Exploring School Core Values and Their Impact on Student Achievement Culture: Transformational Evidence from a Suburban School

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Abstract: The purpose of this study explore how schools build core values, implement them, and see the impact of implementing school core values in developing student achievement. The selection of this school is based on the school's journey, which shows a transformation process caused by the school's strong core values, in the last ten years, the school has been able to develop a culture of achievement for its citizens. In the last year, around 125 achievements were achieved by students in various competitions at local, regional, and national levels. This is not experienced by all schools, primarily since this school is located in the suburbs with limited access and input. The results of the study show that the process of determining the school's core values is carried out in stages that include identifying values that are considered essential and become the spirit of the school community, socialization and communication of core values, agreement and determination of core values with the school community. The school's three core values, namely religiosity, honesty, and hard work, are integrated into various aspects of the school with a strong commitment from the school community. Implementing the school's core values also influences many factors such as curriculum and learning, student talents and interests development, culture and social environment, human resources development, branding, and character education. From an academic perspective, integrating core values has created a positive learning environment in the school. The school's core values also play a role in developing students' non-academic aspects, through various extracurricular programs, habits, and student activities that have succeeded in honing students' potential in various fields to produce many achievements. In recent years, the school has been able to transform from a less popular school with minimal achievements, now it is able to produce brilliant achievements and improve its image in society.

Keywords: School Core Values, Student Achievement Culture, Suburban School, Transformation

Introduction

Each school has unique characteristics that can influence perceptions and actions in providing educational services in schools. These characteristics are shaped by several factors including geographic location, religion or beliefs held by most school residents, and individual and collective experiences in the school environment. These factors play an essential role in shaping social dynamics. The age population also influences the pedagogical approach applied in schools. This can be seen in the curriculum, teaching methods, extracurricular activities, habits, and strategic programs. The culture embraced by school residents also significantly impacts the climate and values upheld (Gagne et al., 2005; Smets et al., 2022). Educational practices in schools are often coloured by cultural backgrounds that can influence educational policies and practices. Religious-based schools will affect the curriculum including strengthening the teachings of the religion, as well as religious activities that are more intense in everyday life (Metcalfe & Moulin-Stozek, 2021; Ramedlon et al., 2023). In addition, the school's geographical location can also form characteristics that show the distinctive features of an institution. Schools in urban areas will face different challenges and opportunities than rural ones. Factors such as accessibility, infrastructure, and local community support can influence how the school develops.

The experiences of school residents from students, teachers, and staff also shape perceptions and interactions in the school environment. These experiences can be related to the history of the school, interpersonal

relationships, and academic and non-academic achievements. These collective experiences contribute to building the school's identity and reputation in the community's eyes (Asanjarani et al., 2021). A comprehensive understanding of the characteristics and distinctions of each school requires an in-depth analysis of the various interacting factors. To carry out effective institutional development, each school must first identify and establish core values that will become the foundation and identity of the institution. These core values serve as fundamental guidelines that direct all operational and strategic aspects of the school and become the spirit that motivates all school residents to develop the school and improve the achievements of its residents (Kahrizsangi et al., 2022). Defining core values requires active participation from various stakeholders, including principals, teachers, students, parents, and other community members. Discussion and deliberation involving these diverse perspectives is essential to ensure that the values identified genuinely reflect the aspirations and needs of the school. Once the core values are established, the next step is integrating them into school policies and practices.

School Core Values as the Spirit of All Activities at School

All school activities must begin with systematic and structured planning so that the process of internalizing core values runs smoothly. The school's core values must be communicated effectively to all school residents because they are a vital principle of belief in organizing all school programs. This can be done through various means such as promotional media, school meetings, bulletin boards, and digital platforms to promote these values to school residents and the community (Jukic, 2023). Consistent communication is essential to ensure all school residents understand and internalize these values. In addition to communication, implementing core values and expectations must be seen in daily practice. Continuous monitoring and evaluation need to be carried out to assess the extent to which core values and expectations have been implemented and to see their impact (Lickona, 1996). The evaluation results can then be used to make adjustments and improvements needed by the school to support the achievement of the school's vision and mission. These core values will be the foundation and guideline for all educational services in schools and are monitored continuously.

School core values play a role as a moral and ethical foundation that guides all activities in the school, starting from the curriculum, institutional management, and interactions between school residents. In the context of institutional development, core values act as the main guideline in formulating the school's vision and mission, as well as making strategic decisions that impact the school's transformation process in the short and long term. Core values provide clear direction and shared goals for all school members (Cook, 2024). This dramatically helps build a strong school culture, increasing the loyalty and commitment of teachers, staff, students, and parents. By having clear core values, schools can integrate these principles into all important aspects of the school while ensuring that students receive not only academic education but also in-depth value education. In terms of management and governance, core values help create high standards for the performance and behaviour of its citizens. School residents can use core values as a benchmark for evaluating performance and making professional development, recruitment, and human resource management decisions.

