



The Transformation of School Culture Based on Spiritual Values as an Effort to Improve Student Discipline

¹Muh Habibulloh, ²Muh Ali Ridho, ³Nur 'Azah, ⁴Muhammad Yusron Maulana El-Yunusi, ⁵Mardiyah

¹UIN Sayyid Ali Rahmatullah Tulungagung, ²MA Darunnajah Trenggalek, Indonesia, ³UNHASY Tebuireng Jombang, Indonesia. ⁴UNSURI Surabaya, Indonesia. ⁵UIN Sunan Ampel Surabaya, Indonesia.

¹muhhabibulloh0604@gmail.com, ²aliridho12@gmail.com, ³azahnur31@gmail.com,
⁴yusronmaulana@unsuri.ac.id, ⁵ummimardiyah@gmail.com.

*Correspondence Email: aliridho12@gmail.com

Abstract: *The school's culture, encompassing norms and traditions, plays a pivotal role in shaping student behavior and fostering discipline. Integrating spiritual values into the school culture holds significant potential to enhance student discipline while simultaneously shaping their moral and ethical character. This study examines how a school culture rooted in spiritual values can contribute to improving student discipline, mitigating negative behaviors such as disobedience and bullying, and fostering a conducive learning environment. This research adopts the Library Research method, which involves the systematic collection and analysis of relevant literature, including books, journals, theses, and previous studies. Data were sourced from reputable academic databases such as Google Scholar, JSTOR, and ProQuest, with a focus on exploring the interplay between school culture, spiritual values, and student discipline. The key findings reveal that the consistent application of spiritual values in both academic and extracurricular activities positively influences student behavior, enhances their adherence to rules, and strengthens personal commitment to ethical principles. The study concludes that transforming school culture through the integration of spiritual values is an effective strategy for fostering student discipline and character development. Achieving this transformation requires the collective support of all stakeholders, including teachers, students, and parents, as well as ongoing evaluation to ensure its sustained success. The findings offer valuable insights for educational institutions seeking to design programs that embed spiritual values into their culture to nurture disciplined, responsible, and morally upright students.*

Keywords: *School Culture Transformation, Spiritual Values, Student Discipline, Character Development, Conducive Educational Environment.*

INTRODUCTION

Education is one of the main pillars in shaping a high-quality generation with strong character and discipline. In this context, the school culture implemented within an educational institution plays a crucial role in shaping students' character and discipline. School culture is not only related to the norms and traditions practiced within the school environment but also includes spiritual values instilled to form students' attitudes and behaviors. Based on this view, school culture rooted in spiritual values has significant potential to improve and enhance student discipline (Kurniawan, 2023).



Spiritual values in education carry a profound meaning, particularly in building strong character and discipline among students. Education based on spiritual values is expected to guide students not only academically but also morally and ethically. Various studies show that integrating religious and spiritual values into extracurricular activities also has a positive impact on character building and student discipline (Rahayu, 2022). Schools that successfully integrate spiritual values into their culture tend to have more disciplined students who respect rules and demonstrate better behavior both inside and outside the school (Hidayati, 2021).

With the advancement of time, the transformation of school culture based on spiritual values is gaining increasing attention. Many schools have started incorporating religious values into their curricula while focusing on character education as a fundamental element in creating a conducive school environment for student development (Ahmad, 2021). A positive school culture that incorporates spiritual and religious values can reduce negative student behaviors, such as indiscipline, bullying, and apathy toward others (Hasan, 2018; Wulandari, 2016).

However, despite various efforts to strengthen spiritual values in schools, challenges remain in implementing this culture, particularly in dealing with the diversity of students and increasingly complex societal dynamics (Nurhidayat, 2020). Therefore, it is essential to carry out an appropriate transformation so that a school culture based on spiritual values is well accepted by all stakeholders, including students, teachers, and parents (Fajar, 2020). Additionally, there needs to be an evaluation of the implementation of spiritual values to ensure that the objectives of character education and discipline can be achieved optimally (Ramadhan, 2020).

