



The Influence of School Culture on the Academic Achievement of Students

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Abstract: This study aims to examine the influence of school culture on students' academic achievement in madrasahs. According to various sources, students' academic achievement in Indonesia remains relatively low, as evidenced by various national and international educational assessment results. One factor suspected of influencing academic achievement is school culture. Therefore, this study aims to analyze the influence of school culture on the academic achievement of students at State Madrasah Tsanawiyah 3 in Palu City. This study employs a quantitative approach. The research sample consists of 40 students selected through purposive sampling. Data collection for this study involved distributing a Likert-scale questionnaire on the school culture variable and using report card grades as an indicator of students' academic achievement for the academic performance variable of ninth-grade students. Validity was tested using item-total correlation, and reliability was assessed using Cronbach's Alpha. Data analysis was conducted using SPSS version 26 via simple linear regression. The results indicate that school culture has a positive but insignificant influence of 5.7% on students' academic achievement. These findings suggest that school culture has a positive but insignificant influence on student achievement in madrasah.

Keyword : School Culture; Academic Achievement; Quantitative Research.

Abstract: Penelitian ini bertujuan untuk mengkaji pengaruh budaya sekolah terhadap prestasi akademik siswa di madrasah. Menurut berbagai sumber, prestasi akademik siswa di Indonesia masih relatif rendah, sebagaimana dibuktikan oleh berbagai hasil penilaian pendidikan nasional dan internasional. Salah satu faktor yang diduga memengaruhi prestasi akademik adalah budaya sekolah. Oleh karena itu, penelitian ini bertujuan untuk menganalisis pengaruh budaya sekolah terhadap prestasi akademik siswa di Madrasah Tsanawiyah Negeri 3 Kota Palu. Penelitian ini menggunakan pendekatan kuantitatif. Sampel penelitian terdiri dari 40 siswa yang dipilih melalui purposive sampling. Pengumpulan data untuk penelitian ini dilakukan dengan mendistribusikan kuesioner skala Likert mengenai variabel budaya sekolah dan menggunakan nilai rapor sebagai indikator prestasi akademik siswa untuk variabel prestasi akademik siswa kelas IX. Validitas diuji menggunakan korelasi item-total, sedangkan reliabilitas dievaluasi menggunakan Cronbach's Alpha. Analisis data dilakukan menggunakan SPSS versi 26 melalui regresi linier sederhana. Hasil menunjukkan bahwa budaya sekolah memiliki

pengaruh positif namun tidak signifikan sebesar 5,7% terhadap prestasi akademik siswa. Temuan ini menunjukkan bahwa budaya sekolah memiliki pengaruh positif namun tidak signifikan terhadap prestasi siswa di madrasah.

Kata kunci : Budaya Sekolah; Prestasi Akademik; Penelitian Kuantitatif.

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Introduction

In general, education is directed to lead humans to understand the essence of themselves as human beings. In this case, education does not only focus on the aspect of knowledge, but also seeks to shape human beings as a whole (Ainiyah et al., 2025; Arif et al., 2025). In addition, education serves as an awareness process that enables individuals to recognize, understand, and interpret the reality of life around them. Through education, it is hoped that every individual can realize and develop their thinking potential. This potential is further directed toward improving the quality of human resources who are superior, have character, and are competitive (Azizah et al., 2025).

The success of education is not solely determined by the ongoing learning process in the classroom, but also by the achievements obtained by students, namely, academic achievements. Academic achievement can be understood as learning outcomes achieved after students follow the learning process within a certain period of time (Hasan & Aziz, 2023). These achievements are generally expressed in the form of grades or numbers that reflect the level of mastery of the subject matter (Suryabrata, 2014).

