The Role of School Members in Organizational Culture for Work Skills' Formation : Responding to Era of The Industrial Revolution 4.0 Challenges

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Abstract: The research aims to reveal school members' role in the organizational culture development in increasing skills in Vocational High Schools. The study method used was ethnographic with a qualitative approach. Data collection employed interviews and observations. Interviews were conducted with principals, teachers, students, and students' parents in Vocational High Schools in Sukoharjo Regency, Central Java Province, Indonesia. Data analysis used interactive analysis, and its validity was checked by triangulation. The results showed that the principal's role in developing organizational culture was to establish organizational culture through the school's vision and mission, develop work programs, and establish school regulations. Provide guidance to school residents in two ways: structurally and non-structurally. Delegating tasks and authorities according to the expertise of each teacher and staff. Provide assessments and rewards and carry out coordination and supervision. At the same time, the role of the teacher is to continue and develop the values of life. Train to develop skills in students. In addition, the role of parents or families in children's education clearly affects the personality of children or students. The family environment was the first and main medium that directly or indirectly influenced behavior in student development.

Introduction

The use of all modern technology characterizes the era of the Industrial Revolution 4.0, and increasing digitalization in all sectors, which results in the role of human labor being reduced (Ilyas et al., 2020). The Indonesian state is inevitably, ready not ready to be ready to face the industrial revolution 4.0. which is considered to have high resources (Syahril et al., 2020; Verawardina, 2017). Human resources as the main element of the organization are compared to other elements of resources such as technology, capital, money, machines and raw materials because humans themselves control other factors (Sutama, 2021). In 2016, the government tried to increase the number of Vocational High Schools as a manifestation of the *NawaCita* agenda implementation to increase the number of skilled graduates to reduce the unemployment rate while increasing the nation's competitiveness.

However, data from the Central Statistics Agency shows that the unemployment rate for vocational school graduates is still high. High school graduates are indeed the biggest contributor to the unemployment rate, followed by graduates of vocational school, middle school, elementary school, and university, those who have not/have not finished elementary school and finally, those who have not/have not attended school (Badan Pusat Statistik

Nasional /National Statistical Center, 2022). From this data, it can be interpreted that vocational schools are the second largest contributor to unemployment in Indonesia, with a percentage of 20.27%. Thus, it is estimated that vocational education will still experience obstacles in realizing its goal, namely producing a generation ready to work, even though this school has different characteristics from other state schools, namely skills material at 70%, more dominant than theoretical material at 30% (Waskito, Adila Azmi, 2020). Thus, the success of vocational education can be seen from the number of graduates absorbed and the suitability of employment opportunities in chosen field of expertise.

Various studies state that several factors are causing the high unemployment rate for vocational school graduates. One of them is related to the readiness of graduates to immediately enter the world of work (Yudantoko & Arifin, 2016). Meanwhile, (Kurjono & Samlawi, 2023) states that one of the factors is the behavioral attitude of being a creative person who is able to solve a problem, create something new, and be able to take advantage of existing opportunities. Job skills influence graduates' readiness to enter the world of work directly. Skills, which are a combination of cognitive, interpersonal, and intrapersonal skills that are relatively stable over time (Duckworth & Yeager, 2015), are hard work skills and soft work skills. Hard skills are special skills that a person has, for example design, web, and computer programs. Soft skills are a person's ability to interact with someone who has individual characteristics, abilities, and attitudes. Behavior is part of organizational culture. In this case, soft skills are an individual phenomenon, while organizational culture is an organizational level phenomenon. In addition, organizational characteristics and behavior are expressions of organizational values (Cameron, K., & Quinn, 2011). Moreover, school as a formal educational institution certainly applies to various cultures. Organizational culture in a school is a set of values that serve as guidelines, daily habits, traditions, and symbols carried out by the principal, teachers, administrative staff, and students. This culture is the characteristic and character of the school.

The school itself is a gathering of various individuals with different characters. If a school implements positive habits continuously, a system of values, behavioral norms and beliefs will be produced in the school (Huisman, 2014). For this reason, the role of various parties is needed, especially the school community consisting of the principal, teachers, employees, and students. The role of the school principal has three functions, namely as a leader and manager, as a leader to produce outstanding students, and as a protector of the entire school community (Hermino, 2015). Organizational culture is an invisible force that can move people in an organization to carry out work routines. Without realizing it, every individual in an organization will learn the culture that applies in that organization. Organizational culture in a school is like the glue that holds an organization together with standards that have been set, spoken, and practiced by its members. In addition, organizational culture functions as a mechanism and control to shape the attitudes and behavior of its members.

