School Setting in Realizing Effective Schools (Case Study in Behavioristic Perspective at SMPN 3 Darangdan)

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ABSTRACT

Effective schools are still limited in number and these schools are an indicator of the success of the implementation of education which is not only determined by academic achievements, but also by the formation of disciplinary behavior and learning culture of students. One of the strategic factors that plays a role in realizing an effective school is the school setting, which is the management of the school environment which includes physical, social, academic, and cultural aspects of the school. In a behavioristic perspective, the school environment is understood as a series of stimuli that systematically shape students' behavioral responses through reinforcement mechanisms. This study aims to analyze the application of school setting in realizing effective schools in SMP Negeri 3 Darangdan through a behavioristic perspective. This research uses a qualitative research paradigm with a case study approach. Data collection was carried out through non-participatory observation, in-depth interviews, and documentation studies on school rules and habituation programs. Data analysis is carried out through the stages of data reduction, data presentation, and conclusion drawing by applying triangulation of sources and techniques to maintain the validity of the data. The results of the study show that the school setting at SMP Negeri 3 Darangdan is implemented through the management of an orderly physical environment, the implementation of clear school rules, discipline habituation, and a relatively consistent educational reward and sanction system. In a behavioristic perspective, rules and rules function as a stimulus, while rewards and sanctions act as behavioral reinforcement. The conclusion of the study is that the implementation of the school setting contributes positively to the formation of student discipline behavior, a positive learning culture, and a conducive school climate.

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1. INTRODUCTION

Education is a fundamental process in human development that is oriented towards the development of the intellectual, social, moral, and cultural potential of students. Through education, individuals are not only directed to master academic knowledge and skills, but also to form attitudes, values, and behaviors that reflect the character and identity of the nation. Therefore, education cannot be understood narrowly as a process of knowledge transfer, but rather as a process of personality and behavior formation that takes place in a systematic, planned, and sustainable manner (Hamalik, 2018).

The success of education thus cannot be measured only by the academic achievements of students, such as exam scores or cognitive achievement alone. The success of education is also reflected in the ability of students to show disciplined behavior, responsibility, and adaptability in social life. Wang and Degol (2016) emphasized that the school climate and environment have a significant influence on the development of students' attitudes, behaviors, and learning engagement, so that the affective and behavioral dimensions have an equal position with the cognitive dimension in the assessment of educational quality. Schools as formal educational institutions have a strategic role in realizing these educational goals. Schools not only function as a place where the formal learning process takes place in the classroom, but also as a social environment that shapes the learning experience of students as a whole. All activities that occur in schools, both learning activities, social interactions, and daily habits, directly or indirectly affect the formation of students' attitudes and behaviors (Purwanto, 2017).

In the study of educational administration, school is seen as a system consisting of various interrelated components, including students, educators, curriculum, leadership, and school environment. School effectiveness is determined by the school's ability to manage all of these components in an integrated manner to achieve educational goals. Hoy and Miskel (2013) state that an effective school is characterized by strong leadership, a clear organizational structure, and a school climate that supports the learning process and behavior formation.

One of the key aspects in school management is the school setting, which is the arrangement and arrangement of the school environment which includes physical, social, academic, and cultural aspects of the school. School setting is not only related to the condition of school buildings or facilities, but also includes rules, norms, habits, and interaction patterns that develop in school life. Edmonds (1979) emphasized that a safe, orderly, and well-managed school environment is the main characteristic of an effective school.

Komariah and Triatna (2010: 1), school is a complex system because in addition to consisting of inputs-process-outputs, it also has accountability for the educational context and outcomes. Schools are social organizations that provide learning services for the community, especially students, to get education and socialize with the surrounding environment. The same thing was also conveyed by Priansa and Somad (2014: 38) that an effective school is a school that shows high standards in academic and non-academic achievement and has a school culture that is oriented towards the goals to be achieved. This is marked by the formulation of a vision that is set and promoted jointly between school residents consisting of principals, teachers, staff, other employees, school committees, students, and other stakeholders. School culture is used as a strong foundation in achieving academic success in effective schools. According to Rohiat (2012: 21) An effective school is a school where all its resources are organized and utilized to ensure that all students, regardless of race, gender, or socio-economic status, can learn the essential curriculum materials in the school. The formulation of this definition is more oriented towards optimizing the achievement of educational goals as contained in the curriculum.