Core values contribute to quality improvement and drive continuous innovation (Maphalala & Mpofu, 2018; G. D. Taylor et al., 2007). Core values as a powerful branding tool for schools can communicate clearly to the community and build a positive reputation to attract prospective students and parents who share the same values. This can help increase student enrollment and strengthen relationships with alumni and the surrounding community. In the context of sustainable institutional development, core values will help ensure that schools remain adaptive to changes in the external environment. Solid core values enable schools to remain true to their fundamental principles to continue to innovate and develop according to the needs of the times (Gamage et al., 2021; Tan, 2024). Thus, core values are not only the foundation of school identity but also the central pillar in long-term institutional development strategies. Through the instillation and implementation of appropriate core values, schools can create a positive educational environment, facilitating academic achievement and forming individuals with the character to face future challenges. Core values reflect the daily culture of the school. Developing customs, traditions, and symbols that reinforce these values can enhance a sense of togetherness and collective identity.

Periodic and reflective evaluation is also needed to ensure that core values remain relevant in supporting school goals and are implemented by involving ongoing monitoring of the implementation of these values and their impact on student achievement. Schools can create a solid foundation for sustainable institutional development by having strong and clear core values. Specifically, it can be concluded that school core values can help achieve academic and non-academic goals while building student character and competence. Schools that successfully integrate core values into all aspects of their operations will be able to create a conducive and high-quality educational environment. Every school must clearly define and communicate core values and expectations to all its citizens (Tillman & Hsu, 2018). These core values and expectations play an essential role in shaping the school climate and culture, affecting the effectiveness of learning, student well-being, and relationships between all stakeholders.

The Importance of School Core Values for Developing Student Achievement

Schools that are able to initiate and implement core values well have been proven to have a significant impact on the development of student achievement. Core values that are clear and can be internalized by all school

members can improve their performance and in turn, will enhance the quality of educational practices in schools. In addition, the school climate and culture will be strengthened, and students will be encouraged to succeed in academic and non-academic fields. Research by Kahrizsangi et al., (2022) shows that schools that implement core values experience improvements in many important aspects, including school culture, school leadership and management, and school community involvement. Core values that are consistently applied can create an environment that supports students' cognitive and affective development. Strong core values will also help build a positive school climate, where all school members feel valued and motivated and are able to contribute to the development of effective school leadership and management. Many studies also show that schools that successfully internalize core values tend to have students with higher academic and non-academic achievements (Hartono et al., 2018; Yuliarsi et al., 2023).

These values are able to encourage students to reach their maximum potential and help develop character and social skills. Initiation and implementation of effective core values serve as guidelines and tools to optimize various aspects of school development. Therefore, it is essential for every school to seriously and systematically develop, communicate, and integrate core values into all aspects of school operations and life. This step ensures that the school can achieve its vision and mission more effectively while positively contributing to the development of students and the wider community. MTs NU Pakis Malang is a real example of an educational institution that has succeeded in carrying out significant transformation through the implementation of the school's core values. Before this transformation, this school was often considered a suburban school with low preference from parents. Various factors, including limited facilities, low academic quality, and lack of participation and support from the surrounding community caused this negative perception. Through consistent initiation and implementation of core values, MTs NU Pakis Malang was able to prove its ability to change and achieve various brilliant achievements.

This transformation includes several important aspects, the initiation and implementation of school core values can impact student achievement. The experience of MTs NU Pakis Malang shows that effective implementation of core values can be a powerful tool to change perceptions and improve the performance of an educational institution. With a solid commitment to these values, schools can create an environment that supports the development of student achievement, and build positive branding to achieve success. This successful transformation also inspires other schools facing similar challenges to adopt a similar approach in their efforts to improve the quality of education. Based on this description, the researcher will explore further how the core values adopted by this suburban school succeeded in transforming the school into an outstanding school. Furthermore, the study will examine the strategy for implementing core values in all aspects of school operations. This includes integrating core values into the curriculum, teaching methods, extracurricular activities, and school management policies and practices.

Research Methodology

This study uses a case study design with a descriptive-qualitative research approach. According to Yin (2018), a case study is an appropriate approach to explore complex phenomena in their original context. Through this design, researchers want to gain an in-depth understanding of the dynamics and context of the phenomenon in the target school. The focus of this study was conducted on one of the Islamic schools located in the suburbs of Malang, Indonesia. The school was selected based on several important criteria. First, this school has won the NU Award in the category of the best PWNU school in East Java Province, Indonesia. This award shows external recognition of the quality and achievements of the school. In addition, this school also has a significant number of students from areas outside its district. This condition provides a broader perspective on how students with diverse backgrounds apply and internalise core values.