There are studies on organizational culture but more reviews in a company and school to support or not employee performance (Didymus Wabia, David PE Saerang, 2021), organizational commitment (Suwaryo et al., 2016), principal leadership (Burhanuddin & Sunarni, 2017), academic achievement (Chairil et al., 2020), auditor performance (Ramadhan & Kusumawati, 2018). However, influential studies that observed about the role of school residents in supporting organizational culture to support the formation of work skills are still rarely found. Therefore, this study focuses on the role of school residents in supporting the formation of student work skills in Vocational High Schools. The findings from the research are expected to contribute to providing new insights and understandings about how the role of

schools in preparing vocational school graduates in accordance with the demands of the world of work.

Research Method

This study used an ethnography method with a qualitative approach which involved the principal, teachers, students, and parents as resource persons. The qualitative approach was chosen because it allows more to explain fully and clearly the various problems under study (Creswell, 2015). Technically, this qualitative research employed a multisite study design as a method for conducting direct investigations with a natural research background, focusing attention on a phenomenon investigated thoroughly and in detail (Bogdan, R.C. and Biklen, 2007).

The research was conducted in the Kartasura Subdistrict, Sukoharjo District, Central Java Province, which is a very strategic sub-district because it is a connecting area between Yogyakarta, Semarang, and Solo. Kartasura District has eight vocational schools with various fields of expertise. Researchers took three vocational schools from eight vocational schools in Kartasura District, namely: 1) SMK Muhamamdiyah 1 Kartasura; 2) SMK Prawira Marta Kartasura; 3) SMK Harapan Kartasura. The choice of these three locations was because first, the three schools' environment was classified as densely populated and the environment was crowded; second, the three schools' discipline culture was still lacking, evidenced by the fact that there were still students who arrived late; third, parents support for school culture was still lacking. Research subjects are people considered to know the focus to be studied clearly and directly involved (Creswell, 2015). Interviews are conducted with principals, teachers, administrative personnel, students, and parents.

Various techniques can be used to obtain primary data. This study employed observation, interviews, and documentation studies in primary data collection. To smoothen the interview process, an interview guideline is needed, with the hope that while the research is still *on the track* in exploring a statement during the interview. Meanwhile, interviews were conducted using an unstructured model. Besides, the sampling strategy used snowball sampling to obtain sufficient information. Data analysis used an interactive analysis model, starting with data reduction, data analysis, and drawing conclusions (Miles, 2014). Data reduction begins with collecting and summarizing various information *obtained* regarding the data needed in this study. Data analysis uses multisite analysis by collecting and analyzing data from site one, site two, and site three. The data acquisition is then carried out with cross-site analysis. Conclusion drawing is carried out after the cross-site analysis process is completed. To prove that the data obtained can be accounted for its correctness through data verification, namely: *credibility* by triangulating data and data sources, transferability, dependability, and confirmability (Miles, 2014).

Results and Discussion
The Process of Developing Organizational Culture

Organizational culture can have a positive impact on good work outcomes if it is developed, managed, and directed in a planned manner. Therefore, the organizational culture that exists in schools must be developed in a directed manner to be able to make a very large contribution to the achievement of school goals effectively and efficiently. The process of developing organizational culture requires the full role of various members of the school. The principal and the team formed an organizational culture by deliberation. The decision is stated in the form of the vision, mission, and goals of the school. To be understood by all school residents and stakeholders. The vision and mission are the ultimate goal that guides

the school activity program and is used as a basis as a reference for the strength of service quality to stakeholders, especially students. Good practice of the vision, mission of the school is the key to the success of building an organizational culture to improve the quality of the school (Gurley et al., 2015)

The research results show that the process of developing organizational culture has 3 stages; the first is the formation of organizational culture. The principal, as the school leader, together with the team, forms or builds an organizational culture through deliberation. The second is maintaining organizational culture, one of which is the school principal providing outreach to all school members regarding the school's vision, mission, and goals. The third is evaluation. The school principal and team evaluate the implementation of organizational culture in the school. Monitoring and evaluation activities are carried out to determine the development of existing systems and their respective performance.

Developing an organizational culture requires the role of a leader who is able to make decisions in shaping the school's vision and mission, be a role model, supervisor, coach, and mentor, and then also be able to develop organizational culture. It is not only organizational culture that operates without the development of organizational culture. It is reinforced by the results of interviews with the three school principals, namely that the principal has an important role, namely the first role of forming the vision, mission, goals, values, beliefs, norms, way of thinking, appreciation systems and regulations that govern school organizations and of course school teams. The second role is as a role model, both in personal behavior and leader behavior. The third role is training and coaching. The fourth role is to be a role model for the entire school community, both in terms of behavior, dress, and discipline. The fifth role is to be responsive to various changes, both internal and external. The sixth role is coordination and supervision. The seventh role is as a manager, as an educator, as a supervisor.