The physical environment of the school, such as classrooms, learning facilities, and environmental cleanliness, is an important part of the school setting. A neatly organized and comfortable physical environment can create a conducive learning atmosphere, increase student concentration, and foster a sense of security and comfort at school. Weinstein (1987) stated that the physical condition of the classroom has a direct influence on students' behavior, engagement, and learning comfort. In addition to the physical environment, the school's social environment also has a very important role in shaping student behavior. The pattern of relationships between teachers and students, as well as interactions

between students, shape the school's social climate that influences attitudes, motivations, and learning behaviors. A positive social environment encourages the creation of mutual respect, cooperation, and compliance with the norms and rules that apply in schools (Hoy & Miskel, 2013). The school's academic environment includes learning rules, learning schedules, assessment systems, and academic habits that are applied consistently. Clear academic rules provide certainty for students regarding the school's expectations of their learning behavior. The consistency of the application of academic rules contributes to the formation of regular, disciplined, and responsible learning habits, thereby supporting the effectiveness of the learning process (Hamalik, 2018).

School culture is an important dimension in the school setting that reflects the values, norms, and habits that live and develop in school life. A positive school culture serves as a code of conduct for all school residents and is a means of internalizing educational values. Through habituation that is carried out in a sustainable manner, the values of discipline, responsibility, and hard work are embedded in daily school life and shape the character of students (Ministry of Education and Culture, 2020).

From the perspective of educational psychology, the school environment is seen as an external factor that has a great influence on the formation of student behavior. One approach that emphasizes the role of the environment in shaping behavior is the behavioristic perspective. This perspective views behavior as the result of the interaction between stimuli provided by the environment and individual responses. Thus, the school environment can be understood as a series of stimuli that systematically shape student behavior through reinforcement mechanisms (Skinner, 1953).

According to a behavioristic perspective, students' behavior can be shaped and changed through the provision of planned stimuli and the reinforcement of consistent behavior. School rules, rules, and habituation function as a stimulus that directs student behavior. Positive and negative reinforcement play a role in strengthening or reducing certain behaviors in accordance with educational goals. The application *of school setting* in a behavioristic perspective places the school environment as a series of stimuli that are present continuously in the lives of students. Consistency in the application of rules and strengthening behavior are the keys in shaping students' discipline and compliance with school norms. Thus, the school environment functions as a means of indirect behavioral learning.

Various studies show that schools with an orderly and consistent environment in the application of rules tend to have a more conducive learning climate. A conducive school climate supports the achievement of learning goals and the formation of positive behavior of students. This shows that *the school setting* has a strategic role in realizing effective schools. However, in practice, there are still many schools that face challenges in managing *the school setting*. These challenges include a lack of consistency in the application of rules, weak behavior reinforcement, and not optimal internalization of school values and culture. This condition often has an impact on the emergence of indisciplined behavior and a decrease in the quality of the learning climate.

One of the key aspects in school management is *the school setting*, which is the arrangement and arrangement of the school environment which includes physical, social, academic, and cultural aspects of the school. *School setting* is not only related to the condition of school buildings or facilities, but also includes rules, norms, habits, and interaction patterns that develop in school life. A school environment that is consciously designed and managed functions as a learning context that influences students' behaviors and attitudes on an ongoing basis. Edmonds (1979) emphasized that a safe, orderly, and well-managed school environment is one of the main characteristics of an effective school. In line with that, Hoy and Miskel (2013) stated that the climate and conducive school environment contribute significantly to the formation of a learning culture, discipline, and overall school effectiveness.

Studies that focus on *school setting* become increasingly important when associated with the demand for sustainable improvement of the quality of education. Schools are required not only to produce academically capable graduates, but also to have disciplined behavior, responsibility, and social readiness. Therefore, the management of the school environment needs to be understood as part of educational management that is oriented towards behavior formation. An in-depth study of the application of *school setting* can provide an empirical picture of how the school environment functions

as a context of behavioral learning that takes place continuously and inseparably from formal learning activities.

SMP Negeri 3 Darangdan was chosen as the research location because this school shows relatively structured school environmental management practices through consistent enforcement of discipline, discipline habituation, and behavioral strengthening. This school has the characteristics of an organized physical environment, clear school rules, and a school culture that seeks to instill the values of discipline and responsibility in students. This condition makes SMP Negeri 3 Darangdan a relevant context to examine how *school setting* plays a role in shaping student behavior and supporting the realization of effective schools.

The implementation *of school setting* at SMP Negeri 3 Darangdan is not only seen in the physical and administrative aspects, but also reflected in the pattern of interaction and habituation of behavior that takes place regularly. The enforcement of attendance rules, punctuality, and discipline in learning activities is a concrete example of how the school environment functions as a behavioral stimulus. This habituation is carried out repeatedly and consistently, so as to provide reinforcement to the expected behavior. This condition provides an empirical picture that *the school setting* operates as a system that shapes student behavior through stimulus and response mechanisms.

