Developing School Culture, Thinking Skills and Attitudes towards Junior High School Students

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Abstract—**The purpose of this study is to examine the patterns of communication and use of social media in learning activities related to thinking patterns, attitudes and behavior patterns of students. The research method used is the mix method. The objects in this study were junior high school teachers and students of Cirebon City. Samples of students, teachers and some staff were chosen purposively. The research instruments used were observation sheets and interviews, attitude scale tests and thinking skills tests. Data analysis carried out in descriptive qualitative manner is about school culture, students' thinking skills and attitudes. The results of the study indicated that teachers have not used all the potential of students to develop school culture; teacher communication patterns in learning were still formal and structurally academic; daily learning orientation was still low compared to school orientation every day; teachers and students have not been able to utilize social media in integrating subject concepts to increase the potential of thinking, attitudes and behavior of the students as well as interpersonal relationships; the teacher viewed local potential as essential material in developing school culture, attitudes and behavior of the students; factors that influence school culture, thinking, attitudes, and behavior of students include health, feelings, communication patterns, background, environment, self-confidence, religious beliefs, responsibility, honesty, awareness, desires, hopes, and spirituality.**

Keywords—*school culture; thinking skills; student attitudes; communication patterns; social media*

I. INTRODUCTION

The development of science and information technology has caused rapid social change in society and has an impact on changes in thinking, behavior, and attitude patterns. Schools as "miniature of life" not only become the center of academic culture, but also the culture of thinking, behaving and cultural attitude. This civilization process requires interventions that empower students. Social intervention in students in schools is carried out by the teacher. The development of school culture is important because it is a "meaningful educational model" for building student mindset. This social intervention builds a concept of meaningful education that builds values of education, thinking, attitude, and behavior patterns so they have high competitiveness and are able to communicate to have a modern culture [1-3]. Learning is a complex process that is influenced by various factors, such as individual characteristics of learners, teacher's abilities, teaching materials

and the quality of interactions between teachers and students [4]. Regarding the indicator of thinking, Gary states that "communication, writing and dialogue is a process of thinking" [5]. The process of thinking is including input (listening, paying attention, and reading or non-written communication) and put out (speaking, acting, and writing if communication is in writing) [6-7].

School as a community has a distinctive culture. This is due to the intake of information given to the students. The pattern of interaction and communication between teachers, students, staff, parents and school, the traditions of the community around the school, and artifacts appear around the school as well as all patterns of interaction and communication form their own community, namely the school community. It is school community that shapes the school culture as the goal of education. School culture is the potential capital of schools to develop students' personalities. If the school manages to build the right cultural pattern, the target graduates will be able to compete and make graduates able to solve problems in life.

Forming appropriate and correct patterns of school culture is an important part that determines the pattern of activity in the school community. Teacher's mindset that is moderate, fair, respecting others, tolerance, compassion, responsibility, honesty, and protecting are the main assets of the school. Likewise, the pattern of teacher attitudes that emerge from the teacher's mindset is also important. There will be a pattern of teacher attitudes that are valuable for the development of school culture. Mindset, attitude and patterns of teacher behavior will bring communication in school's environment to be harmonious, synergic, and meaningful. The process of education in schools conveys only the information in the form of concepts by means of training low-level thinking but is slow in shaping the expected school culture. However, it is difficult to do problem solving in their lives. School concerns are considered difficult to result students' learning culture [8-10].

II. RESEARCH METHODS

This research was conducted using mix methods [11-13]. The focus of this research was communication patterns and the use of social media in the learning process in schools as well as teachers, students, staff and other school members. The sample of this study was chosen purposively at a Junior High School in Cirebon with 45 students, 15 teachers and some school staff [11-13]. Data collection was carried out by observation, in-

depth interviews, concept understanding tests, scale tests attitudes, including conducting focus group discussions and observation by paying attention to cultural factors, artifacts and behavior of people around the school environment [13]. Data were used to explore the typology of thinking patterns, attitudinal patterns, and behavioral patterns and patterns of communication and use of social media in the learning process at school before analyzing qualitative data. Quantitative data analysis carried out to produce conclusions about school culture factors. Then observations were conducted. Creswell stated that the results of qualitative data analysis are completed by making conclusions [13]. Research design, sample selection, data collection and data analysis were described as follows:
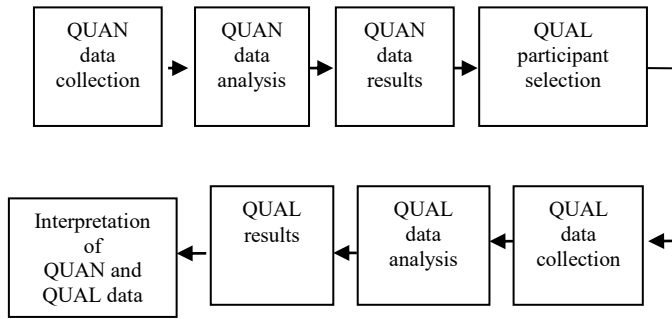
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QUAN          QUAN          QUAN          QUAL
data    -->   data    -->   data    -->   participant
collection    analysis      results       selection
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Interpretation   QUAL      QUAL         QUAL
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QUAN and                   analysis     collection
QUAL data
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Fig. 1.   Research design.