The academic achievement of students is one of the important benchmarks in assessing the success of the implementation of education. In the context of education in Indonesia, the level of academic achievement is still a serious concern, as reflected in various evaluation results, both at the national and international levels. This relatively low achievement indicates that there are various factors that affect learning outcomes, both from within the students and from the external environment. Therefore, improving academic achievement is an important focus in developing the quality of education. (Tawa et al., 2025)

The urgency of this research lies in the need to understand more deeply the factors that affect the academic achievement of students in the context of madrasah education which has different characteristics from public schools. Although various educational policies have been implemented to improve the quality of learning, students' academic achievement still shows significant variation, so a more specific study of school environmental factors is needed. School culture as one of the external

factors, is often assumed to have an important role, but previous research results show inconsistent findings. This condition raises the need to retest with a more critical approach, especially in seeing the suitability of the analysis model used. In addition, this research is important because it can provide an empirical basis for the development of more contextual education policies, especially in improving the quality of learning in the madrasah environment.

Academic achievement in this study was measured using student report card scores. Report card scores are chosen because they are considered an objective and comprehensive indicator in describing student learning outcomes over a certain period. These grades reflect the achievements of students in cognitive, affective, and psychomotor aspects obtained through the learning process at school. Thus, report card scores can be used as a valid basis for assessing the level of academic success of students.

Schools are places where the education, learning, and training process takes place. In this environment, various values such as ethics, morals, mental, spiritual, discipline, as well as mastery of science and skills are instilled and developed systematically and continuously (Azizah et al., 2023; Dewi et al., 2024). These values play a role as the main foundation in shaping the character of students, so that they not only excel academically, but also have integrity and a good personality. One of the external factors that is estimated to affect students' academic achievement is school culture. School culture describes a set of values, norms, habits, and patterns of interaction that develop in the educational environment. A positive school culture is believed to be able to create a conducive learning atmosphere, increase discipline, and encourage active participation of students in learning activities (Zamroni, 2011). Therefore, school culture has the potential to support the improvement of students' academic achievement.

However, findings from previous research show that the influence of school culture on academic achievement is not always consistent. (Nora et al., 2024) reveals that school culture contributes to academic productivity, but is not the only determining factor. On the other hand, (Tawa et al., 2025) shows that school culture can have a significant effect on academic achievement. In addition, the results of the study (Muspawi, 2021). It shows that teacher performance is one of the key determinants that determines the level of achievement of student learning outcomes.

Although a number of studies have examined the relationship between school culture and academic achievement, most have focused on testing relationships both linearly and directly, without considering the possibility of more complex relationship patterns. In addition, previous research has tended to position school culture as a variable that deterministically influences learning outcomes, without testing whether the relationship actually meets the underlying statistical

assumptions. This condition shows a gap in empirical studies, especially related to the validity of the analysis model used in explaining the relationship between educational variables. Furthermore, there is still limited research that explicitly examines how the characteristics of school culture in the context of madrasas interact with students' academic achievements based on empirical data in the field.

The results of initial observations at Madrasah Tsanawiyah Negeri 3 Palu City show that there are various obstacles in the implementation of school culture. These problems are reflected in the low discipline of students, the lack of active participation in learning activities, and the lack of sustainable learning habits. On the other hand, the students' report card scores show quite significant variations. These findings show that there is a gap between the ideal conditions of school culture and the reality that occurs in the field. (Fitriani, 2013)

This research has a difference from previous research, which generally only examines the relationship between school culture and academic achievement in general. In particular, this study uses report card scores as the main indicator in measuring students' academic achievement, so as to provide a more objective and comprehensive picture of learning outcomes. In addition, this research was conducted in the context of madrasas that have the characteristics of school culture based on religious values.

Based on these gaps, this study offers novelty in the aspect of analysis and interpretation of the relationship between variables. In particular, this study not only examines the influence of school culture on academic achievement, but also examines the suitability of linearity assumptions in the regression model used. Thus, this study contributes to revealing that the relationship between school culture and academic achievement is not always linear and direct, but can show more complex patterns. In addition, this study presents an empirical context on madrasas that have cultural characteristics based on religious values, thus providing a different contextual perspective compared to research in public schools. This novelty is expected to enrich the study of education, especially in understanding that the analysis of the relationship between variables does not only depend on statistical significance, but also on the suitability of the model used in representing empirical reality.