Another uniqueness of this school is its ability to transform from a school with mediocre achievements to a high-achieving school through consistently implementing core values. This transformation shows that core values have played an essential role in improving the quality of education in schools. Implementing school core values in various programs can create a positive school culture and support student achievement. All schools do not experience this kind of educational transformation, so the case at MTs NU Pakis Malang Regency is an interesting and unique case to study. This study seeks to explore in more detail and depth the process of formation, implementation, and impact of core values in schools on student achievement. Through this study, it is hoped that insights can be obtained into best practices that can be adopted by other schools facing similar challenges. Therefore, it is hoped that this study can provide academic contributions and provide an overview of good practices and practical recommendations for improving the quality of education for other schools.

Participants

Researchers used the purposeful sampling method in selecting school participants to obtain relevant and in-depth information about the phenomenon being studied. According to Patton (2015), purposeful sampling is a sampling technique in which researchers deliberately select individuals or groups who are considered to have rich knowledge and experience related to the research topic. The selection of participants based on purposeful sampling is expected to improve the quality and depth of the data obtained. Participants selected in this study had direct involvement and a deep understanding of the school's core values, such as principals, teachers, students, and staff.

The main focus of this study is to explore in depth how the school's core values are built and implemented, and how these core values impact the development of student achievement. According to Creswell (2018) & Yin (2016), data quality is greatly influenced by the depth of insight and experience of participants related to the phenomenon being studied. Participants who are carefully selected and deeply understand the school's core values can provide more in-depth information.

This is important because core values include beliefs and norms that underlie organizational culture and influence individual behaviour in the organization (Cook, 2024). Researchers carefully identify relevant participants so that the data produced indeed provides detailed and in-depth information. Participants selected in this study include principals and teachers, who have a key role in forming and implementing core values. Principals and teachers have deep insight into the process of socializing these values to students and staff and provide views on changes in student behaviour and achievement related to the school's core values. According to Day et al. (2016) & Kahrizsangi et al. (2022) principals and teachers are agents of change who play an important role in internalizing core values in the school environment, so their involvement can provide rich and detailed data on the implementation of these school core values. The following participants are students, those who have demonstrated academic or non-academic achievements are considered able to provide insight into how core values affect their motivation and performance.

Zysberg & Schwabsky (2021) state that the experiences of high-achieving students can provide valuable perspectives on the impact of school values on their academic achievement and personal development. Their views can reveal the relationship between the internalization of core values and significant learning outcomes. In addition, staff were selected as participants because they support the implementation of core values in daily operations at school. Staff play an important role in ensuring that these values are applied in various aspects of school services, from policies to administrative practices. According to Maxwell et al. (2017), the role of administrative staff in supporting a school environment that is oriented towards core values is essential to creating a positive and productive school culture. By involving principals, teachers, students, and staff, it is hoped that this study can collect comprehensive and in-depth data on the formation, implementation, and impact of core values on student achievement.

Data Collection

Researchers used interviews, focus group discussions (FGD), observation, and documentation as data collection techniques. According to Creswell (2013), combining various data collection techniques allows data triangulation, increasing the validity and reliability of research findings. This method also allows researchers to explore information from multiple perspectives, thus providing a more comprehensive picture of the phenomenon being studied. Researchers conducted interviews with the principal, teachers, and staff to obtain in-depth information from the perspective of the entire school community. These interviews were designed to explore information about the development of school core values, their implementation, and their impact on the development of student achievement, both academic and non-academic. In addition to interviews, researchers also conducted focus group discussions with school stakeholders.

This is expected to provide an opportunity for participants to collectively confirm the data that has been collected and provide additional views that may not have emerged in individual interviews. According to Taylor et al. (2016), focus group discussions effectively explore shared views and group dynamics related to research topics. In this context, FGDs help identify consensus or differences of opinion regarding the implementation and impact of school core values. Further interviews were also conducted with students to gain their first-hand perspectives on how core values affect their motivation and performance. Students' experiences are expected to provide valuable perspectives on the impact of school values on their academic achievement and personal development. Interviews with students also aimed to understand the extent to which core values influence their attitudes, behaviours, and interactions at school. In addition, researchers also conducted observations and documentation to complement the data that had been obtained.