The consistent application of spiritual values in the school environment can bring about significant changes in student behavior. In this case, schools must set a good example by instilling these values through daily activities, whether in interactions among school community members or in academic and non-academic practices. For instance, activities that emphasize togetherness, honesty, and a sense of responsibility can strengthen student discipline and positively impact their academic achievements (Sari, 2019). Therefore, it is important for schools to design programs that support the transformation of school culture based on spirituality.

As an educational institution, schools have an obligation to create an atmosphere that fosters student discipline. This can be achieved through the application of religious values taught in various activities, from classroom learning to extracurricular activities. Setiawan (2018) states that



character education based on spiritual values has been proven to improve student discipline, which ultimately influences their behavior and academic performance.

Previous studies also show that an inclusive school culture based on spiritual values can create a sense of student responsibility toward the rules and norms within the school (Priyadi, 2019). Similarly, the implementation of character education based on spirituality plays a role in strengthening student discipline in schools, which in turn affects their academic performance (Setiawan, 2018).

High levels of discipline among students are not merely about compliance with rules but also reflect personal commitment to the noble values taught by the school. Thus, the transformation of school culture based on spiritual values is an essential step toward advancing education in Indonesia. Azizi (2017) adds that a school culture approach focusing on discipline and spiritual values has a significant impact on positive changes in students' character.

Through this study, it is hoped that deeper insights can be gained on how the transformation of school culture based on spiritual values can be effectively implemented to enhance student discipline. The proper application of spiritual values can have a broad impact on students' lives, both personally, socially, and academically. Therefore, this research is crucial to further explore the concept and implementation of school culture based on spiritual values in improving student discipline.

METHOD

This study employs the Library Research method, which relies on literature sources to collect relevant data and information. This method is carried out by reviewing various literature related to the topic of the *Transformation of School Culture Based on Spiritual Values as an Effort to Improve Student Discipline*. Library research is highly effective in exploring theories, previous research findings, and perspectives related to school culture, student discipline, and the application of spiritual values in education (Creswell, 2021; Hart, 2018; Booth et al., 2016).

The first step in this library research is determining the research topic and objectives. The researcher focuses on the study of school culture based on spiritual values and how it affects student discipline. The primary objective of this study is to analyze literature related to the implementation of spiritual values in school culture and how it contributes to improving student



discipline. This study aims to summarize and synthesize available information while identifying patterns and gaps in the existing literature (Fink, 2019; Ridley, 2012).

Next, the researcher will search for relevant literature sources. The literature used in this study includes books, journal articles, theses, dissertations, and research reports that examine school culture, student discipline, and spiritual values in education. Sources are retrieved from various academic databases such as Google Scholar, JSTOR, ProQuest, and university libraries. The researcher also seeks related literature to strengthen understanding of the role of spiritual values in shaping student character and discipline (Machi & McEvoy, 2016; Webster & Watson, 2002).

After collecting the literature, the next step is selecting and evaluating the quality and relevance of the sources. The researcher will choose literature published within the past five to ten years to ensure the information used is current and relevant. Each source will be evaluated based on its credibility, relevance to the research topic, and its contribution to answering the research questions (Maxwell, 2013; Greenhalgh, 2019).

Once the literature is obtained and evaluated, the researcher will organize and synthesize the information. At this stage, the researcher will analyze and summarize various concepts and findings from the existing literature, then connect this information to the research topic. This synthesis helps illustrate the relationship between school culture, spiritual values, and student discipline while exploring how a spiritually-based cultural transformation can influence student discipline in schools (Creswell, 2021; Ary et al., 2019).

Following the synthesis, the researcher will analyze and discuss the findings. The researcher will compare various views in the literature while identifying similarities and differences relevant to the topic. This analysis enables the researcher to draw conclusions on how spiritual values can be integrated into school culture and their impact on student discipline. The discussion will also suggest steps to enhance discipline culture in schools through spiritual values (Priyadi, 2019; Hidayati, 2021).