Methods

This research was carried out at Madrasah Tsanawiyah Negeri 3 Palu City which is located on Jalan Kebun Sari, South Palu District. The study uses a quantitative approach to objectively examine the relationship between variables through statistical data analysis. The research variables included school culture as an independent variable (X) and students' academic achievement as a bound variable (Y).

The determination of the sample in this study uses the purposive sampling technique by considering certain characteristics that are relevant to the research objectives. The sample selection criteria include grade IX students who have participated in the full learning process, have complete report card score data, and are willing to fill out a complete research questionnaire. The selection of grade IX is based on the consideration that students at this level have experienced a more mature learning process than the previous class, so that they are considered able to provide a more representative picture of school culture and academic achievement. The sample number of 40 respondents from a total population of 120 students was considered to have met the minimum proportion in a simple quantitative study, which is about 30% of the population, so it can still be used for descriptive and inferential statistical analysis on a limited basis. However, the use of purposive sampling techniques has limitations in generalizing the results of the study, so the findings in this study are more contextual and cannot be generalized widely without considering the conditions of the larger population. (Slameto, 2015); (Azma, 2012) The determination of the number of samples also refers to the opinion that the minimum sample size in quantitative research is 30 respondents. (Creswell & Creswell, 2018)

The data analysis techniques used are descriptive analysis and inferential statistical analysis, which consist of normality tests and linearity tests. In addition, simple linear regression tests, hypothesis testing, and determination coefficient tests were also used. With this design, it is hoped that a comprehensive understanding of the role of internal and external factors in shaping students' skills can be obtained, especially in facing the challenge of balancing academic demands and involvement in non-academic activities (Waruwu, 2023).

Results And Discussion

Results

Based on the results of the analysis using SPSS Statistics software version 26 for Windows, related to the influence of school culture on the academic achievement of the participants of the didid, with a sample consisting of 40 students, the results of the research obtained can be described as follows:

Table 1. Content Validity

Variabel	Item	r _{hitung}	r _{tabel}	Notes
School Culture (X)	1	0,458	0.312	VALID
	2	0,586	0.312	VALID
	3	0,648	0.312	VALID
	4	0,451	0.312	VALID
	5	0,381	0.312	VALID
	6	0,533	0.312	VALID
	7	0,479	0.312	VALID

	8	0,571	0.312	VALID
	9	0,458	0.312	VALID
	10	0,458	0.312	VALID
	11	0,518	0.312	VALID
	12	0,375	0.312	VALID

Table 2. Summary of the Validity Test Result

Variabel	Item	Item Valid	Percentage Valid
School Culture (X)	12	12	100%

The results of the analysis in Tables 1 and 2 confirm that all variables in this study meet the reliability criteria, with Cronbach's Alpha coefficient consistently exceeding the threshold of 0.60. This achievement shows that the instrument has sufficient reliability to measure research constructs consistently based on respondents' responses. Specifically for the School Culture variable (X), all 12 statements were declared fully valid (100%) because they had an item-total correlation value greater than the r-value of the table (0.312). With this level of validity and reliability, this instrument is considered very accurate and feasible to use as a data collection tool in accordance with the established theoretical indicators.

Table 3. Reliability Test

Variabel	Cronbach's Alpha	Reliability	Category	N of Items
School Culture (X)	,792	79,2%	Enough	12

Reliability is an indicator that describes the extent to which an instrument can provide consistent results when used under similar conditions. Reliability testing is important to ensure that the measurement instruments used in this study are reliable and produce stable data over time (Sugiyono, 2020); (Tavakol & Dennick, 2011)

Referring to the data processing results in Table 3, the Alpha Cronbach value for the School Culture variable (X) is 0.792 (79.2%). The value indicates that the instrument is included in the Sufficient reliability category. Therefore, it can be concluded that all of these instruments are reliable, consistent, and suitable for further analysis because they meet internal consistency requirements.

