The Performance of the Healthy School Culture to Build the Collaborative Culture for Marginal Youth Society School: A Case Study at XYZ School

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The marginal youth society has the same right to have education. The XYZ School is the one that provide that kind of facilitation. As the youth generation, the marginal society has the same hope for their future. To be successful in their future, they have to have the collaborative ability. Their school has to provide the culture of collaboration. This study aimed to find the performances of the implementation of healthy school culture to build the collaborative culture using the purposive sampling with the degree of agree/disagree. It was analyzed using the descriptive analysis method for 10 respondents. This study found that the performance of healthy school culture tend to the degree of disagree (40%), neutral 50% and agree 10%.

Keywords: Healthy School Culture, Collaborative Culture, Marginal Society

1. INTRODUCTION

The XYZ school is a school for the lower class society. The XYZ’s name consists of 4 words that one of them is “Love”. This “Love” word is about loving the least of the children of a nation. This word is translated into providing hope and opportunity to marginalized youth. The XYZ Foundation was established by Veronica Colondam on August 13, 1999. It was out of her concern about the increasing rate of teen’s engagement into risky behaviours and the millions of youth dropout of school. Through an emphasis on education and capacity building, XYZ Foundation’s programs comprise of:
1. Healthy Lifestyle Promotion (HeLP): the primary prevention of risky behaviour including drug abuse and HIV/AIDS through education and the adoption of a positive lifestyle;
2. House of Learning and Development (HoLD): affordable education for underprivileged and school dropout youths, usually mentioned as marginal youth society, providing Basic Education, Digital Inclusion, and English Literacy courses;
3. Hands-on Operation for Entrepreneurship/Economic (HOpE): this program consists of two branches. The first branch is to empower HoLD graduates to find job and to start micro businesses by providing entrepreneurship training and seed capital. The second part is to help the mothers of the students who run small business to improve their income through micro-loans and micro capital.

The XYZ’s vision is to love and enable youth through hope and opportunity, and its missions are:
1. To enable youths through holistic youth development programs where education and access to finances converge to enable sustainable independence
2. To implement an inclusive and innovative approach that brings clear results and measurable impact
3. To inspire and enable other like-minded organizations by fostering public–private partnership.

The XYZ’s core values are mentioned as “iREAP”. These values serve as guidelines for its code of conduct and
behavior as they strive towards their vision.

I – Integrity
They emphasize integrity in every aspect of their work. Integrity is where core values and action meet consistently, resulting in confidence and trust from their partners and sponsors.

R – Resilient
They always give our best and put our full effort to achieve their goals. They strive to find solutions for every obstacle that comes their way. They embrace every challenge at hand as it gives them opportunity to learn and to exercise creative problem solving.

E – Excellence
They set a high standard for every project that they embark on simply because they won’t accept anything less. They take full ownership of all of their work. They know each of them contributes something meaningful. Their satisfaction results only when they have achieved their objective and they will not stop until they get there. They celebrate every success (even failure) with gladness and thanksgiving as long as they know they have given our best.

A – Adaptively
Their focus is always on the people they are impacting and not solely on the programs. Their program is individually tailored to meet the needs of the target group. They are more than willing to adjust our method and strategy to bring result and lasting impact to their beneficiaries.

P – Passionate
They are passionate about their work and they want to stay faithful to their cause as this is part of building their legacy. They understand the importance to integrate their faith, life and work into a united collective mission. They care deeply about giving our best, delivering the best possible job, by keeping up with all the development in the field and expanding their perspective and respective skills as well as talents to be not only good, but great at what they do (www.ycabfoundation.org).

To fulfill all of them, XYZ has partners. One of their partners is the Bina Nusantara (Binus) University. The way Binus do the cooperation is Binus gives the competencies it has from varied departments as its community development program. For examples are giving teaching for the XYZ’s students and counseling services from the departments of Character Building Development Center (CBDC) and Psychology Department. The CBDC gave teaching service for the Character Building subject and the Psychology department gave the counseling service for the XYZ students.

