes, identifying problems, holding meetings, setting goals, and so on. By Miles and Huberman (2014) the following analysis step is to group several sub-themes originating from the previous coding process. In the final step, we focus on efforts to understand and discuss strategies for planning school culture through extracurriculars in building students' disciplinary character. So, in this last step, we summarize the findings that enable us to conclude the response to the research objectives.

4. Results and Discussion

4.1. Results

4.1.1. School Culture Planning Strategy

Data on the strategy of planning school culture through extracurriculars in building students' disciplinary character includes compiling programs, work plans and school budgets, extracurricular activity schedules, and guidelines for extracurricular activities.

4.1.1.1. Develop a school culture program through extracurricular activities

Regarding compiling a school culture program through extracurricular activities at Sangatta State Vocational School, based on the results of interviews with participants, the principal explained that in terms of compiling a school culture program, extracurricular activities are started through coordination meetings with related parties, which are held every year before the new school year. At this coordination meeting, the activity program plan was discussed regarding setting goals and targets, determining supervisor teachers, activity schedules, and the facilities and costs used.

At different times and places, POP participants and vice principals of student affairs explained that student affairs and spiritual mentors were involved at the beginning of each new school year. The programs that have been set must synergize with activities in the field of curriculum. All activities must implement the school's vision and mission. All activities compiled by the school development team must be included in the SWPLB. We determine the extracurricular activities that characterize the school environment, namely scout and spiritist extracurricular

activities. These two extracurriculars can form disciplinary and religious characteristics that school members can carry out and become daily habits (POP, March 15, 2021).

Furthermore, on different days and places, ISW participants as scout extracurricular coaches explained that the school culture program was compiled through deliberations. Then they applied through extracurricular activities to realize the school's vision and mission in the school environment. The extracurricular activities related to discipline include scouting and spiritual activities. These two activities form the basis for upholding the school culture that will be implemented in our school. However, activities during a temporary pandemic are still limited, so they cannot be carried out in full and only according to the schedule we set during the current pandemic, ISW (16 March 2021). Next, the results of interviews with ZUN participants as spiritual extracurricular coaches explained that program plans are prepared every semester to evaluate the activities carried out. The corresponding new budget, ZUN (16 March 2021).

Furthermore, AKR participants as OSIS coaches explained that for the stage of compiling the school culture program, the OSIS itself held a selection to recruit OSIS members with several tests and exercises. Furthermore, as the coach, the active student council administrators and I will discuss collecting character data and training results from participants who register as student council administrators. We prepared the work plan for one year until the recruitment of new student council members and the appropriate budget from the school, AKR (17 March 2021).

From the results of the interviews with the fifteen participants, an illustration was obtained that the process of compiling a school culture program through extracurriculars at State Vocational School 1 Sangatta: started through a coordination meeting with related parties, carried out every year before the new school year, the entire program was prepared before the workshop at the beginning of the school year, the program the formation of school culture must be relevant to the vision and mission of the school, the program is based on the evaluation results of the previous school year, the program plan that has been prepared is presented at the workshop on the preparation of the school work plan and budget (SWPLB), the program plan is designed by each field of activity, planning school culture is designed through deliberations and then applied through extracurricular activities, the programs that have been set must synergize with activities in the curriculum field, all activities must implement the vision and mission of the school, all activities compiled by the school development team must be successful. To enter the SWPLB, the extracurricular activities developed are scout and spiritual extracurricular activities, which are used as the basis for forming disciplinary and religious character to be carried out by school members and become daily habits.

Based on the results of the study, the school culture program through extracurricular activities at Vocational High School Sangatta was prepared to take into account the results of the school's self-evaluation in the previous year while still paying attention to and being guided by the values contained in the vision, mission, and goals of Vocational High School Sangatta. Some of the steps carried out by Sangatta 1 Public Vocational School when compiling the activity program include; a) evaluating the scouting program in the previous year, b) analyzing the opportunities and challenges related to scouting and ISA, c) formulating a program of activities in the coming year, d) determining the scouting and ISA program. These stages are carried out at the end of each school year to prepare for a better implementation of scouting and spiritual activities in the following school year. The steps in planning extracurricular activities are as follows:

Evaluation of scouting and spiritual programs in the previous year

State Vocational School 1 Sangatta evaluates extracurricular activities for one year at the end of each academic year. In this evaluation, scouting and spiritual activities are routine agendas that must be discussed because scouting and spiritual education are the icons of extracurricular

activities in forming discipline and becoming a school culture. Some aspects evaluated include the effectiveness of program activities, student absorption in participating in activities, activity time efficiency, financing, mentor effectiveness, and student achievements.

