



The Relationship Between School Culture and Student Achievement in High School

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Abstract: Background on school culture is one factor that influences students to improve learning achievement at school. A healthy school culture provides opportunities for school members to function optimally, work efficiently, be full of vitality, have high spirits, and be able to continue to grow. This research aims to collect empirical evidence or facts about the relationship between school culture and student achievement by looking at the influence between school culture and student achievement. This research methodology uses a quantitative approach with a correlational research design. Because the data distribution is close to the normal curve, the sample of this research consists of 112 students. The results showed a highly significant relationship with a positive correlation level of 0.812. This research concludes that school culture and student learning achievement have a significant positive relationship. This research makes an important contribution by showing how school culture affects student achievement at the secondary school level. The results reinforce the understanding that a positive and supportive school environment can improve student motivation, engagement, and learning outcomes.

Keywords: school culture, student achievement

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INTRODUCTION

Students learn alongside peers, acquire information, and receive instruction from a single teacher in a school. However, regarding education, knowledge is not limited to the classroom. Learning and gaining knowledge can happen anywhere and at any time. Playmate learning, parent tutoring, and extracurricular tutoring are ways students can learn. Students can make an impression and emerge as class heroes with their knowledge. Being a good student costs money, time, and effort (Havidz & Mujakiah, 2023). The accomplishment of learning goals, particularly those related to the content learned during the process, is a sign that the learning process was successful. For pupils to comprehend a scenario, understanding the content can be defined as keeping something in mind when they learn to comprehend meaning, philosophy, consequences, and applications (Dityawati & Wuryadi, 2019). Culture is the result of the interplay of different elements. Culture, a topic covered in several disciplines like anthropology, ethnography, and sociology, is characterized as a collective thought pattern that depends on the presence and cohesion of an interacting group of people and sets one group apart from another (Bektas et al., 2015).

The essential components of a robust, good school culture are connected to long-term school improvement and the subsequent implementation of positive experiences in practice is a significant topic in the field of school culture. Leadership in educational settings is currently receiving much attention from researchers across a number of nations. As mentioned, officials in many jurisdictions are now concentrating on raising student success. Good school leaders significantly and positively impact schools and their results directly or indirectly (Eger & Egerova, 2023). A culture of quality, such as one that consistently encourages excellence, one that is disciplined, one that is centered on unity, and others that are focused on the caliber of education, can be established by a positive school culture (Jaya et al., 2024). Teachers' attitudes and behaviors toward their work are influenced by perceived school culture as a social or organizational context element, which informs them about the shared organizational values and standards (Fu et al., 2022).

Deep patterns of values, beliefs, and traditions that have developed throughout time are generally included in the concept of school culture. Every community has a flow of thinking, emotion, and activity underneath the consciousness of daily existence (Taajamo et al., 2023). Through culture-based education, schools instill the value of character. A culture-based approach to school administration is crucial for developing human potential and quality. Since character education governs all the good things teachers do and their impact on the participants' character, culture-based character education must follow the rules from the start (Walid & Uyun, 2020). A school's culture can either help or hurt it. A good culture can boost staff dedication and

consistency, decrease uncertainty, and focus all efforts on a shared purpose. The breadth, depth, complexity, and success of achievement for teachers and students are increased (Afemikhe et al., 2022). There is no denying the importance of culture in any organization. When a school's culture is established, it affects not just the people but also the groups and the entire organization. The school culture inspires students to strive toward achieving their objectives (Kashif et al., 2021).

In order to promote the development of attitudes and behaviors among school residents, school culture is a set of values, beliefs, traditions, and habits built over an extended period and developed by the school over time. These elements become a set of guidelines that all school members adhere to. The components of school culture are separated according to efforts to raise the standard of education. Positive school culture comprises activities that help raise the standard of education, such as collaboration in reaching goals, recognition for accomplishments, and dedication to learning. A school culture that works against raising the standard of instruction is said to be negative. For instance, students rarely work together to solve problems because they fear making mistakes or asking questions. A neutral school culture contributes positively to raising the standard of high-quality education rather than concentrating solely on one aspect (Mulyani et al., 2022). As a result, schools must have the social conditions required for teacher and student success. A positive school culture affects many facets of a school, including community building, teacher dedication, job satisfaction, student motivation, and teamwork (Ismail et al., 2022).