Table 4. Descriptive Statistical Analysis Results

	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Hours of deviation	Variance
Culture	40	40	60	49.20	5.244	27.497
Academic achievement	40	64	70	66.45	1.501	2.254
Valid N (listwise)	40					

In table 4, it is known that the amount of data is 40, with the following details: the minimum score in school culture is 40, while in academic achievement is 64. Then the maximum score on school culture is 60, and on academic achievement is 70. The mean or average of school culture data is 49.20, and the average of academic achievement data is 66.45. Next is the standard deviation (standard deviation) in the school culture variable of

5,244 with a variance of 27,497, and the academic achievement variable has a standard deviation of 1,501 with a variance of 2,254.

The classical assumption test uses the Kolmogorov-Smirnov method. It can be seen in the following table 5.

Table 5. Normality Test Results

		Unstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	.0000000
	Hours of deviation	1.45774822
Most Extreme Differences	Absolute	.088
	Positive	.088
	Negative	-.078
Test Statistic		.088
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test Distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction

The Normality Test is the first step in regression testing to determine whether the residual data in the model has a normal distribution. Normal residual distribution is one of the important assumptions in linear regression analysis (Dardick & Weiss, 2020).

Based on the results of the normality test using the One Sample Kolmogorov-Smirnov test method, Kolmogorov-Smirnov showed a significance value (p-value) of 0.200. Given that the value exceeds the set significance level of 0.05, the null hypothesis is accepted, which means that the residual data is distributed normally. These results confirm that the regression model has met the normal distribution criteria for further analysis.

Table 6. Linearity Test Results

			ANOVA Table				
			Sum of squares	df	Mean Square	F	Sig
Academic Achievem School Culture	Between Groups	(Combined)	55,00	16	3,462	2,450	,024
		Linearity	5,024	1	5,024	3,555	,072
		Deviation From Linearity	50,376	15	3,358	2,377	,030
Within groups			32,500	23	1,413		
Total			87,900	39			

Based on Table 6, the results of the linearity test were carried out to determine whether the relationship between the school culture variable (X) and the academic achievement of students (Y) was linear or not. The importance of this test is that simple linear regression analysis requires a linear relationship between independent variables and dependent variables.

Referring to the results of the linearity test in the ANOVA table, a significance value in the *Deviation from Linearity* section was obtained of 0.030. This value is smaller than the significance level of 0.05, so it can be concluded that the relationship between the school culture variable (X) and the academic achievement of students (Y) does not fully meet the assumption of linearity. This shows that the patterns of relationships between variables tend to be complex and cannot be optimally explained using simple linear models. This condition indicates the possibility that the relationship between school culture and academic achievement is influenced by factors other than the research model, or has an indirect relationship pattern. However, simple linear regression analysis was still carried out in this study with the aim of looking at the trend in the direction of the relationship between variables in general, not to draw absolute causal conclusions. Therefore, the results of regression analysis in this study need to be interpreted carefully by considering the limitations of the linearity assumption, which is not fully fulfilled. This is in line with the view that not all relationships between variables in educational research are linear, so a more comprehensive analytical approach is needed in interpreting empirical data.

Table 7. Simple Linear Regression Test Results

Capital		Coefficients ^a			t	Sig
		Unstandardized Coefficients		Standardized coefficients		
		B	Std. Error	Beta		
1	(Constant)	63,083	2,231		28,275	,000
	X Culture	0,068	0,045	0,239	1,518	,137

a. Dependent Variable: Y Academic Performance

Based on Table 7 above, the *value of Constant* (a) = 63.083 and the value of b = 0.068, so that the regression equation is $Y = a + bX$. Thus, the equation between the School Culture variable (X), and the Student Academic Achievement variable (Y) has a positive correlation, this means that every one unit increase in School Culture (X), will cause an increase in Academic Achievement (Y) by 0.068 units. Simple linear regression equation: $Y = 63.083 + 0.068X$.