These services, of course, have one main objective: building smart and good character in the normal to high level of psychological well-being. Considering that the XYZ School is the school for the marginal society, there are lots of and complex problems in their students’ lives. These problems, of course, influence their academic lives.

Managing an organization like the XYZ School, of course, needs special abilities, facilitation, and culture. As an organization provides education services, of course, it has in-depth vision, it is “developing marginal youth to have a better future, or even great future, just like the middle to high class youth society”. To have a great future, this era of complex business world needs collaborative ability formed by collaborative culture.

The marginal society can be considered as the marginal groups. Whilst the marginal groups itself can be defined as groups those are being placed in the margins, and thus excluded from the privilege and power found at the center (Encyclopedia.com).

As to who is excluded, this can vary considerably between communities, but those with limited opportunities for financial advancement, newcomers to a community and persons who transgress the ideologies or dominant moral code of a community (Taket et al, 2009). When substantial numbers of excluded individuals live in a community, stigmatization of the entire community may result. In communities which are stigmatized on the basis of seemingly high crime rates or perceptions that socially unacceptable behaviors flourish, such as illegal drug use, teenage pregnancies, high unemployment and/or truancy from schools, are readily transformed from being a debate about some members of a community to imputing beliefs about all members of the community (Watt & Jacobs, 2000 in Taket et al, 2009).

From our perspectives, the students of XYZ are from this kind of community. Many of them live with stigmatization. The circumstances of the students’ school lives are not good enough. Whilst a successful career or business is the meaning of a great future for most people, as we are penetrating an era towards the globalization. This era needs people who can work together collaboratively as teamwork with good leadership competency.

Marzano’s meta-analysis of school factors that lead to high levels of student achievement and learning describes the need for professionalism and collegiality. For getting an acquaintance of the ability of YCAB in providing education to marginal society youth to get a better future, this research objected to get the performance of the school culture from a tool for assessment of a school’s culture to build the collaborative culture based on twelve norms of a healthy school culture (Jon Saphier & Matthew King, 1985 in National Staff Development Council, 2006).

2. THEORETICAL FRAMEWORKS

Collaboration has become a twenty-first-century trend. The need in society to think and work together on issues of critical concern has increased (Austin 2000a; Welch 1998 in Montiel-Overall, 2005). It is shifting the emphasis from individual efforts to group work, from independence to community (Leonard and Leonard 2001b, in Montiel-Overall, 2005). As business world keeps
getting complex, collaboration is very much needed, for this era also known as the age of collaboration (Montiel-Overall, 2005) and this started from early 21st century.

The phenomenon of collaboration is described in a variety of ways: systems (Austin 2000b; Noam 2001 in Montiel-Overall, 2005), dialogue (Clark et al. 1996; Senge 1990 in Montiel-Overall, 2005), creative problem solving (John-Steiner 1992 in Montiel-Overall, 2005), and interorganizational relationships involved in information technology (Black et al. 2002 in Montiel-Overall, 2005). This also happened in the educational world. In education, collaboration is seen as an opportunity for school renewal (Fishbaugh 1997; National Council for Accreditation of Teacher Education 2000; Council for Exceptional Children n.d. in Montiel-Overall, 2005) and an opportunity to involve many individuals in complex educational problems. Examples of these problems are: increased student needs as the number of students from diverse backgrounds who demonstrate low or failing test scores grows; diminished resources; an explosion of information through technology creating a more complex learning environment; and standards-based education requiring creative ways of meeting prescribed outcomes while engaging students in meaningful learning experiences (Montiel-Overall, 2005). In organisation studies, collaboration means various relationships between individuals and social groups striving for a common goal (Kozuch, 2009).

3. RESEARCH METHOD

This study is specifically aimed to find out the performance of XYZ's school culture based on a healthy school culture assessment tool. This is a preliminary study in to get the data about the school culture to predict the ability of enhancing the school culture quality, with the scope of study about the collaborative culture. Because of limited quantity of lecturers who do the community development in this school, this study was using the purposive sampling in doing the sampling and was analyzed using the descriptive analysis from the sampling results.