The values, beliefs, attitudes, and behaviors that influence how individuals interact and communicate in a learning environment are all part of the complicated idea of school culture. The common presumptions, convictions, and ideals that guide behavior in a school are known as the school culture. While low expectations, cynicism, and a lack of trust are linked to negative school cultures, shared values, high standards, and an emphasis on continual improvement are characteristics of positive school cultures (Sasan et al., 2023). Conversations and laughter in the hallways, the management and oversight tasks, the school's atmosphere from the classroom to the gym, and enduring customs like the science fair, project business, cultural potluck, and the numerous concerts that attract returning students and staff year after year are all components of school culture (Prokopchuk, 2016). It is reasonable to assume that children will interact with their teachers, with each other, and with the community in which the school is situated in environments with robust school cultures. The school culture affects how teachers, parents, students, and administrators engage with each other (Bozkurt, 2023). All attitudes, expected behaviors, and beliefs that affect the school's operations are included in the school culture. Since school culture is thought to impact standards improvement, school administrators must cultivate a culture that raises standards (Alzoraiki et al., 2024).

The majority of research on school culture has been on changing and enhancing schools, assuming that knowledge of a school's culture is necessary to make it more effective. Culture can be observed when examining the unwritten and informal relationships between individuals (Bayar & Karaduman, 2021). As new people join the culture and adopt its customs, it is refreshed and reproduced, making it a process. This largely explains why the two responder groups had comparable perceptions of school culture. The idea that culture is "the way we do things around here" is consistent. A school's culture affects educational stakeholders regardless of how it is defined or the kinds of culture that exist there (Ozdemir, 2021). Today's schools face the problem of evaluating or reevaluating their school culture and the significance of ongoing embedded professional development to become more efficient in providing high-quality education. A positive school culture must be established and maintained in order to achieve academic objectives. The secret to improving the school is its culture. In order to improve student achievement and other outcomes, principals must evaluate the school's culture and work to reinforce it (Paballan & Pabalan, 2020).

One of the objectives of everyone pursuing education, including students, is learning attainment. Learning style, motivation, and other internal characteristics are among the external elements that impact an individual's learning achievement. A person's learning style combines how they take in knowledge, organize it, and then process it. In the modern day, achieving effective learning outcomes requires adjusting from offline to online learning (Hafidz et al., 2022). Two types of factors can influence student achievement: internal factors and external influences. As a result, research on these two aspects typically aims to provide results that positively influence the growth of student accomplishment (Sujarwo & Herwin, 2023). For students to actively engage in their education and attain exceptional learning outcomes, they require learning motivation. Students' enthusiasm for learning is primarily maintained and increased by motivation in learning activities (Suratimah et al., 2022). Since those with extraordinary academic accomplishments typically have a higher concentration, more (unique) knowledge, and experience in the topic, high academic achievement is a suitable requirement for those entering the job (Tentama & Abdillah, 2019).

In education today, student accomplishment has gained much attention, particularly since classroom teachers are held to higher standards. Any teacher's ultimate purpose is to raise pupils' skill levels and get them ready for maturity. To become an effective teacher, one must define student achievement and the elements influencing advancement (Reotutar et al., 2020). Student accomplishment motivation is the internal drive that

propels pupils to work for a benchmark or indicator of excellence. Excellence is measured by comparing past accomplishments as well as by referencing the accomplishments of others. According to (Dwijuliani et al., 2021), achievement motivation is the capacity to succeed effectively and obtain the greatest possible outcomes. A multilevel analysis's results showed that a higher percentage of the variation in student achievement occurred at the classroom level, indicating a significantly stronger teacher influence. Therefore, there is little knowledge and agreement regarding the precise characteristics of teacher quality and measures that record practices and how practices may affect accomplishment, even though conceptualization and identification of teaching quality are convergent (Engida et al., 2024). High academic achievement is simply one indicator of a student's success; additional indicators include problem-solving skills, initiative in the classroom, and interpersonal cooperation demonstrated by respect for one another and supportive friends (Kassaw & Demareva, 2023).