In an era of rapidly changing technology, a capable leadership role can effectively integrate the forces driving change while minimizing barriers to change (Anggoro et al., 2023). valuable organizational resources are leaders who are able to play an important role in an organization so that they are able to bring about significant change (Bakker et al., 2023) in this transformation (Sharma & Jain, 2022) thereby fostering an organizational culture that encourages sustainable institutional transformation. The embodiment of good practice is an activity to introduce strategy and direction at the initial stage of the organization (Andish et al., 2013). The same vision, mission and goals of the school will provide benefits for all parties and make it easier for the school community to make it happen (Ahanhanzo et al., 2006) through outreach to teachers, staff and students about the vision, mission and goals of the school (MacNeil et al., 2009).

The Role of School Citizens in The Development of Organizational Culture

Quality education of course starts with appropriate and thorough curriculum planning so that the curriculum has a vital role in educational success (Sibuea, A., Amin, M., Mustaqim, B., & Tumanggor, 2023). However, no less important are the human resources in the school, where human resources are the driving force of all elements in the school. These human resources are school principals, teachers, non-educational staff, students, and parents. Their presence brings about continuous changes in the form of organizational culture. The following are the results of research related to the role of school residents in organizational culture (table 1).

Table 1. Research Results

School Members	Roles and Responsibility	Research Results
Principal	Leaders	Establishing Organizational Culture, the formation of organizational culture begins with setting goals to be achieved through the school's vision and mission, formulating work programs, and establishing school regulations
	Manager	1) Organizational Culture Development, coaching is done in two ways, namely structural and non-structural. Structurally, this is done through various religious activities that are carried out on a daily, weekly, monthly and yearly basis. While non-structural activities are carried out by providing examples, advice, planting 2) Delegating tasks and authorities according to each teacher and staff's expertise 3) The principal's last role is maintenance and supervision. This is done to carry out maintenance if school residents do not comply with school regulations. In addition, the principal also monitors organizational cultural values that are not in accordance with the school's vision and mission.
	Motivator	Provide assessments and awards; The principal provides assessments and awards to outstanding teachers and students
Teacher	Educators	Educators, included continuing and developing the values of life, such as socializing rules, applying strict rules, providing role models in disciplined behavior, responsibility, high work ethic, building communication with students, commitment to work, respect for work, appreciating students' hard work, and increasing commitment to working teamwork
	Teacher	Teacher to continue developing science and technology, such as teaching both in theory and practical classes
	Coach	Coach included supervising, providing direction, and guidance when students carried out their practice
Parents	Supporter	The role of the family is still not maximized. The results showed that the role of parents consisted of 1) registering children to school, 2) paying tuition fees, 3) meeting with the school if invited and only discussing financial matters, and 4) taking report cards

Besides, work skills, especially soft skills, cannot be obtained directly. It must go through quite a long process. Therefore, the school organized various activities related to work skills to familiarize students with daily life. Students could do this independently, but sometimes, the principal and the teacher had to step in. An example was disciplinary behavior. Undisciplined behavior that occurred in the three Vocational High Schools included frequent truancy, arriving late, and not in complete uniform. They have already known about this kind of behavior, and it would get sanctions if violated. However, they (students) who often violated this rule did not want to know and were indifferent to this rule. Therefore, the principal did various things so that his students could behave in a disciplined manner by carrying out obligatory *dhuhr* prayers in the congregation. The hope was that students could learn to behave in a disciplined manner by praying in congregation.

The principal's role, in this case, has been going well, starting from the vision and mission formation, followed by socialization with school members, maintaining, implementing, and evaluating whether the organizational culture has been in accordance with the school's vision and mission. It is in accordance with what Robbins stated that organizational culture starts from the vision and mission realization and maintains and develops that culture. The realization of the school's vision and mission was through the existence of various policies, rules, and regulations for all school members. It is in line with

research (Fatmawati et al., 2018), which states that school principals must communicate with school residents to realize the school's vision and mission, both directly and through the media. Apart from that, it uses verbal messages in the form of verbal and written messages as well as non-verbal messages in the form of actions. The role of the school principal is also supported by research that leadership and organizational climate have a significant influence on curriculum implementation (Soeprijanto, S., Prihantoro, C., & Priyanto, 2023). The leadership of the school principal is important to improve the quality of the school which is realized in the vision of a quality school. Through vision, school principals as education operators will overcome the low quality of schools (Leniwati & Arafat, 2017)

The era of Industrial Revolution 4.0 requires teachers to equip students not only with knowledge and information but also encourage students to be able to process information, develop creative thinking, and acquire problem-solving skills (Noh & Karim, 2021). Teachers' professional beliefs are complex and dynamic, whose internal factors are mutually independent and limit each other (Yang & Yao, 2023). Apart from that, the teacher's role must also be that of a guide because quality when guiding during practicum is an important form of mentoring to support educational programs (Jafar et al., 2021).