The evaluation results of scouting and spiritual activities over the past year are used as material for planning for scouting and spiritual activities to be carried out in the coming year. Concerns arise, for example, whether movements in the past year can be carried out again or even modified with different activities, as well as activity supervisors and the time for scouting and spiritual activities.

Analyze opportunities and challenges.

Before planning the types of activities to be carried out, State Vocational School 1 Sangatta analyzes what opportunities can add value to the institution to act and, at the same time, challenges that are and will occur in the future. For example, in scouting, what values or skills are currently needed by society to maintain and improve self-quality in the highly competitive era?

In this aspect, State Vocational School 1 Sangatta mapped out several values or types of skills that can answer the wishes of the community and can be utilized. State Vocational School 1 Sangatta also mapped various emerging challenges, so by mapping the opportunities and challenges, State Vocational School 1 Sangatta could concoct a precise strategy which was then translated into several program activities.

Formulate a program of activities

After going through the stages of evaluation and analysis of current opportunities and challenges, formulate several relevant activities. The formulation of these activities consists of several exercises and implementation techniques, outlined in advance to be submitted at the determination meeting at the beginning of the school year.

Determination of scouting and spiritual programs

The last stage in the program preparation process is determining the activity program. This stage is carried out after going through the three previous steps. At the activity determination meeting at the beginning of the school year, the activity formulation team reported and presented the results of the formulation made by submitting the considerations passed.

>>>Figure 1<<<<

4.1.1.2. Develop a school budget work plan

Data on the work plan for the school cultural activity program budget at State Vocational School 1 Sangatta based on the results of interviews with SPR participants as school principals explained that the school budget work plan is made for extracurricular activities and school cultural activities that can be mutually agreed upon and the formation of an activity structure, (SPR, 15/3/2021).

Furthermore, the POP participant as the deputy head of the school for student affairs explained that the scout extracurricular activity program included a school budget work plan made for extracurricular activities and also school cultural activities which became an agreement with the school community and formed a structure for activities carried out together including discipline and religion, (POP, March 15, 2021).

The results of subsequent interviews with ISW participants as scout extracurricular coaches explained that making budget planning and regular meetings in preparation for carrying out

activities. The planned activities will be carried out every week with an agenda of activities from the material form to the activity training, ISW (March 16, 2021).

Next, the results of interviews with ZUN participants as spiritual extracurricular coaches and AKR as OSIS coaches explained that the program plan to be carried out was to continue the previous year's program activities, namely making work plans, extracurricular coaching, schedules, and practice locations. School culture is a priority in forming character through religious culture, discipline, responsibility, courtesy, and honesty.

Based on the interviews with the fifteen participants, an illustration was obtained that budget planning was done for extracurricular activities and school cultural activities, as well as forming an activity structure based on mutual agreement, which included discipline and religion. Planned activities will be carried out every week with an agenda of activities from material to activity exercises. The program plan will continue the previous year's activities, namely making work plans, extracurricular coaching, and arranging schedules and training places. While the school culture that is priority is to form the character of religious culture, discipline, responsibility, courtesy, and honesty.

4.1.1.3. Develop a schedule of extracurricular activities

Regarding compiling a schedule for extracurricular activities, SPR (15/3/2021), as the school principal, explained that the plan for extracurricular activities was prepared based on a mutual agreement between the extracurricular supervisors (extracurricular), including the extracurriculars will be the choice of students. At a different time and place POP, March 15, 2021, as the vice principal for student affairs, explained that the principal invited all extracurricular activity supervisors to arrange activity schedules, arrange activity venues, arrange the necessary budget as needed in the activation process to deal with certain events according to the annual plan. Furthermore, ISW participants as scout extracurricular coaches explained that the schedule was prepared with other coaches to adjust the time and place and then gathered students to be given information regarding the activity program and plan set, ISW (March 16, 2021).