To comprehensively understand this phenomenon, a research approach is needed that is able to explore the process, meaning, and dynamics of the application *of school settings* in the real context of school life. The case study approach allows researchers to examine in depth how school policies are translated in practice, how teachers and students respond to the implementation of rules, as well as the factors that support or hinder the success of school environmental management. With this approach, the research not only produces surface descriptions, but also an in-depth understanding of the mechanisms of behavior formation in the school environment.

Based on these considerations, this study is focused on the study of *school setting* in realizing effective schools in SMP Negeri 3 Darangdan from a behavioristic perspective. This study views the *school setting* as a stimulus system that continuously shapes students' behavioral responses through consistent reinforcement. Thus, this research is expected to make a theoretical contribution to the development of education administration studies, especially related to the role of the school environment in the formation of behavior, as well as practical contributions for school managers in designing and implementing school *settings* that support the creation of effective and sustainable schools.

2. METHODS

This research uses a case study approach. This approach was chosen because the research aims to understand in depth the application of *school setting* in the context of real school life, especially in an effort to realize effective schools through the formation of student behavior. The case study method allows researchers to examine phenomena holistically and contextually, by placing schools as a unit of interconnected social, academic, and cultural systems.

The research was carried out at SMP Negeri 3 Darangdan, Purwakarta Regency. The selection of the research location is based on the consideration that the school has implemented school environment management through the enforcement of discipline, discipline habituation, and systematic behavioral strengthening. The subjects of the research are determined purposively, including school principals, teachers, and students who are considered to have knowledge and direct involvement in the implementation *of the school setting* in the school.

The data collection method in this study is carried out triangulatively to obtain in-depth, accurate, and scientifically accountable data. Data collection is focused on extracting information about the implementation of *school settings*, the formation of student behavior, and the school climate in the context of effective schools. The use of various data collection techniques is intended to comprehensively capture phenomena in the natural context of the research, as emphasized by Creswell (2014) that qualitative research requires the use of various data sources in order to obtain a complete

understanding of the phenomenon being studied. Suharyanto H. Soro (2023) defines the data collection method as the process of collecting and measuring information (data) about variables or objects needed by researchers in a systematic and procedural way. The data collection methods used in this study include:

a. **Observation**, which is carried out directly in natural situations to observe the physical conditions of the school's physical environment, student behavior, teacher-student interaction, and the application of school discipline in daily life. This observation allows researchers to obtain an empirical picture of the function *of the school setting* as a behavioral stimulus. Sugiyono (2019) stated that observation is very important in qualitative research because it allows researchers to understand the behavior and activities of research subjects in real and contextual terms.

b. **In-depth** interviews, which were conducted in a planned and semi-structured manner to principals, teachers, and students. This interview aims to explore views, experiences, and real practices related to school environment management, the application of rules, discipline habituation, and strengthening student behavior. According to Moleong (2019), in-depth interviews allow researchers to obtain meaningful data because it provides space for informants to express their views and experiences freely and reflectively.

c. **The documentation study** was carried out by examining various official school documents, such as school rules, habituation programs, learning activity schedules, and archives of relevant school activities. The documentation study serves to complement and strengthen the data from interviews and observations. Arikunto (2016) emphasized that documents are a stable source of data and can be used to trace policies and practices that take place in an institution.

The use of these three methods is intended to complement and verify the data, thereby increasing the validity of research findings through triangulation of sources and techniques, as recommended by Yin (2018) in case study research. The research instruments are prepared in the form of interview guidelines, observation guidelines, and document review lists. The instrument was developed based on the research focus and the conceptual framework of *the school setting* in a behavioristic perspective, so that the data collected is relevant to the research objectives. Instruments are flexible and can evolve according to the dynamics of findings in the field, without neglecting the direction and focus of the research.