In this Experiment, the results showed three teacher roles, namely as an educator, teacher, and trainer. As an educator, the teacher's role is to become a figure (role model) for students and their environment. Thus, teachers are required to have four competency standards that will later be seen in everyday life, including responsibility, independence, dignity, and discipline. The teacher's role as an educator was implemented in carrying out its duties related to student growth and development. As the person in charge of student discipline, the teacher had an obligation to control every activity carried out by students so that student behavior did not deviate from existing rules, regulations, and norms.

As a teacher or educator, the teacher is one of the factors determining any educational effort's success. It is why any educational innovation, especially in the curriculum and improvement of human resources resulting from educational efforts, always boils down to the teacher factor. As educators, teachers play a role in improving student learning through motivation (Schuitema et al., 2016) with the students' own support, competence, teacher interest in subjects, and self-efficacy (Schiefele & Schaffner, 2015; Zhang, 2014). Teachers also play an important role in creating an environment that supports student learning so that students can identify themselves, their interests, and values by supporting students' freedom of choice.

Teachers as educators have a broad meaning, not just providing teaching materials but reaching out to ethics and aesthetic behavior in facing the challenges of community life. Teachers in teaching activities must pay attention to effective teaching strategies in establishing communication with students so that students understand the material more easily (Ayuwanti et al., 2021). A teacher must master mastery of the school's subject curriculum material and the scientific substance that covers that material, as well as mastery of the structure of science and methodology (Bürgener & Barth, 2018) so that he can gain broader scientific insight (Syahrial et al., 2019). It is very relevant because the process of teacher knowledge at the micro level in schools will influence how the teaching profession maintains and develops its knowledge base (Kvam, 2021). The third role of the teacher is as a trainer which requires teachers to be skilled in preparing lesson materials, compiling lesson units, managing class discipline and various other skills (Hamalik, 2002). The education and learning process requires skill training, both intellectual and motoric, so it requires teachers to act as trainers. Meanwhile (Cohen et al., 2015) motor skills and physical activity level children have a positive contribution to physical, social and psychological development.

Furthermore, in this case the role of the family is not optimal because it seems that they do not care about children's education. The reason is that the family economy in these three schools is classified as poor, so work is prioritized rather than taking care of children's education. Their role is limited to sending children to school, paying tuition fees, taking report cards, and nothing more. In fact, the results of the interaction process between parents and children will become the foundation for further development processes outside the home, including school and society (Jatmika, 2018). Parental involvement can influence students at school, such as increasing student attendance, discipline and academic achievement (González & Jackson, 2013)and improving life skills (Wijaya & Syarifah, 2022). The family environment shapes the child's personality as a whole and looks at the role of the family as a whole, where the child's role must be based on his approach and contribution to family problems, which must be immediately addressed and resolved (Rabije, 2016).