ZUN participants as spiritual extracurricular coaches explained that the process of preparing the schedule was carried out together with other extracurricular coaches so there would be no conflict of time and place to use. I, from spirituality, also involve teachers in Islamic religious studies to add to the activities carried out in the spiritual area, ZUN (March 16, 2021). From the results of the interviews with the fifteen participants, an illustration was obtained that in the process of compiling extracurricular activity schedules at State Vocational School 1 Sangatta: collected based on mutual agreement among extracurricular (extracurricular) supervisors, including the extracurricular that would be the choice for students, the principal invited all extracurricular activity supervisors to arrange a schedule of activities, set the place of action, put the necessary budget according to the needs in the process of specific actions according to the annual plan.

4.1.1.4. Develop a guidebook for extracurricular activities

Regarding compiling a guidebook for extracurricular activities, SPR (15/3/2021), as the principal, explained that we, as the principal, invited and held deliberations with all extracurricular coaches to compile a guidebook for extracurricular activities. Furthermore, the extracurricular activity guidebook was disseminated to students to choose extracurricular activities according to their interests. The SPR explanation is reinforced by the results of interviews with POP participants (15/3/2021) as the vice principal for student affairs that the guidebook for carrying out extracurricular activities was compiled together with other extracurricular supervisors and approved by the school principal, then used as a reference for extracurricular activities at school and students understand the action in detail.

The same explanation was conveyed by ISW participants (16/3/2021) as scout extracurricular coaches. We conducted deliberations with extracurricular coaches to compile an activity guidebook and then socialized it to students to choose extracurricular activities according to their interests. Furthermore, the ZUN participant (16/3/2021), as the spiritual extracurricular coach, explained that the activity manual was prepared together with other coaches, including activity procedures up to activities carried out outside of school, such as participating in inter-school competitions. But during this pandemic, all activities outside of school were temporarily abolished. Actions are only carried out at school if students enter classes that take turns to picket and participate in limited learning. Furthermore, AKR participants (17/3/2021) as OSIS supervisors explained that the activity guidelines were prepared based on the results of deliberations from each extracurricular administrator.

From the interviews with the fifteen participants, it was obtained that the extracurricular activity manual was prepared based on joint deliberations with all other extracurricular supervisors and was approved by the school principal. After receiving approval from the school principal, the handbook is disseminated to all parties involved, including students, so students can choose extracurricular activities according to their interests.

4.2. Discussion

4.2.1. School Culture Planning Strategy

4.2.1.1. Develop a school culture program through extracurricular activities

Based on the results of the research, the process of compiling a school culture program through extracurriculars at Vocational High School Sangatta was prepared taking into account the results of the school's self-evaluation in the previous year, involving various related parties, paying attention to and being guided by the values that exist in the vision, mission, and goals State Vocational School 1 Sangatta. Some of the steps carried out by Sangatta 1 Public Vocational School when compiling the activity program include; a) evaluating the scouting program in the previous year, b) analyzing the opportunities and challenges related to scouting and ISA, c) formulating a program of activities in the coming year, d) determining the scouting and ISA program.

Research results Braunerhielm et al., (2019) report that residents are more attracted to individual, social, and cultural opportunities at the border. In conclusion, Braunerhielm et al., (2019) recommend that policymakers adopt a bottom-up cross-border planning strategy in Värmland that includes a resident perspective to reinforce the place-based policy approach. Next, the research results Movik & Stokke, (2020) report that based on a case study from Hordaland in western Norway, it is suggested that planning and mapping practices strengthen the authority of regional planning agencies in mediating between conflicting interests.

Even though the research results Movik & Stokke (2020) both make program plans, there are differences in the objects and targets. The study of Braunerhielm et al., (2019) focuses more on bottom-up cross-border planning strategies in Värmland and residents as a strengthening of place-based policy approaches. Then research Movik & Stokke (2020) focuses more on planning and mapping practices to strengthen the authority of regional planning agencies in mediating between conflicting interests. At the same time, this study explores the strategy of planning school culture through extracurriculars to form students' disciplinary character.