The data analysis in this study was carried out systematically and continuously from the data collection stage to the drawing of final conclusions. The data analysis process aims to organize, interpret, and understand the meaning of the data obtained related to the application of *school setting* in realizing effective schools. The analysis is carried out by referring to qualitative data analysis procedures that emphasize the depth of meaning and context of the research phenomenon. The stages of data analysis used in this study include:

a. **Data reduction**, which is the process of sorting, focusing, and simplifying raw data obtained from interviews, observations, and documentation. Data relevant to the focus of the research are retained, while irrelevant data are set aside. This stage aims to sharpen the focus of the analysis to match the research objectives.

b. **Data presentation**, which is the process of compiling data that has been reduced in the form of systematic narrative descriptions, matrices, or thematic categories. The presentation of data is carried out to make it easier for researchers to understand the patterns, relationships, and tendencies that emerge from the data, so that a deeper meaning can be drawn related to the application of *the school setting*.

c. **Drawing conclusions and verification**, which is the process of formulating the meaning and findings of research based on the data that has been presented. The conclusions produced are temporary and continue to be verified through data re-checking, both by comparing between data sources and between data collection techniques, until a conclusion is reached that is stable and scientifically accountable.

To ensure the validity of the data, this study applies triangulation of sources and techniques, namely by comparing data from interviews, observations, and documentation. The application of these

analysis stages is expected to be able to produce credible, consistent research findings, and reflect the empirical conditions of the implementation *of the school setting* at SMP Negeri 3 Darangdan.

3. FINDINGS AND DISCUSSION

This discussion aims to critically interpret the results of research on the application of *school setting* in realizing effective schools at SMP Negeri 3 Darangdan. Interpretation is carried out by associating empirical findings with relevant theoretical frameworks, in particular behavioristic perspectives and the concept of effective schools. Thus, this discussion not only explains what is found in the field, but also describes why and how *school settings* play a role in shaping student behavior and school climate.

The results of the study show that *the school setting* at SMP Negeri 3 Darangdan is managed in a relatively structured and systematic manner. This management is reflected in the arrangement of the school environment, the application of discipline, and the habituation of behavior that is carried out consistently. These findings confirm that the school environment is positioned as an integral part of the educational process, in line with the view of Edmonds (1979) who emphasized the importance of a safe and orderly school climate as a characteristic of an effective school.

From the aspect of the physical environment, the results of the study show that the neatness of the classroom, the cleanliness of the school environment, and the regularity of school facilities make a real contribution to the creation of a conducive learning atmosphere. An organized physical environment serves as an initial stimulus that shapes students' learning readiness. This condition supports Weinstein's (1987) opinion that the physical environment of the classroom has an influence on students' behavior and learning engagement.

The school's social environment also shows a significant role in shaping student behavior. Directed interaction between teachers and students, as well as relationships between students controlled by school norms, create a relatively conducive social climate. This social climate encourages the emergence of mutual respect, obedience to rules, and a sense of social responsibility in school life. The academic environment characterized by an orderly learning schedule, clarity of learning rules, and the enforcement of time discipline serves as a reinforcement of students' learning behavior. Consistency in the application of academic rules helps students understand the school's expectations of their learning behavior. These findings are in line with the view of Hoy and Miskel (2013) that clarity of academic structures and rules is an important part of an effective school organizational climate.

From a behavioristic perspective, the findings of this study show that *the school setting* functions as a series of stimuli that continuously influence students' behavioral responses. School rules, discipline, and discipline habits act as stimuli that provide the direction of behavior expected by the school. The school environment, therefore, is not neutral, but actively shapes behavior through stimulus–response mechanisms. The results of the study also show that behavior reinforcement is implemented through a system of educational rewards and sanctions. Appreciation for disciplinary behavior serves as a positive reinforcement that encourages students to repeat the behavior. On the contrary, sanctions that are educational in nature serve as a negative reinforcement to reduce behavior that is not in accordance with school rules. This mechanism is in line with the principle of reinforcement of behavior put forward by Skinner (1953).

Consistency in providing behavioral reinforcement is a key factor in the successful implementation of *the school setting*. Reinforcement that is given repeatedly and consistently forms the behavior habits of students that are relatively sedentary. This shows that discipline and obedience do not only arise due to external supervision, but are beginning to be internalized as part of the daily habits of learners. The findings reinforce the behavioristic view that individual behavior can be shaped through a systematically designed environment. In the context of schools, a consistent environment in applying rules and reinforcement serves as an "indirect educator" that shapes learners' behavior through daily experiences. Thus, *the school setting* acts as a behavioral learning instrument that takes place continuously.

If associated with the concept of effective schools, the results of the study show that an orderly and conducive school climate is an important prerequisite for the optimal learning process. Schools with a regular climate tend to be able to minimize behavioral disorders, so that learning energy and time can be focused on achieving academic goals and developing students' character. The results of this study also corroborate the findings of previous research which stated that a well-managed school environment contributes to improving students' discipline and learning culture. However, this study places a stronger emphasis on the process of implementing *school settings*, namely how rules, habituation, and behavior reinforcement are carried out in real life in daily school life.