The sampling was specifically using the lectures of Binus University who do the community development in XYZ School from the Character Building Development Center and the Psychology Department as the respondents. There were 10 respondents. These respondents were the respondents who knew about XYZ quite well. There were so limited amount of respondents because there were just 2 departments which are in the area of behavior and culture do the community development in XYZ from Binus University.

The results of questionnaires as the assessment tool from each respondents were measured manually, analyzed and described analytically. For those were so limited number of respondents, the authors could not use the usual quantitative method with statistical analysis.

4. RESULTS AND DISCUSSION

The results of the assessment are shown below:

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Figure 1. The result of the research (the choice of respondents)
As we can see in the table and chart above, there were 120 answers totally in form of choices. They tend to be in the area of disagree (40%) and neutral (50%). There were just 12 choices in the area of agree (10%). The norms number 4, 7, 8 and 12 got choices in the area of disagree and neutral. The norms number 1 got 2 choices in the area of agree and 2nd norm got 4 choices in the area of agree. These results mean that the school’s culture still have the nuance of collegial and have enough culture in encouraging and supporting in experimentation and sharing information as well.

Considering that the 4th norm is about trust and confidence, and the choices are 6 for disagree and 4 for neutral, this school’s culture experiences the lack of trust. The 8th norm also showed that the norm of caring, celebration and humor is very low. It is shown from the 6 choices in the area of disagree and 4 choices in the area of neutral.

These results showed that the XYZ school is not ready to implement the collaboration culture. The most obvious evidence is the performance of the 4th norm. For the 4th norm is about trust and confidence, of course, we cannot build a good relationship with others if our level of self-confidence are low as well as the level of trust to others.

The same result as the 8th norm, for it is the norm about caring, celebration and humor. Considering that collaboration is seen as an opportunity to involve many individuals in complex educational problems we cannot expect a good level of collaboration culture from this kind of culture.

5. CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the research findings and discussion conducted the performance of healthy culture school implementation in XYZ school tends to low level. They were 40% disagree choices and 50% neutral choices and the rest 10% are in the area of agree choices. This means that this school does not have healthy school culture in providing education.

The results of two norms out of 12 norms of a healthy school culture, i.e. the 4th norm and the 8th norm, have shown an unexpected performance to build the collaborative culture. If the collaboration consists of system, dialogue and creative problem-solving, the implementation will be failed when the most important norms (the 4th and 8th norms) in building good relationships are in the low level of implementation.

Recommendation

Whilst this is a preliminary research, there has to be the next research to get the results about other indicators of many kinds of soft skills for XYZ School. As it is the school for marginal society, there has to be a quite major change in the school management.

The XYZ school has to enhance the quality of its curriculum of education. Their mission and vision are good, but we thought that their vision and mission are not for their students. Probably they have already realized that it is not easy to educate marginal students, for they have complex problems in their lives. But as they have already build and develop this school that is objected to underprivileged and drop-out school youths, they must realized that most of them are from the marginal society, not just the low class society. And this kind of society, of course, needs special ways to learn then leads to special kind of curriculum. There were many kinds of tools to assess the school culture, another experiment and researches can be done using these kinds of tools. The research can be expanded deepened to study the collaborative competency, as this competency is much needed in this era.

This semester Binus University has done the partnership in fulfill the XYZ curriculum (for CBDC) and support in enhancing the students’ psychological well-being (for Psychology Dept). Concerning this, these two departments can collaborate to generate a program to build the collaborative culture. As Kozuch’s statement (2009) that collaboration means various relationships between individuals and social groups, the CBDC and Psychology Department can collaborate to produce a program to help the XYZ to build their collaborative culture.

The CBDC and Psychology Department may build their own internal programs first for building the collaborative culture before collaborate each other to build a program that entities their programs. Since there are curriculum reviews periodically, these programs may be in review to be included in their subjects’ curriculum.

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REFERENCES