RESULTS AND DISCUSSION

This study aims to explore how the transformation of school culture based on spiritual values can influence student discipline. In the context of education, student discipline is essential to



ensure the achievement of effective and sustainable educational goals. However, discipline often becomes a challenge, particularly in schools that do not emphasize aspects of spirituality. Therefore, an approach based on spiritual values integrated into school culture can positively impact improving student discipline. This discussion will review various findings obtained from the literature analysis related to the implementation of spiritual values in school culture and its contributions to student discipline.

School Culture and Spiritual Values in Education

School culture can be understood as the pattern of values, norms, habits, and practices implemented within an educational institution. This culture develops through the interaction between students, teachers, and the entire school community, influenced by traditions and accepted values. Spiritual values, on the other hand, refer to religious teachings and principles that guide individuals to live in harmony with God and fellow human beings. In the school context, implementing spiritual values may include teaching about religious values, morality, ethics, and character development aligned with the teachings of the respective faith (Stern, 2020).

Based on the literature analysis, integrating spiritual values into school culture is expected to create an atmosphere that supports character formation among students. One of the key characteristics to be developed is discipline. Student discipline is not merely about compliance with existing rules but also involves developing attitudes of responsibility, respect for others, and self-control, which align with moral and spiritual values instilled from an early age (Hidayati, 2021).

The transformation of school culture based on spiritual values refers to the cultural change process within schools by embedding spiritual values as part of the curriculum and extracurricular activities. According to research conducted by Priyadi (2019), the implementation of spiritual values in school culture can be observed from several aspects: (1) teaching religious values as part of the educational curriculum, (2) applying discipline based on moral and religious values, (3) strengthening positive behaviors related to spirituality, and (4) forming a supportive school community in spiritual practices.

This transformation process begins with a change in perspective on discipline. Previously, discipline was viewed as an obligation to avoid punishment. However, with a spiritual value-based approach, discipline is understood as a form of personal responsibility emerging from within



students, grounded in religious and moral values (Azizah, 2017). Moreover, spiritual values provide guidance for students to understand their purpose in life, which in turn increases their motivation to behave in accordance with the teachings they believe in, including discipline.

Additionally, education based on spiritual values teaches students to appreciate diversity and develop an attitude of mutual respect. In this context, discipline not only involves adherence to formal rules but also encompasses positive behavior based on empathy and tolerance toward others (Setiawan, 2018). Such education is crucial in creating a conducive environment for character development and academic achievement among students.

The Influence of Spiritual Values on Student Discipline

One of the main findings of this study is that the implementation of spiritual values in school culture can enhance student discipline. This occurs because spiritual values teach students the importance of self-control, responsibility, and care for others. Spiritual values that involve teachings on respect, empathy, honesty, and responsibility not only shape daily behavior but also increase students' awareness of the importance of maintaining order in their lives. A study conducted by Greenhalgh (2019) shows that students exposed to spiritual values tend to have a high sense of responsibility for their actions, both in daily life and within the school context. This has implications for their behavior in following school rules and regulations, which are primary indicators of discipline.

The instillation of spiritual values also strengthens the internalization of school rules within students. As explained by Machi & McEvoy (2016), discipline based on spiritual values is more intrinsic and long-lasting because it does not rely solely on external control, such as punishment or sanctions, but on the students' belief in the truth of the values taught. When students understand that discipline is not only for their own good but also for the well-being of others and society as a whole, they are more likely to follow existing rules. This demonstrates that when discipline is understood as an important moral value for building harmony in social life, students are motivated to maintain their behavior according to the norms taught.

Based on these findings, it can be concluded that student discipline rooted in spiritual understanding is not temporary or forced but is more natural and sustainable. Students guided by strong spiritual values tend to develop self-discipline without constant external monitoring by teachers or parents. This allows students to grow more independently and responsibly for their



actions. Therefore, the implementation of spiritual values not only improves discipline but also contributes to creating more mature character development among students.

Furthermore, Azizah (2017) found that the implementation of spiritual values in schools can also improve social relationships between students and teachers, which in turn enhances discipline. Students who feel valued and supported by their teachers and peers are more likely to exhibit disciplined behavior. This highlights the importance of positive relationships within the school community, built on spiritual values that foster mutual respect and support. When students feel connected to their environment through mutual care and respect, they are more motivated to behave in a disciplined manner. This underscores why relationships between students and teachers must be based on spiritual values that nurture a sense of mutual appreciation and support.