From the perspective of education management, *the school setting* at SMP Negeri 3 Darangdan can be understood as a managerial instrument that bridges school policies with the behavioral practices of school residents. Discipline policies and discipline habituation become effective when they are translated consistently in field practice and supported by all school residents. An important implication of these findings is that the management of the school environment cannot be done partially or sporadically. *The school setting* needs to be designed in an integrated manner, including physical, social, academic, and cultural aspects of the school, in order to be able to function optimally in shaping student behavior. Without consistency and integration, *school settings* have the potential to lose their influence.

Based on the results of the research, several main points can be formulated that explain the role of *school setting* in realizing effective schools, namely:

a. an orderly physical environment that increases students' readiness and learning comfort;
b. School rules function as a behavioral stimulus that provides direction and limits;
c. Educational awards and sanctions play a role in strengthening behavior;
d. consistency in the application of rules strengthens the internalization of discipline;
e. A conducive school climate supports the effectiveness of the learning process.

Thus, this discussion emphasizes that *school setting* is a strategic instrument in realizing effective schools through the formation of student behavior. The behavioristic perspective provides a relevant conceptual framework for understanding how the school environment works as a system of stimulus and reinforcement that shapes a culture of discipline and continuous learning. These findings enrich the study of education administration by placing the school environment as a key factor in improving the quality of education.

Based on the results of research and discussion, the role of *school setting* in realizing effective schools in SMP Negeri 3 Darangdan can be explained through several main points as follows:

a. **The school's physical environment is orderly and conducive**, classroom arrangement, environmental cleanliness, and regularity of school facilities have been proven to increase the psychological readiness and learning comfort of students. An orderly physical environment serves as an initial stimulus that forms orderly behavior and learning focus of students.
b. **School rules and rules as a behavioral stimulus**, Clarity of school rules provides the direction and limits of expected behavior. Rules serve as behavioristic stimuli that help students understand the consequences of every action taken in the school environment.
c. **Educational awards and sanctions as behavior reinforcement**, Giving rewards for disciplinary behavior plays a role as positive reinforcement, while educational sanctions function as negative reinforcement. This mechanism encourages the repetition of positive behaviors and reduces behaviors that do not conform to school norms.
d. **Consistency in the application of rules and strengthening behavior**, Consistency in implementing rules and strengthening behavior are key factors in internalizing student discipline. Disciplined behavior is formed through consistent repetitive experiences in various school situations.
e. **An orderly school climate that supports learning**, The implementation of *an integrated school setting* produces a relatively safe, orderly, and conducive school climate. The school climate supports the effectiveness of the learning process and strengthens the characteristics of effective schools.

4. CONCLUSION

The results of this study conclude that the implementation *of school setting* at SMP Negeri 3 Darangdan is carried out in a planned and relatively consistent manner through the management of the school's physical, social, academic, and cultural environment. The school environment is not only functioned as a means of supporting learning, but is positioned as a system that is consciously designed to shape student behavior. The arrangement of an orderly physical environment, clarity of school rules, and the implementation of daily habituation activities, including through the 7 Poe Atikan Purwakarta program, show that the school environment is a vehicle for internalizing the values of discipline, responsibility, and learning culture. This condition reflects the characteristics of an effective school characterized by an orderly, safe, and conducive school climate for the educational process.

From a behavioristic perspective, *the school setting* at SMP Negeri 3 Darangdan functions as a series of stimuli that shape students' behavioral responses through reinforcement mechanisms that are carried out repeatedly and consistently. School rules and discipline act as behavioral stimuli that provide clear direction and boundaries, while educational rewards and sanctions serve as reinforcements that reinforce disciplinary behavior and reduce behavior that is not in accordance with school norms. The consistency of the application of stimulus and reinforcement contributes to the formation of relatively sedentary behavioral habits, so that the discipline and obedience of students do not solely depend on supervision, but begin to be internalized as part of the school culture.

Thus, this study concludes that *school setting* is a strategic instrument in realizing effective schools through the formation of behavior and the creation of a conducive school climate. The effectiveness of a school is not only determined by academic and curriculum aspects, but also by the success of the school in managing the environment as an integrated behavioral learning system. The findings of this study provide theoretical contributions to the development of educational administration studies, especially related to the role of the school environment in a behavioristic perspective, as well as practical contributions for school managers in designing and implementing *school settings* that are oriented towards the formation of behavior and continuous improvement of the quality of education.

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