Observations aimed to see firsthand how core values were applied in daily activities at school, while documentation such as school documents, meeting notes, and socialization materials were used to explore additional evidence that could support the research findings. The use of various data collection techniques in this case study research was to strengthen the validity of the findings, gain a comprehensive understanding, and strengthen the conclusions (Denzin & Lincoln, 2018; Yin, 2009). The findings of this study are expected to provide academic contributions and become practical guidelines for other schools that want to implement core values to improve educational services and student achievement. Data was collected using various techniques such as interviews, observation, and documentation. In general, research instruments can be seen based on Table 1 below.

Table 1. School Core Values Research Instrument Grid

Research focus	Aspects explored

Determination of School Core Values	▪ Institutional encouragement to identify school core values
	▪ Actors involved in the process of identifying school core values
	▪ The meaning of school core values for school residents
	▪ The main objectives of determining school core values
	▪ Process of identifying school core values
	▪ Methods or approaches in initiating school core values
	▪ Strategy for socializing and communicating school core values
	▪ School community responses to the established core values
	▪ Feedback received during the socialization process
	▪ Challenges in the process of determining school core values
Implementation of School Core Values	▪ Integration of core values in educational practices in schools
	▪ Implementation of core values in academic and non-academic activities in schools
	▪ Measuring the success of implementing school core values
	▪ Challenges in the process of implementing school core values
	▪ Obstacles encountered in implementing school core values
	▪ Evaluation process for implementing school core values
	▪ Actors involved in the evaluation process
	▪ Follow-up on evaluation results
The Impact of Implementing School Core Values	▪ Impact of school core values on student academic achievement
	▪ Impact of school core values on student non-academic achievement
	▪ Future plans to strengthen the impact of core values on students
	▪ Efforts to increase the positive impact of core values on student achievement
	▪ School expectations for future implementation of core values
	▪ Influence of school core values on student participation in extracurricular activities

Data Analysis

The data obtained from the research results will be analyzed using three main stages, namely data reduction, data presentation, and drawing conclusions (Miles et al., 2014). The first stage, is data reduction, which involves selecting data relevant to the research objectives. Researchers also carry out a filtering process to eliminate irrelevant data, so that only important information will be used. Information from the field, which was initially in the form of raw data, will then be summarized and arranged systematically, and important points will be selected to facilitate further data analysis. Researchers use an open coding approach to identify the main themes according to the findings that have been collected. According to Corbin & Strauss (2008), open coding is an analytical process in which data is divided into smaller units and labelled to identify emerging concepts. After the main themes are identified, researchers continue with axial coding to connect the categories and subcategories that have been formed. Axial coding will help researchers build relationships between these categories and explain how they relate to each other in the context of this study.

In the final stage, the researcher conducts selective coding to identify the core category that is the main focus of the research. This core category is a central concept that integrates all previously identified categories and provides a framework for the overall analysis. To find the meaning of the data that has been collected, the researcher analyzes by looking for relationships, similarities, or differences between existing data. Conclusions are drawn by comparing statements from research subjects with the basic concepts that are relevant to this study. Verification is carried out to assess the suitability of the data with the research objectives, ensuring that the interpretations taken are appropriate and objective. According to Denzin & Lincoln (2000), verification is an ongoing and iterative process, where data is continuously checked and compared to ensure its validity. These three data analysis steps are a continuous and repeated process throughout the research. This process not only helps researchers manage and analyze data systematically but also ensures that the research results can provide in-depth and comprehensive insights into the phenomena being studied.

Conceptual Framework

In qualitative research, the conceptual framework is important in guiding the data collection and analysis process. By following this framework, researchers can systematically explore the school's core values according to the existing focus. This study uses a qualitative approach to understand how schools identify and determine their core values, implement them in educational practices, and how these values affect student achievement. The qualitative approach, as explained by Creswell (2018) allows researchers to collect in-depth and detailed data through methods such as interviews, observations, and document analysis. In this context, researchers can explore the experiences and perspectives of various stakeholders in the school, including the principal, teachers, students,

and staff to understand the process of determining and internalizing core values to the school community and conceptual framework in this study. The conceptual framework in this study can be seen in the following figure.
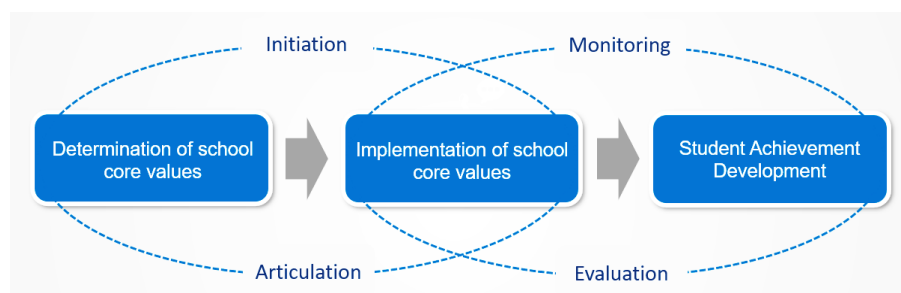