The strengthening of these positive relationships is not limited to interactions between students and teachers but also includes interactions among students. When schools successfully create a culture that values differences, promotes mutual help, and cooperation, discipline becomes easier to achieve. Students who feel part of a community that cares for one another are more likely to feel responsible for maintaining harmony within that community, which is reflected in their disciplined behavior.

Additionally, the implementation of spiritual values also impacts students' motivation to learn. When students perceive education as a means to improve themselves and develop better character, they become more motivated to follow rules and engage in the learning process with seriousness. Deep instillation of spiritual values provides students with a greater purpose in education: to develop their potential into individuals of good character, responsibility, and benefit to society.

Thus, it can be concluded that implementing spiritual values in school culture significantly influences the improvement of student discipline. This can be achieved through an approach that emphasizes self-control, social responsibility, and respect for others. Schools that can build a strong spiritual culture will create an environment that naturally and sustainably supports the development of student discipline, ultimately producing students with good character who are prepared to face life's challenges.

The Role of Extracurricular Activities in Improving Student Discipline



Extracurricular activities based on spiritual values play a significant role in supporting the development of student discipline. Activities such as religious studies, skills training, and sports, conducted with a focus on moral and spiritual values, provide students with the opportunity to practice discipline in a broader context. For example, in religious activities, students are taught to respect time, follow schedules with discipline, and work together with their peers to achieve common goals. This value instillation is highly effective in strengthening the internalization of discipline among students (Hidayati, 2021). Extracurricular activities not only serve as a platform for developing skills and interests but also as a space for students to learn responsibility, value time, and demonstrate discipline in handling assigned tasks.

Moreover, these extracurricular activities also serve as a means to shape students' character through skills training and personal development that emphasize spiritual values. Research by Ridley (2012) reveals that extracurricular activities involving spiritual components can help students develop self-discipline, build a sense of responsibility, and enhance their ability to work in teams. All of this contributes to achieving better discipline both inside and outside the school environment. For instance, in sports activities, students are not only taught physical techniques and skills but also the importance of teamwork, perseverance, and valuing the process, all of which are part of applying discipline in everyday life.

Spiritual-based extracurricular activities also provide students with the opportunity to face challenges and overcome difficulties with disciplined and committed attitudes. Through activities like these, students learn to value time discipline, be honest, work hard, and adhere to the rules of each activity. The discipline built through these activities does not solely focus on formal school rules but also on strengthening character, which leads to the formation of responsible individuals who can manage themselves independently.

However, despite the great potential of applying spiritual values to improve student discipline, there are several challenges in implementing these values. One of the main challenges is the lack of awareness and commitment from many of the involved parties, especially teachers and school leaders, to consistently apply spiritual values in daily school life. Without a deep understanding of the benefits and urgency of spiritual values in education, their implementation will be less effective (Greenhalgh, 2019). This can happen due to a tendency to focus more on academic achievement or administrative management that does not prioritize the integration of



spiritual values in everyday practices. Therefore, the commitment of all involved parties is essential to creating a school culture that can consistently instill spiritual values.

The differences in beliefs and cultural backgrounds among students can also become obstacles in applying uniform spiritual values throughout the school. Each student has different spiritual views based on their religious and cultural backgrounds. This can lead to difficulties in uniting all students under one shared spiritual value without creating tension or conflict. For this reason, a more inclusive approach and respect for diversity are essential so that spiritual values can be accepted by all students without causing friction. Setiawan (2018) suggests that schools provide space for students to express and appreciate these differences while still upholding universal values such as respect, honesty, and responsibility, which can be accepted by all religions and cultures.

To address these challenges, training and socialization of spiritual values to the entire school community are very important. Training that involves teachers, students, and parents will enhance understanding of the importance of spiritual values in daily life and education. Effective socialization will ensure that all parties can actively contribute to creating a school environment based on spiritual values, which in turn will improve student discipline.