III.   RESULTS AND DISCUSSION

The results at first showed that the parents' view on the communication patterns in schools using Android were negative, linger, less study and sometimes worried about violating religious norms. However, the teacher's view was actually the opposite, that using android in the learning process was considered good and helpful for learning purposes. Here are the views of teachers, students and parents as shown in the following table:
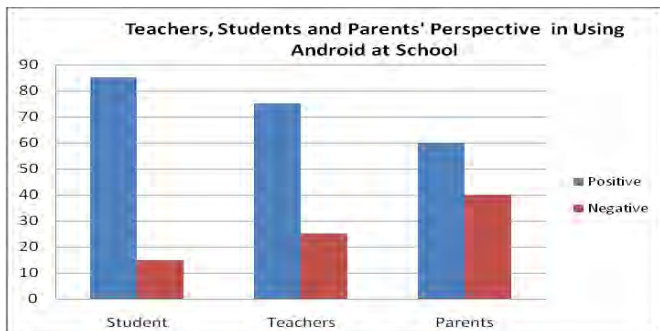

Fig. 2.   Teacher, students and parents' perspective in using android at school.

In general, students, teachers and parents have indifferent view, that the use of social media is acceptable. This means that social media can be used for learning purposes. The impacts that exist can be minimized by increasing the role of learning more sufficient. The results of similar studies states that secondary school students use social media only for the purpose of leisure, that there is no need for excessive fear for all parties when students use social media in daily interactions.

Furthermore, the following table shows the communication pattern between the students, between students and the teachers, and between students and their parents in school environment using social media.
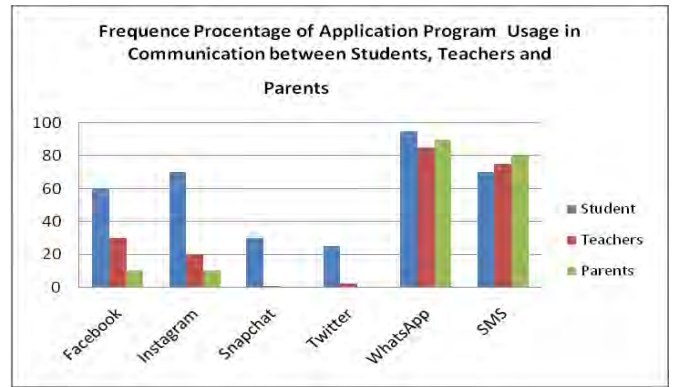

Fig. 3.   Frequence procentage of application program usage in communication between students, teacger and parents.

The form of social media application in learning process at schools can be observed through content activities in WhatsApp, Instagram and Facebook that are frequently performed by the students and teachers. Based on the student's information, the purposes of communication using social media are for completing the assignment given by the teachers, having discussion with fellow students about homework and leisure time. The form of communication deals with knowledge among the students is considerably unimportant. This is the most reasons of the students spend more free time dealing with social media compared to their knowledge awareness. The reasons are as the following table:
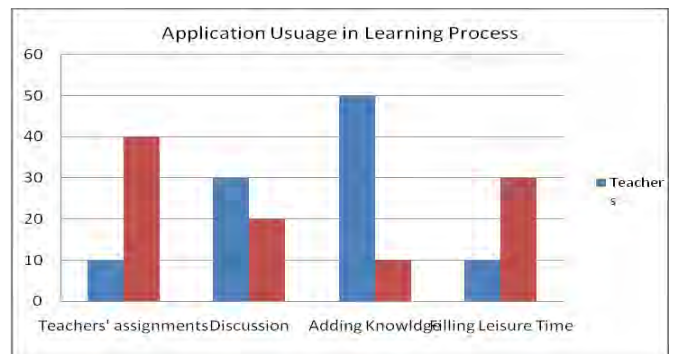

Fig. 4.   Application usuage in learning process.

For teachers, communication through social media is widely used to increase knowledge rather than to spend their leisure time and give the assignment to students. Teachers are expected to be able to provide sufficient time for the students to discuss, rather than to fulfill their main tasks so that the students will get a lot of information from them.