This test aims to assess the significance of the influence of independent variables on individual dependent variables. Based on the results of simple linear regression analysis, the *t-value of the calculation was obtained of 1.518, while the t-value of the table was at a significance level of 5% with a degree of freedom (df) = 38 of 2.024. Meanwhile, a significance value (Sig.) of 0.137 was obtained.*

The basis for decision-making is that if the calculated t-value is greater than the t-table and the significance value is less than 0.05, then the alternative hypothesis (H1) is accepted. Conversely, if the calculated t-value is smaller than the t-table and the significance value is greater than 0.05, then the null hypothesis (H0) is accepted.

Because the t-value is calculated as $1.518 < t \text{ table } 2.024$ and the significance value is $0.137 > 0.05$, H0 is accepted, and H1 is rejected. Therefore, it is concluded that school culture has a positive effect but does not have a significant influence on the academic achievement of students at MTsN 3 Palu City.

Table 8. Determination coefficient test results

Models	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	,239	,057	,032	1,477

- a. Predictors: (constant), School culture
- b. Dependent Variable: Academic performance

Based on Table 8, a correlation coefficient value (R) of 0.239 was obtained which indicates the level of relationship between the independent variable (X) and the dependent variable (Y). Meanwhile, an R Square value of 0.057 indicates that the school culture variable contributes 5.7% to the academic achievement of students. The remaining 94.3% was influenced by other factors outside the variables studied in this study.

This condition reflects that the school culture that is in the category has not been able to have a meaningful impact on improving academic achievement. Although school culture reflects positive values such as discipline, cooperation, and good learning habits, its influence will be less than optimal if these values are not consistently applied in daily learning activities.

Similar findings were also seen in previous studies which showed that the influence of school culture on learning outcomes tended to be low. One dimension of school culture, namely social culture, contributes only a very small amount to student learning outcomes (Pratama et al., 2024) This reinforces that school culture is not the main factor that directly determines the level of academic achievement of students.

Discussion

The results of the study showed that school culture has a tendency to have a positive relationship with students' academic achievement; However, the relationship is not statistically significant. These findings indicate that improving the quality of school culture is not directly followed by an increase in students' academic achievement. Therefore, the relationship between the two variables can be categorized as weak and not deterministic. In other words, school culture cannot be considered as the main factor that directly determines academic achievement, but rather serves as a supporting factor in the overall learning process.

These findings illustrate that students' academic success is not influenced by a single variable, but is the result of the interaction of various complex factors. Although school culture contributes to shaping the learning environment, its

influence on academic outcomes is not always immediate. This shows that there are other variables that are more dominant in influencing academic achievement, especially those that come from internal factors of students.

From a methodological perspective, the results of the linearity test show a deviation from the assumption of linearity, which indicates that the relationship between school culture and academic achievement does not follow a simple linear pattern. This condition confirms the limitations of using simple linear regression in accurately explaining the relationships between variables. In the perspective of modern statistical modeling, the violation of the assumption of linearity shows that the relationships between variables are complex and allow for indirect influences through mediating and moderating variables (Hair et al., 2023; Hasan, 2024). Therefore, these findings cannot be interpreted as the absence of influence, but rather as an indication that the influence of school culture is indirect or non-linear.

These findings are in line with the report (OECD, 2023) which states that school environmental factors do not work independently, but interact with various other factors such as learning motivation, family support, and the quality of the learning process. These interactions show that academic achievement is the result of an interconnected system. Thus, an overly simplistic approach to analysis is potentially unable to capture the complexity of relationships in the context of education.