In this process, meeting participants can provide input, suggestions, and even views on different activities to complement the existing formulation when the activity formulation is presented. When the activity formulation is considered relevant to the institution's expectations, it is determined as a patent activity program that will be implemented for the following year. Taking into account the results of this study, it is known that activities related to school culture at State

Vocational School 1 Sangatta are manifested in the form of self-development activities as stated in Document I Curriculum of Vocational High School Sangatta for the 2020/2021 academic year, field -The field of self-development is realized in the form of intra-curricular and extracurricular activities, Intra-School Student Organization activities, midterm activities, and class meeting activities and commemoration of holidays.

The work program is clearly stated in the School Work Plan and Budget (SWPLB), where each work program contains the intended aspect, form of activity, schedule of activities, and place of action. The Islamic spiritual advisor (ISA) proposed and planned the religious program plan, the Islamic religious education teacher, and the scout activity program plan and student affairs presented at the workshop at the beginning of the school year. The program plan was approved later. This program is relevant to research (Halimah et al., 2020) that character education can be practiced meaningfully outside the classroom, for example, by watering plants together which represents the values of "caring" and "hospitality."

The disciplinary and religious character development program at State Vocational School 1 Sangatta is presented in Table 3 as follows:

>>>Table 3<<<

Interview with the head of State Vocational School 1 Sangatta, has carried out a school culture program through extracurriculars to form student discipline character for the need for effectiveness in achieving educational goals planned at the beginning of the year. The principal, as the manager, already has a school work program that aims to form students' disciplinary and religious character; it's just that the program has not been detailed and is only general. In school planning activities for the formation of a disciplinary and religious character, the school prepares a budget and secures funds for the benefit of the school. The budget, generally taken from students are weekly activities for annual activities allocated through school operational assistance funds.

The Head of State Vocational High School 1 Sangatta has a work program as a leader that aims to form the character of disciplined and religious students but has not focused on all specific activity programs. One of the things that the head of State Vocational School 1 Sangatta did in forming the character of disciplinary and religious students was to do a SWOT analysis to create the nature of disciplinary and pastoral students.

>>>Table 4<<<

Discipline and religious character development programs for students need commitment from the school principal so that they can use the time to carry out their obligations according to their opportunities. Schools need to carry out disciplinary and religious development in stages so that the management of school activities in work can run effectively and efficiently, where the development of students' corrective and spiritual character can be creative and innovate in advancing the school according to school expectations. One of the supporting factors in character development is facilities and infrastructure. The existence of character development facilities and infrastructure helps teachers develop students' disciplinary and religious character effectively and efficiently.

4.2.1.2. Develop a school budget work plan

Based on the interviews with fifteen research participants, it was obtained that budget planning was done for extracurricular activities and school cultural activities, as well as the formation of an

activity structure based on mutual agreement, which included discipline and religion. Planned activities will be carried out every week with an agenda of activities from material to activity exercises. The work plan will be to continue the previous year's program activities, namely making work plans, extracurricular coaching, arranging schedules, and training locations. While the school culture that is priority is to form the character of religious culture, discipline, responsibility, courtesy, and honesty. Siu (2019) studied the relationship between the work planned at the project level and that carried out at the work surface level.

Pre-work planning is generally used to inform workers effectively to conduct fieldwork (Siu, 2019). However, in determining the budget of sufficient resources, the work planner needs to submit a schedule related to time and within budget. Therefore, it is proposed to reliably quantify the expected resource budget to convey the scope of work of specific and uncertain activities. This approach consists of four steps, including step 1, determining the size of work, and step 2, formulating an appropriate schedule using a scheduling approach.

Although the results of Siu's research (2019) explore budget work plans, there are differences in focus. Siu's study (2019) focuses more on the interrelationships between work planned at the project level and those carried out at the work surface level. While this research focuses more on Siu Research (2019) the object focuses more on projects, while this research object is school residents.

4.2.1.3. Develop a schedule of extracurricular activities

From the results of interviews with the fifteen participants, an illustration was obtained that in the process of compiling extracurricular activity schedules at Sangatta Public Vocational School, it was arranged based on a mutual agreement among the extracurricular supervisors, including the types of extracurricular activities that would be the choice for students, the principal invited all extracurricular activity supervisors to compile a schedule of activities, arrange the place of action, arrange the necessary budget according to the needs in the process of specific actions according to the annual planning. The research results Pettersson & Ström (2019) explain that all teacher councils in educational settings must be involved in program development. A similar phenomenon was found by research (Putri & Dona, 2019), which claimed that all teachers in the school environment participated in teacher meetings that discussed program development topics.