Numerous studies demonstrate that healthy school relationships can foster children's academic success and positively affect their development. Both the similarities and differences in the pattern of interactions that occur across different systems, as well as the interactions that occur within a single microsystem (e.g., peer group, school, or culture), have a direct impact on the development of adolescents (Fu et al., 2022). School culture had the greatest impact with the highest coefficient and significance, suggesting that a supportive school climate increases student competency. This suggests that the relationship between student accomplishment and school culture can help to explain how school culture can significantly influence students' learning outcomes (Centina & Guhao, 2022). Academic achievement encompasses the following dimensions: knowledge includes mastery of standard lecture material, ability to complete tasks, and ability to solve social problems; skills include competency expertise according to teaching targets, initiative in learning, and completion of theoretical and practical assignments; and self-concept includes helping other students, respecting fellow students, communicating information, and completing assignments quickly (Hasanah et al., 2024).

Although school culture and academic achievement have been linked in a number of research, the available data still exhibits shortcomings in examining the precise mechanisms behind this association. The literature is generally lacking when describing the aspects of school culture that significantly affect student accomplishment and how the interplay of social, environmental, and individual factors shapes student learning outcomes. Few studies thoroughly understand the factors that connect healthy school culture and student accomplishment, such as student involvement in extracurricular activities, school leadership, and collective values. Designing more focused and quantifiable interventions to raise student achievement is made more difficult by this knowledge vacuum, particularly in the setting of Yogyakarta, which has distinct social and cultural traits. In order to better understand how school culture might help or hinder students' academic progress in this particular setting, further study is required to analyze current theories, evaluate prior findings, and synthesize various methodologies.

METHODS

This research used a quantitative method with a correlation design to analyze the relationship between school culture and student achievement. This method was chosen because it allows researchers to measure how strong the relationship is between the two variables using objective numerical data (Ghanad, 2023). The correlation design also provides a clear picture of how much school culture influences student learning outcomes without requiring manipulation of variables, which aligns with the aim of understanding natural relationships in educational settings (Leavy, 2017). A correlational research design is a method used to identify and measure the relationship or association between two or more variables without manipulating or altering these variables. The data is gathered from multiple variables, and statistical techniques are applied to analyze the correlations. Unlike descriptive research, correlational research involves a higher level of complexity as it identifies key variables and examines the relationships between them. This approach explores various aspects, such as the relationships among the variables and the theoretical models that can be formulated and tested to explain the observed correlations (Kumar, 2017). The relationship between variables in correlational research can be either positive or negative. This non-experimental research method uses statistical analysis to explore the connection between two variables without examining the influence of external factors on the variables being studied. Correlational research is beneficial when conducting experimental research would be unethical or impractical, such as studies involving human subjects that may pose risks. In such cases, correlational research becomes the most appropriate approach. To ensure validity, samples in correlational research should be carefully defined and randomly selected from the target population. In this research, the research was conducted at a high school in Yogyakarta, known for its inclusive school culture that promotes student character development. The school fosters collaboration between teachers, students, and parents to create a positive learning environment. Additionally, in correlational studies, the researcher does not manipulate or control the data, allowing for an unbiased exploration of relationships between variables (Husna & Sari, 2023).

This research employed a quantitative with a correlational design to examine the relationship between school culture and student achievement. The quantitative method was selected because it enables researchers to gather numerical data that can be statistically analyzed to determine the degree of association between the variables studied (Barroga & Matanguihan, 2022). The correlational design enables researchers to determine and evaluate the strength of the relationship between two variables, specifically school culture and student achievement, without involving any intervention or manipulation by the researcher. The participants in this research were students in a high school. The students involved were those in grades X to XII, aged between 15 to 18 years old. A total of 112 students were randomly selected to represent the school population. The random selection of students was done to ensure the sample's representativeness to the overall population of students in the school, avoid bias, and provide equal opportunities for each student to be involved in the study. The instrument used in this research was the school culture questionnaire, which covered aspects of values, norms, and habits that exist in schools. The questionnaire consisted of 30 statements measuring various school culture dimensions, such as communication, collaboration, and emotional support. Researchers used data from students' semester report cards, including core and extracurricular subjects, to measure student achievement. The instrument's validity was tested through an initial pilot test with 40 respondents in different schools, and its reliability was measured using Cronbach's Alpha.