In practice, school culture has an important role in shaping students' character, discipline, and learning habits. A positive school culture can create a conducive learning atmosphere, increase student involvement, and encourage the creation of a more orderly and directed academic environment (Zamroni, 2011). However, these influences are more dominant in non-academic aspects, such as attitudes, values, and learning behaviors. Therefore, the impact of school culture on academic achievement is not always directly reflected in the increase in academic grades.

Further, these findings support the view (Slameto, 2015) which states that learning achievement is influenced by internal and external factors. Internal factors such as learning motivation, interest, mental readiness, and cognitive ability have a more dominant role in determining learning outcomes. Meanwhile, external factors such as the school environment, including school culture, serve as supporting factors that can strengthen or weaken the learning process. In addition, (Dimiyati & Mudjiono, 2013) explain that learning outcomes are the result of interaction between various components, such as students, teachers, learning materials, learning methods, and learning environments.

The difference between the results of this study and the previous study shows that the influence of school culture is highly dependent on the context of the

research. Several previous studies have shown a significant influence of school culture on academic achievement, but in this study, the relationship was not significant. This difference can be caused by variations in respondent characteristics, the level of implementation of school culture, and different learning environment conditions. In addition, the analytical approach used can also affect the results of the research.

In the context of madrasah education, school culture has distinctive characteristics because it is influenced by religious values that are integrated into daily life. These values play a role in shaping students' attitudes toward discipline, responsibility, and ethical behavior. Nevertheless, (Fitriani, 2013) explained that in the context of madrasas, the influence of school culture is more dominant on character formation than on direct improvement of academic achievement. This suggests that school culture works through a process of internalizing values that takes time and does not always produce an immediate academic impact.

In addition to understanding that academic achievement is a multidimensional phenomenon that cannot be explained through just one variable. Factors such as teaching quality, learning strategies, students' psychological conditions, and parental support make a significant contribution to determining learning outcomes. Therefore, a holistic approach is indispensable in understanding the relationship between school culture and academic achievement.

In conclusion, this study confirms that the relationship between school culture and academic achievement is complex and not always linear. This research makes an important contribution by highlighting the limitations of linear models in educational research. In addition, this study also emphasizes the importance of considering additional variables in analyzing the relationship between educational constructs. Therefore, further research is recommended to use a more comprehensive analytical approach, such as including mediating variables or using non-linear models, in order to gain a more accurate and in-depth understanding of the relationship between school culture and students' academic achievement.

Conclusion

Based on the results of data analysis and discussions that have been carried out, it can be concluded that school culture has a positive but not statistically significant relationship with students' academic achievement. Although improving the quality of school culture tends to be followed by improved achievement, the relationship is weak and not strong enough to be used as a dominant factor in determining learning success. This is reinforced by the acquisition of an R-squared value of 0.057, which shows that school culture is only able to explain the variance in academic achievement by 5.7%, while most of it is influenced by other variables outside of this research model.

The insignificance of this influence indicates that academic achievement is a complex phenomenon influenced by various more dominant factors. Intrinsically, internal factors such as intellectual capabilities, interests, and motivation to learn have a more fundamental role in determining learning outcomes. Meanwhile, extrinsically, the family environment, instructional quality, and other supporting factors are estimated to have a more crucial role than school culture. In this case, school culture functions more as a catalyst or supporting factor that plays a role in creating a conducive educational atmosphere, but does not directly intervene in academic outcomes without support from other internal and external factors.

Thus, efforts to improve academic achievement cannot be carried out partially only through strengthening school culture, but must be pursued holistically by involving the entire interconnected educational ecosystem. This study has limitations because it only focuses on one independent variable and has not explicitly considered the possibility of non-linear relationships in the analysis model. This research also contributes to showing that the relationship between school culture and academic achievement is not always linear and direct. Therefore, researchers are advised to include other variables, both from the psychological dimension of students and the quality of learning, and use a more comprehensive analytical approach in order to gain a deeper understanding of the factors that affect academic achievement.

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