Pre-work planning is generally used to inform workers effectively to conduct fieldwork (Siu, 2019). However, in determining the budget of sufficient resources, the work planner needs to submit a schedule related to time and within budget. Therefore, it is proposed to reliably quantify the expected resource budget to convey the scope of work of certain and uncertain activities (Siu, 2019). This approach consists of four steps, including step 1, determining the work size, and step 2, formulating an appropriate schedule using a scheduling approach (Siu, 2019).

Although the research results Pettersson & Ström (2019) and Siu (2019) explore development programs, there are differences. Suppose research Pettersson & Ström (2019) and Putri & Dona (2019) both focus on the involvement of all teachers in the program. In that case, this research also focuses on the participation of all teachers in the program but more on extracurricular activities. Meanwhile, research Siu (2019), focuses more on the relationship between work planned at the project level and that carried out at the work surface level.

The planning of the academic supervision program contains attachments containing: (1) schedule (time allocation, number, day date, time, target class, maple, teacher's name, supervisor's name), (2) supervision instruments, consisting of observation sheet, interview guide, (3) the results recapitulation form contains numbers, teacher names, subjects, score numbers, conversions into qualifications and meetings, and follow-up in the form of confirmation with the teacher (Hamzah, 2020).

4.2.1.4. Develop guidelines for extracurricular activities

From the interviews with fifteen research participants, it was obtained that the extracurricular activity guidebook was prepared based on joint deliberations with all extracurricular supervisors and was approved by the school principal. After receiving approval from the school principal, the extracurricular activity guidebook is socialized and used as a reference for extracurricular activities at school, including that students can understand these activities in detail to choose extracurricular activities according to their interests.

Guidelines are proposed for multidisciplinary distance learning among student health professionals in medicine, nursing, pharmacy, dentistry, and related health disciplines. Authenticity/value (Barraclough & Pit, 2022). Compliance with national guidelines can lead to reduced medical malpractice claims and the practice of so-called “defensive medicine” (Zerbo et al., 2020). Evidence-based guidelines in HIV care aim to improve patient health outcomes, quality of care, and cost-effectiveness (Toxopeus et al., 2019).

In general, clinicians find laboratory guidelines useful (Toxopeus et al., 2019). While some guidelines state that treatment should be adapted to the child's cultural needs, there is little guidance on how this can be done. Their paper Ryan & Stahl (2021) provides a detailed explanation of the normative implications of existing AI ethical guidelines directed at organizational developers and users.

5. Conclusion

The strategy for planning school culture through extracurriculars in building the character of student discipline includes activities for compiling programs, compiling work plans and school budgets, compiling extracurricular activity schedules, and compiling guidelines for extracurricular activities. Planning for a school culture program is prepared by considering the results of the school's self-evaluation and sourced from the school's vision, mission, and goals. Planning for school culture is contained in document one, the curriculum of the State Vocational High School 1 Sangatta, and is included in the school's work plan and budget.

The school budget work plan is made for extracurricular activities and school cultural activities, as well as the formation of an activity structure based on mutual agreement, which includes discipline and religion. Planned activities will be carried out every week with an agenda of activities from delivering material to practicing exercises. While the school culture that is priority is to form the character of religious culture, discipline, responsibility, courtesy, and honesty.

Compiling a schedule of extracurricular activities at Sangatta 1 State Vocational School is prepared based on mutual agreement among fellow extracurricular supervisors, including the type of extracurricular activities that will be the choice for students—specific actions according to the annual plan. The extracurricular activity handbook is prepared based on joint deliberations with all extracurricular supervisors and is approved by the school principal. After obtaining approval from the school principal, the extracurricular activity guidebook is socialized and used as a reference for extracurricular activities at school, including that students can understand these activities in detail to choose extracurricular activities according to their interests.