In the family environment, parents have an obligation to fulfill all needs, including the more basic ones, such as the child's physical and biological needs (Asah), emotional and affection needs (asih), and the stimulation necessary for learning and development (Asah) (Kurniati et al., 2023). Research related to entrepreneurship states that family support and internal locus of control with entrepreneurial intentions that a positive relationship is very significant between family support and internal locus of control with entrepreneurial intentions (Annisa et al., 2021). Family support in the context of entrepreneurship can be in the form of information or assistance in obtaining or providing capital, especially financial capital (Jaskiewicz et al., 2015) so as to make it easier for children to decide to start a business, and provide a boost of confidence in the ability of the designer (Sahban et al., 2015). Such families will tend to support increased togetherness over time and become a source of support for each (Edelman et al., 2016). To be clearer about the results of the study, it can be seen in figure 2.
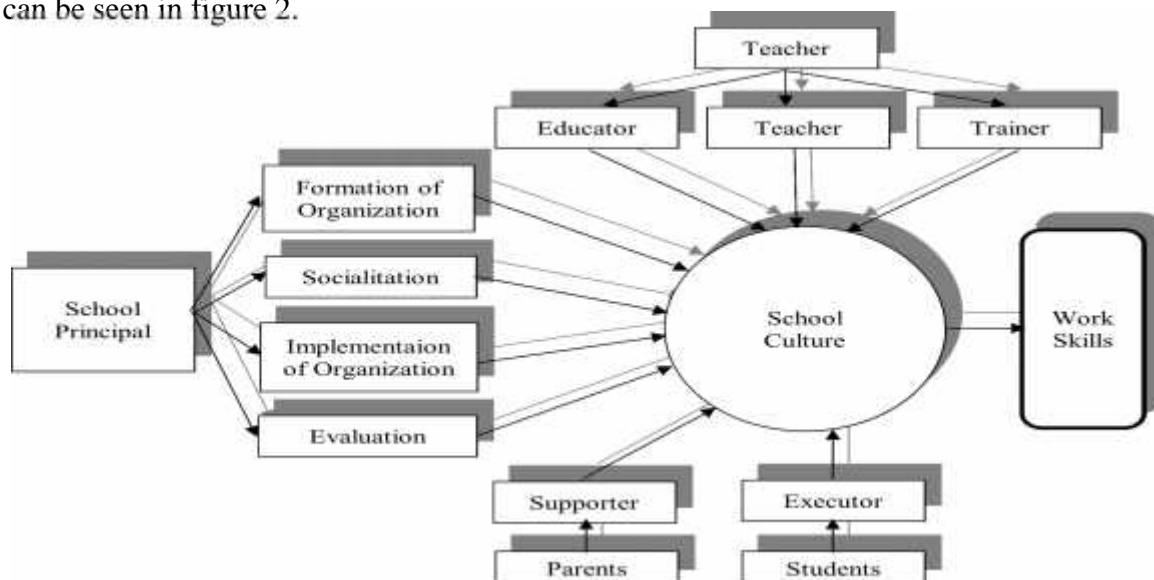

Figure 2. The Role of School Citizens in the Development of Organizational Culture

Based on Figure 1, the principal and the team form an organizational culture through the school's vision and mission. Then, the principal held socialization related to the vision and mission during the flag ceremony, the implementation of the learning process at school, and when there was a meeting with parents. At the time of implementation in the school organization, it is necessary to have a useful evaluation to evaluate whether the organizational culture applied is in accordance with the vision and mission of the school or not. Teachers

and administrative personnel certainly assist the principal. Teachers here serve as educators, teachers, and trainers. Students are here as one of the executors of the culture of the organization. Parents in the study have not been maximally related to the busyness of parents in making a living.

The era of Industrial Revolution 4.0 is marked using technology in various sectors that require workers with competent work skills, especially vocational school students. These work skills are formed from a fairly long process, a process that begins with the habits that form a culture. The formation of culture in schools must be distinct from the role of the school community, especially the school principal. The three school principals in the era of the Industrial Revolution 4.0 played multiple roles, including as educators, managers, administrators, supervisors, leaders, innovators, and motivators (Asiah, 2021). Professional teachers have the task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education (Narimo et al., 2020) to develop human resources through students who are intelligent, virtuous and have character as the nation's next generation (Kleden, 2023). As role models and even self-identifying figures (Sopian, 2016), teachers must understand and appreciate the students he trains because the students' performances will not be the same at any time. Because the development of science and technology has an impact and the cultural values of Indonesian society greatly influence the image of a school's expected graduates. Therefore, the description of expected teacher behavior greatly influences and is influenced by these conditions so that in carrying out the teaching and learning process, teachers are expected to be able to anticipate developments in conditions and demands of society in the future. Unfortunately, the role of parents is not optimal in forming work skills through organizational culture at school.

Conclusion
The results of this study conclude that the principal's role in developing organizational culture is to establish organizational culture through the school's vision and mission, develop work programs, and establish school regulations. Provide guidance to school residents in two ways: structurally and non-structurally. Delegating tasks and authorities according to the expertise of each teacher and staff. Provide assessments and rewards and carry out coordination and supervision. At the same time, the role of the teacher is to continue and develop the values of life. Train to develop skills in students. In addition, the role of parents or families in children's education clearly affects the personality of children or students. The family environment is the first and main medium that directly or indirectly influences behavior in student development. School is indeed a place of learning and activities for school residents, especially students. Students at the school will gain a variety of knowledge and work skills. It is the responsibility of the school to educate and shape students to become skilled. However, this will only go well with the support of the family environment, especially parents because parents or the family environment is the first medium for students to get various work skills.

Recommendation
Based on the research results, provide recommendations to school principals to continue to focus on developing organizational culture by involving all school members, especially involving parents who are not optimal. This is important to produce a golden generation that is ready to work and has work skills that match the competencies required by the world of work. Future researchers can examine the lack of work skills possessed by vocational school students.

Acknowledgment

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