Data was collected by distributing questionnaires to students and collecting student achievement data through report card documents obtained from the school. The normality test checks whether the data distribution follows a normal distribution pattern, a basic assumption in many statistical analyses. Meanwhile, the linearity test is used to ensure that the relationship between the independent and dependent variables is linear, and linear regression is used to analyze and predict the relationship mathematically. Pearson correlation analysis examined the relationship between school culture and student achievement. Every correlational design requires a conceptual framework or a clear explanation of why the researcher believes the variables are related and the nature of their relationship. The foundational assumptions of this design include the existence of the variables within the population, the use of a representative sample obtained through probability sampling, the accurate measurement of the variables, and the absence of any manipulation. This research analyzed the data collected using the statistical software SPSS. A correlational descriptive analytical methodology was chosen to describe the relationship between the variables studied. The primary focus of this research is to uncover the connections between the factors or variables involved. The statistics ($P < .05$) show that the results are very significant. This research aimed to determine the relationship between school environment and student learning motivation in Yogyakarta Special Region Province. This research used the product moment analysis technique with the help of SPSS26 for Windows (Dardary et al., 2023).

RESULT AND DISCUSSION

The Kolmogorov-Smirnov test is a non-parametric statistical test used to compare sample distributions with certain theoretical distributions (such as the normal distribution) or to compare two sample distributions in high school research in DIY Province. The normality test is used to determine the statistical procedure used to determine whether the sample data comes from a normal distribution. Normal distribution is an important prerequisite in many parametric statistical tests, such as the t-test and ANOVA. A good regression model is one that has normally distributed residuals. The normality test can be concluded if the value is above 0.05 and the data distribution is stated to fulfill the assumption of normality. If the value is below 0.05, it is interpreted as abnormal. The normality test in this research was carried out using SPSS26, and the decision-making criteria are that a variable is considered normally distributed if $\text{sig} > 0.05$. The results of the analysis can be seen in the following table:

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		112
Normal Parameters^{a,b}	Mean	0.0000000
	Std. Deviation	13.79355220
Most Extreme Differences	Absolute	0.078
	Positive	0.066
	Negative	-0.078
Test Statistic		0.078
Asymp. Sig. (2-tailed)		.087 ^c

The Kolmogorov-Smirnov model normality test resulted in a significant value of 0.087. It can be concluded that both variables have normal data distribution because the sig. value is greater than 0.05. After

the normality test was conducted, the linearity test was conducted using SPSS26. The linearity test aims to determine whether or not the two variables that will be subjected to statistical analysis procedures show a linear relationship. The basis for decision-making in the linearity test is if the probability value > 0.05 , then the relationship between variables (X) and (Y) is linear. If the probability value < 0.05 , then the relationship between variables (X) and (Y) is not linear. The results of the analysis can be seen in the following table:

Table 2. Linearity Test Results

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
School Culture and Student Achievement	Between Groups	(Combined)	12893,679	44	293,038	1,780	0,016
		Linearity	2804,337	1	2804,337	17,035	0,000
		Deviation from Linearity	10089,341	43	234,636	1,425	0,095
	Within Groups		5344,683	11029,750	67	164,623	
	Total		15330,440	23923,429	111		