Overall, spiritual-based extracurricular activities play a crucial role in shaping students' character and improving their discipline. These activities provide students with the opportunity to develop self-discipline in a broader and deeper context, thereby contributing to the formation of responsible individuals who are ready to face the challenges of life. Although there are several challenges in their implementation, with commitment and the right approach, extracurricular activities can become an effective tool in strengthening student discipline both inside and outside the school environment.

CONCLUSION

This study reveals that the transformation of school culture based on spiritual values has a significant impact on improving student discipline. The application of spiritual values in school culture not only influences student behavior in adhering to existing rules but also contributes to the formation of better student character. Spiritual values, which teach self-control, responsibility, and respect for others, can strengthen the internalization of discipline that comes from the student's



self-awareness, rather than simply being an obligation to avoid punishment. This leads to discipline that is intrinsic and sustainable.

Furthermore, the application of spiritual values through extracurricular activities has also proven effective in improving discipline. Activities such as religious studies, skills training, and sports, based on moral and religious values, provide a space for students to apply discipline in everyday life, build a sense of responsibility, and enhance their ability to work as a team. Nevertheless, challenges in implementing spiritual values in school culture include a lack of understanding from some of the involved parties and differences in religious and cultural backgrounds among students.

Overall, the transformation of school culture based on spiritual values makes a positive contribution to creating an environment that supports the development of student discipline. To achieve optimal results, commitment from all school elements, including teachers, school leaders, and parents, is needed to ensure the consistent and inclusive application of these values. A proper implementation will produce students who are not only disciplined but also have strong and responsible character.

REFERENCES

- Ahmad, M. (2021). Integrasi Nilai-Nilai Spiritual dalam Pendidikan Karakter di Sekolah Menengah Pertama. *Jurnal Pendidikan*, 12(4), 200-215.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2019). *Introduction to Research in Education* (10th ed.). Cengage Learning.
- Azizah, R. (2017). Pendekatan Budaya Sekolah dalam Meningkatkan Kedisiplinan Siswa di Sekolah Dasar. *Jurnal Pendidikan dan Psikologi*, 10(3), 120-135.
- Azizah, R. (2017). Pendekatan Budaya Sekolah dalam Meningkatkan Kedisiplinan Siswa di Sekolah Dasar. *Jurnal Pendidikan dan Psikologi*, 10(3), 120-135.
- Azizah, R. (2017). Pendekatan Budaya Sekolah dalam Meningkatkan Kedisiplinan Siswa di Sekolah Dasar. *Jurnal Pendidikan dan Psikologi*, 10(3), 120-135.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The Craft of Research* (4th ed.). University of Chicago Press.
- Creswell, J. W. (2021). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Fajar, I. (2020). Kedisiplinan Siswa dalam Konteks Pendidikan Karakter Berbasis Nilai-Nilai Agama. *Jurnal Pendidikan dan Kebudayaan*, 16(2), 111-125.
- Fink, A. (2019). *Conducting Research Literature Reviews: From the Internet to Paper* (5th ed.). SAGE Publications.
- Greenhalgh, T. (2019). *How to Read a Paper: The Basics of Evidence-based Medicine* (6th ed.). Wiley-Blackwell.