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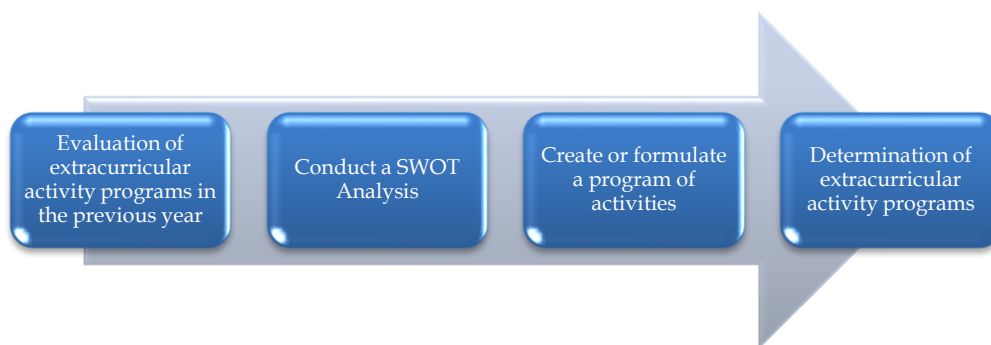


Figure 1. Stages of Compiling an Extracurricular Activity Program

Table 1. Demographics of Participants

No	Participant	Position	Level of education	Gender	Age	Teaching experienter
1.	SPR	Principal	Bachelor	L	52 th	18 th
2.	POP	Vice principal	Masters	L	36 th	12 th
3.	ISW	Scoutmaster	Bachelor	P	36 th	9 th
4.	ZUN	Spiritual Builder	Bachelor	L	44 th	14 th
5.	AK	Student Organization Advisor	Bachelor	L	33 th	11 th
6.	NAS	Homeroom teacher	Bachelor	P	35 th	12 th
7.	AG	Homeroom teacher	Bachelor	L	40 th	11 th
8.	ISS	Homeroom teacher	Bachelor	P	34 th	11 th
9.	SR	Teacher	Bachelor	P	35 th	11 th
10.	ROS	Teacher	Bachelor	P	41 th	11 th
11.	MAP	Teacher	Bachelor	P	37 th	12 th
12.	RN	Teacher	Bachelor	P	39 th	15 th
13.	CY	Teacher	Bachelor	P	35 th	9 th
14.	GA	Teacher	Bachelor	P	44 th	11 th
15.	GAA	Teacher	Bachelor	P	35 th	11 th

Table 2. Research Questions

Data Indicator	Data Sub-Indicators	Participant
Planning school culture through extracurriculars for the formation of students' disciplinary character	<ol style="list-style-type: none"> 1. Develop a program. 2. Develop work plans and school budgets. 3. Arranging a schedule of extracurricular activities. 4. Develop guidelines for extracurricular activities. 	<ol style="list-style-type: none"> 1. Principal, 2. Vice principal of student affairs, 3. Scout extracurricular coach, 4. Spiritual extracurricular coach 5. Student Council Advisor 6. Three homeroom teachers, and 7. Seven class teachers

Table 3. Discipline Character Development Program

No.	Activity
1.	Field of Discipline and Character <ol style="list-style-type: none"> a. Carry out routine flag ceremonies every Monday and national holidays at schools and in district b. Maintaining environmental sustainability and beauty c. School health Unit d. Student Council cadre training
2.	Development of Faith and Piety to God Almighty <ol style="list-style-type: none"> a. Celebrating Islamic holidays b. Organizing and participating in religious competitions c. Carry out routine worship activities (dhuhr prayers, congregational midday prayers, and congregational Asr prayers) d. Carry out the Kultum after every obligatory prayer e. Carry out yasinan every Friday

Data source: State Vocational School 1 Sangatta, 2021

Table 4. SWOT Analysis of Disciplinary and Religious Character Formation of Students

No	Analysis	Amount
1.	Strong	<ol style="list-style-type: none"> 1. Some of the facilities are adequate. 2. State schools with fixed funding from the government. 3. Solid team work supports various existing activities. 4. Some coaches have experience in the field of character development.
2.	Weakness	<ol style="list-style-type: none"> 1. Limited budget for character building. 2. Limited facilities for several branches of character formation. 3. Limited teacher experience. 4. Difficulty managing time with a regular study schedule.
3.	Opportunities	Can improve performance at the district and provincial levels
4.	Treat	<ol style="list-style-type: none"> 1. Many public schools in this area focus on some of the same extracurricular areas 2. The operational costs of character formation are constantly increasing 3. Change of school principals, change of policies