The linearity test results in the deviation from the linearity line obtained a sig value of 0.095. Because the sig value > 0.05 , it can be concluded that the two variables have a linear relationship. Analysis of Variance (ANOVA) tests the distribution or variation in the mean of the explanatory variables simultaneously or together, whether it is significant to explain the variation in the variable being explained. After the degree of freedom (df) for the numerator (df₁) is determined using the formula $df = k-1$ and the significance level ($\alpha = 0.05$), the degree of freedom (df) for the denominator (df₂) is determined using the formula $df_2 = n-k$. where n is the amount of data and k is the number of variables (independent + dependent). In this research, $n = 112$ and $k = 2$ are the values. $df_1 = 2-1 = 1$ and $df_2 = 112-2 = 110$, respectively, are the df₁ values in this research. Therefore, when looking at the F table value with $df_1 = 1$ and $df_2 = 110$, the F table value is 3.80. The results of the analysis can be seen in the following table:

Table 3. Linear Regression Test Results Of X and Y Variables

		ANOVA^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4011,558	1	4011,558	134,732	.000 ^b
	Residual	11318,882	110	115,499		
	Total	15330,440	111			

F-table and F-count It is clear from the table above that F-count is 134.732. Thus, it can be said that F count $> F$ table ($134.732 > 3.80$), meaning that there is an influence of school culture variables (X) on learning student achievement (Y). The significance level based on the table above shows 0.000. School culture has a significant influence on student achievement.

Table 4. Correlation Test Results

		Correlations	
		X	Y
School Culture	Pearson Correlation	1	.812**
	Sig. (2-tailed)		0.000
	N	112	112
Student Achievement	Pearson Correlation	.812**	1
	Sig. (2-tailed)	0.000	
	N	112	112

The school culture and student achievement variables in Table 4 above have a significant value of 0.000, which indicates that $0.000 < 0.05$, indicating a relationship or correlation between the two. The table also shows the Pearson Correlation value between school culture and student achievement, which is 0.812. This indicates a very strong level of correlation between the two variables and a positive form of relationship, meaning that the higher the good school culture, the higher the student achievement. Learning achievement is an integral part of the learning process, as it represents the outcome of learning activities. It reflects what students have accomplished after participating in educational activities. A student's success in learning can be measured through their learning achievement, which assesses their progress. As a form of evaluation, learning

achievement is the final result teachers provide to indicate a student's progress over a specific period. This success is typically represented using a value scale, which may be letters, words, or symbols (Candrasa & Cen, 2023). Education plays a crucial role in enhancing the quality of human life. Fundamentally, education should contribute to the holistic improvement of individuals, including their character, behavior, attitudes, and other aspects of life. The educational process is a lifelong journey that continues without end, as reflected in the concept of lifelong learning, emphasizing that the learning process is ongoing and never truly ceases (Indayani & Mardiana, 2023). Several researchers have demonstrated that school culture significantly impacts student achievement. This aligns with the statements of Coleman, Bradley, Mayer, and Mc Lanahan, who emphasized that, aside from family income, strong parental involvement and dedication to their children's education play a crucial role in enhancing academic performance (Hendrawijaya, 2022). Learners' satisfaction and academic achievement in the learning process have garnered significant attention from experts, who utilize various theoretical models to assess and evaluate these aspects (Abuhassna et al., 2020).

School culture has emerged as a positive predictor of academic achievement. School culture factors represent a sense of ability to succeed in academic tasks, a belief that intelligence can be molded, and a focus on gaining competence and knowledge while learning, respectively (Feraco et al., 2023). School culture is being formed because of the life experiences and sharings among people over time. Attitudes and behaviors of school management, teachers, students, and school staff have contributed to the formation of school culture within this period (Bayar & Karaduman, 2021). Most of the studies on school culture have focused on changing and improving a school; they have assumed that understanding the culture of a school is a prerequisite to making it much more effective (Bayar & Karaduman, 2021). In this context, it is evident that school culture plays a significant and vital role in supporting students' success in achieving quality improvements. Various influencing characteristics shape the behavior exhibited by individuals. Likewise, individual performance reflects personal attributes and is inherently linked to the overall performance of the organization. The organizational culture within schools can directly impact teachers' performance, as the behaviors and approaches students exhibit in managing the learning process are influenced by the prevailing school organizational culture (Sukendro et al., 2023). School culture is a defining characteristic of a school within the community. It encompasses the environment of school life where students interact with one another, teachers engage with fellow teachers, counselors work with other counselors, administrative staff collaborate with their peers, and all members of the school community interact. Social interactions in the school setting can occur between individuals, between individuals and groups, or between groups themselves. School culture plays a crucial role in influencing student development and can enhance motivation for learning within the school (Purnadewi et al., 2023).