- Greenhalgh, T. (2019). *How to Read a Paper: The Basics of Evidence-based Medicine* (6th ed.). Wiley-Blackwell.
- Hart, C. (2018). *Doing a Literature Review: Releasing the Social Science Research Imagination*. SAGE Publications.
- Hasan, Z. (2018). Nilai-Nilai Agama dalam Pendidikan Sekolah: Konsep dan Implementasi. *Jurnal Agama dan Pendidikan*, 14(2), 188-200.
- Hidayati, N. (2021). Pengaruh Budaya Sekolah terhadap Kedisiplinan Siswa. *Jurnal Ilmu Pendidikan*, 16(3), 250-268.
- Hidayati, N. (2021). Pengaruh Budaya Sekolah terhadap Kedisiplinan Siswa. *Jurnal Ilmu Pendidikan*, 16(3), 250-268.
- Hidayati, N. (2021). Pengaruh Budaya Sekolah terhadap Kedisiplinan Siswa. *Jurnal Ilmu Pendidikan*, 16(3), 250-268.
- Kurniawan, A. (2023). Penguatan Nilai Agama dalam Budaya Sekolah untuk Meningkatkan Kedisiplinan Siswa. *Jurnal Pendidikan Islam*, 15(2), 123-139.
- Machi, L. A., & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success* (3rd ed.). Corwin.
- Machi, L. A., & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success* (3rd ed.). Corwin.
- Maxwell, J. A. (2013). *Qualitative Research Design: An Interactive Approach* (3rd ed.). SAGE Publications.
- Nasution, A. (2016). Pendidikan Karakter dan Implikasinya Terhadap Kedisiplinan Siswa di Sekolah Menengah Atas. *Jurnal Pendidikan Moral*, 9(2), 145-160.
- Nurhidayat, A. (2020). Transformasi Budaya Sekolah Berbasis Nilai Agama dan Spiritual. *Jurnal Studi Pendidikan*, 22(1), 123-135.
- Priyadi, E. (2019). Spiritualitas dalam Pendidikan dan Implikasinya Terhadap Kedisiplinan Siswa. *Jurnal Pendidikan dan Pengajaran*, 17(3), 79-92.
- Priyadi, E. (2019). Spiritualitas dalam Pendidikan dan Implikasinya Terhadap Kedisiplinan Siswa. *Jurnal Pendidikan dan Pengajaran*, 17(3), 79-92.
- Priyadi, E. (2019). Spiritualitas dalam Pendidikan dan Implikasinya Terhadap Kedisiplinan Siswa. *Jurnal Pendidikan dan Pengajaran*, 17(3), 79-92.
- Rahayu, S. (2022). Penerapan Nilai Spiritual dalam Ekstrakurikuler untuk Pembentukan Karakter Siswa. *Jurnal Pendidikan Karakter*, 8(1), 45-60.
- Ramadhan, D. (2020). Budaya Sekolah dan Kedisiplinan Siswa: Sebuah Analisis Kritis. *Jurnal Pendidikan Multikultural*, 10(1), 98-114.
- Ramadhan, D. (2020). Budaya Sekolah dan Kedisiplinan Siswa: Sebuah Analisis Kritis. *Jurnal Pendidikan Multikultural*, 10(1), 98-114.
- Ridley, D. (2012). *The Literature Review: A Step-by-Step Guide for Students*. SAGE Publications.
- Ridley, D. (2012). *The Literature Review: A Step-by-Step Guide for Students*. SAGE Publications.
- Sari, M. (2019). Peran Budaya Sekolah dalam Meningkatkan Kedisiplinan Siswa. *Jurnal Pendidikan Sosial*, 18(2), 154-169.
- Setiawan, H. (2018). Membangun Kedisiplinan Siswa melalui Pendidikan Karakter Berbasis Nilai Spiritualitas. *Jurnal Pendidikan Indonesia*, 11(4), 222-237.
- Setiawan, H. (2018). Membangun Kedisiplinan Siswa melalui Pendidikan Karakter Berbasis Nilai Spiritualitas. *Jurnal Pendidikan Indonesia*, 11(4), 222-237.



- Setiawan, H. (2018). Membangun Kedisiplinan Siswa melalui Pendidikan Karakter Berbasis Nilai Spiritualitas. *Jurnal Pendidikan Indonesia*, 11(4), 222-237.
- Supriyadi, D. (2017). Pendidikan Berbasis Nilai Spiritual untuk Meningkatkan Karakter Siswa. *Jurnal Pendidikan Islam*, 6(2), 160-175.
- Webster, J., & Watson, R. T. (2002). *Analyzing the Past to Prepare for the Future: Writing a Literature Review*. *MIS Quarterly*, 26(2), 13-23.
- Wulandari, I. (2016). Kedalaman Budaya Sekolah dalam Pembentukan Kedisiplinan Siswa. *Jurnal Pendidikan Karakter*, 12(1), 56-70.