Developing students' potential in the form of communication and the use of social media to form students' mind set, attitude, and behavior in the school. Students' potentials that can be developed through communication in the school are the aspects of motivation, attitude toward the subjects, responsibility, honesty, tolerance, and thinking skills. The process of communication through social media between

students and students, between students and teachers, and between students and their parents contains a lot of meanings in the communication context especially for developing their nonacademic aspects. Most of the students who have medium ability have higher motivation, attitude, responsibility, honesty, tolerance, and thinking skills than those who have high and low ability. Students who have high ability have more responsibility and tolerance.
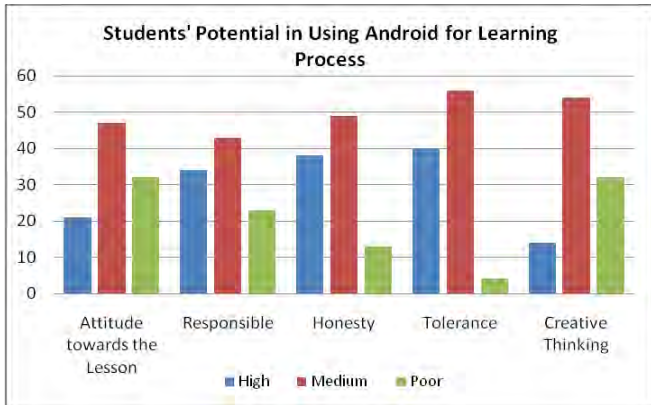

Fig. 5. Student's potential in using android for learning process.

Qualitative communication pattern shows that communication which is integrated to social media in learning can produce the following patterns:

- The students communicate through social media to increase familiarity.

- The students communicate through social media to increase the knowledge given by the teacher, so they can answer the questions or ask their teacher.

- The students use android to do the assignments such as home work, lab work, composition, exploration in scout.

- The students use android to record the materials so that they can replay them whenever and wherever.

- The students can take photos of the materials then they can share them to their friends while they are doing the assignments.

Other positive effects of learning are;

- The students use android to watch movies, videos, songs to fulfill their leisure time.

- The students use android to play games, study, and sell the products to fulfill their leisure time.

- The students take photos and share as a means to attract their friends to study together.

- The students are good at finding attractive location to take a photo, so it can develop their skills in photography.

If the communication pattern becomes rules of the school, it will be beneficial for developing students' character, such as: (1) the communication style covers voice, intonation, not anger, direct statement, to the point, honesty, fair, clear, grammatically correct, not slang, and remembering time, (2) time and place of communication cover in relax condition, in the class, on the way, in the house, in the vehicle, and in playing, and (3) communication ethics cover; a) the correct use of cell phone in the school such as; not to look down, to force, to be hostile, to disturb; b) religious, social, moral, cultural, and academics norms; c) leaking the secret, dating, religious language, slang; d) not to use of cell phone to communicate students and teachers in teaching and learning process, rest, or at night after 9 p.m. or in praying time; and e) the substance or the content of communication in the school environment seeks someone's problem, laying, pitting, harsh language, threatening language, insulting language, hoax.

The result of the Communication pattern and the use of social media in learning with the students' thinking pattern, attitude and behavior study shows that there are students using android when teaching and learning process is being conducted. It breaks the ethics or norm of behavior. But, the sacred and ceremonial system of learning is part of imprisoning students from the freedom of creativity to solve their cognitive barriers during teaching and learning process. The effort to alleviate cognitive barriers done by the students is by looking for solving problem to external parties like teachers, colleagues, or media such as internet. Therefore, the students using android in teaching and learning process in the class is not negative forever. The students' attitude becomes better, more cooperative and responsible when they are allowed to use android for the purpose of education. The students have a freedom to think to solve learning problems not only by reading the books but also by doing online.

The students' habit in conveying ideas, giving response, smiling and respecting to the teachers and parents is part of communication done through social media. So non-academic education appears more dominant in communication on social media and is not much different from direct communication. Instead, the students are dare to express their idea and concept through social media rather than direct communication to the teachers.

This is meaningful model of education that empowers students 'potential rather than imprisoning students' potential. The form of empowerment and acculturation of students' potential to have a mind set, act and behave in school is the most dominant part in meaningful education. This is in line the view that said the special skill of students needs to be empowered in learning activities such as thinking critically, solving the problems, metacognition, communication skills, collaboration, innovation and creation, information literacy, and other skills.

IV. CONCLUSION

The achievement of the 4.0 industrial revolution skills is done by renewing the quality of learning, helping students develop participation, adjusting learning personalization, emphasizing project-based learning, encouraging collaboration and communication, increasing student involvement and motivation, cultivating creativity and innovation in learning, using appropriate learning tools, designing learning activities

that are relevant to the real world, empowering metacognition, and developing student-centered learning.

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