This research seeks to determine whether there is a statistically significant positive relationship between school culture and student achievement. The research data shows that high school culture in Yogyakarta Province is positively correlated with student achievement. At the 5% significance level, the correlation study between school culture and learning achievement shows a correlation of 0.812. Based on the results of the positive relationship, the environment is an important learning resource for students' learning and development. This means that the school environment is where learning activities affect students. The school environment is a condition that affects the process of changing student behavior towards better student behavior change. This is because students are the primary goal of independent learning. With a good school environment, students will have the readiness and preparation to learn. The school environment significantly contributes to the implementation of learning, such as the completeness of supporting facilities and infrastructure that can facilitate education and vice versa (Susanti et al., 2020).

Strong school leadership plays a vital role in shaping school culture, which significantly influences student learning outcomes, teacher satisfaction, and overall school performance. A positive school culture is correlated with better academic achievement, higher levels of student engagement, and enhanced student behavior. Conversely, a negative school culture is associated with poorer academic performance, teacher burnout, and reduced student motivation (Sasan et al., 2023). School culture is focused on driving change and enhancing student achievement, with the understanding that cultural efforts are essential for increasing a school's effectiveness. School culture can be categorized into four types: reliability, trust, academic optimism, and control culture. A culture centered on reliability, trust, and academic optimism positively impacts student achievement, while a control culture with a humanistic approach supports students' socio-emotional development (Haq & A'yun, 2020). Students' learning styles are crucial for teachers to consider in order to optimize the learning process, as these styles are closely linked to academic performance. Learning styles are individualized approaches to learning that enhance understanding, boost motivation, improve academic achievement, and assist students in overcoming learning challenges more effectively (Kanli & Ilcan, 2020).

School leaders could prioritize shaping the culture within their schools. Jabonillo (2022) suggests that leadership practices should be further refined to enable school leaders to understand how to cultivate a positive school culture fully, ultimately enhancing student performance. He also emphasized that, as school culture is strongly linked to student achievement, it is essential for school leaders to promote a positive school culture

and engage in effective decision-making. School culture plays a critical role in shaping everything that occurs within a school. It has been identified as determining whether school improvement is achievable. Research on effective schooling indicates that schools with a positive climate and strong culture support students' cognitive, emotional, psychomotor, social, and aesthetic development (Bozkurt, 2023). Schools today continue to face the challenge of educating all students to higher academic standards. This aims to achieve greater achievement by allowing all students to become proficient in all academic and skill areas (Paballan & Pabalan, 2020). Nonetheless, this remains a vital area of study, as research has demonstrated that a positive school culture plays a crucial role in the success of effective schools (Sahin et al., 2020). Thus, school culture plays an important role in creating a conducive learning environment for students to improve student achievement. A positive culture improves student achievement in academics and builds a sense of engagement and comfort at school in the learning climate. Therefore, a school culture that emphasizes academic support, such as providing extra time for consultation, tutoring, and adequate learning resources, contributes to students' academic success. A positive school culture helps to create a supportive environment for student's academic and social development, resulting in improved achievement in school.

CONCLUSION

This research has found a significant positive relationship between school culture and student achievement in DIY Province, with a Pearson correlation value of 0.812, indicating a very strong relationship between the two. This result highlights the significance of a supportive school environment as a key factor in shaping students' motivation to learn and enhancing the quality of their academic performance. A positive school culture, reliability, trust, and academic optimism significantly improved student achievement. The implications of this research suggest that to improve student achievement, school leaders should place more emphasis on creating and maintaining a positive school culture through effective leadership policies and practices. The research also underscores the need for a holistic approach that pays attention to social interactions within the school and the importance of developing a conducive learning environment to improve students' academic outcomes and social and emotional aspects. It indicates that developing a supportive school culture will result in a more productive environment for students' all-round development.

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