Figure 1: Research Conceptual Framework

By following this framework, this study not only explores how school core values are determined but also looks at how they are implemented and their impact on various aspects of the school. This is in line with the concept of grounded theory proposed by Glaser & Strauss (2006) where theory is built from data obtained directly from the field, allowing researchers to develop a broad and contextual understanding of the phenomena being studied. Thus, through this approach, researchers can provide in-depth insights into the importance of core values in creating a conducive educational environment and effectively supporting school core values. These findings provide valuable contributions to the development of educational theory and practice and are expected to guide other schools wishing to develop and implement their core values.

Results and Discussion

In daily life, the school's core values play a very important role in the transformation of the school. This is closely related to the values that have been believed and used as a reference in managing education there. The determination of the school's core values that go through several processes proves the school's desire and commitment to continue to develop. In addition, the seriousness of the school has produced good results in many things, especially in developing student achievement. This section describes the results of the research according to the focus and is grouped according to the theme of the findings.

Determining School Core Values

The first focus of this study is to explore how to determine the school's core values. Based on the results of the study, it was found that the development of core values in this school was carried out through several structured and systematic steps. These steps include identifying values that are considered essential and becoming the spirit of the school community, socializing and communicating with stakeholders and school residents, and continuing to agree on and determine the school's core values. The results of interviews and focus group discussions revealed that there are three core values initiated by the school, namely religiosity, honesty, and hard work. The value of religiosity reflects the school's commitment to forming student character based on religious values (Forfang & Paulsen, 2024). This also stems from the principal's experience and the principles he has believed in so far in managing the institution and ultimately becomes the spirit for the school community in carrying out all activities at school. The three core values are integrated into various aspects of school life with full commitment from the principal, teachers, and staff. The implementation of these values can have an impact on student achievement and shape good student character. The researcher conducted initial interviews with several informants regarding the development of school core values. Some of the results of the interviews are as follows.

Table 2 Results of interviews with informants

Questions asked	Answers from informants	Conclusion
What do school core values mean to you?	**IFM 1:** In my opinion, school core values are values that we believe in and can truly become a spirit and guide in carrying out any activity. (KM.WWC.01) **IFM 2:** The school's core values are values that become the school's identity, are part of the school's culture, and are implemented in all school activities. (WK.WWC.01) **IFM 3:** The core values of a school that I understand are principles held by an institution where with these principles the institution can continue to improve its quality.	The school community has understood the essence of the school's core values as a demand that underlies how an individual or an organization will behave, think, make decisions, and act.

(G.WWC.01)

What was the initial condition of this institution before it had school core values?	**IFM 1:** Initially, this institution did not realize the need to identify core values and legally write them down, but in fact, these core values have long been our spirit in developing the institution. (KM.WWC.02) **IFM 2:** So far we have only carried out natural institutional development, because we are an institution under a religious foundation, so the religious values are prominent. (WK.WWC.02) **IFM 3:** The most prominent institutional management used to be strengthening Islamic values in schools. (G.WWC.02)	This shows that before there were agreed and legalized core school values, they ran naturally even though religious values were already the basis for providing educational services.
How does this institution develop the school's core values?	**IFM 1:** I initially reflected on the journey of this institution, what are the living values, I slowly communicated with the curriculum department and the school community and in the end we determined the core values that guide us all. (KM.WWC.03) **IFM 2:** At first the principal initiated simple core values, but lately these values have been formulated and become the identity of our institution. (WK.WWC.03) **IFM 3:** The school's core values initiated by the principal were initially always socialized in various activities, including to students to increase their enthusiasm for learning and achieving. (G.WWC.03)	The institution has gone through several stages to build the school's Core values, including identifying the values that live in the school, initiating the values, communicating them, and determining the core values that serve as a shared guide.

Based on the research results, this school operates under an Islamic foundation affiliated with Nahdlatul Ulama (NU), one of the largest religious organizations in Indonesia. This affiliation significantly influences the core values built by the school. This study found that the core values have been well established. The determination of the three core values in the school is the result of a process that does not happen suddenly but rather through systematic stages and involves the school community. In detail, this process begins with the initiation carried out by the principal as the leader and main driver in forming these core values. The principal starts this process by conducting an in-depth evaluation of the values that have been the main spirit and strength for all school residents. This assessment is beneficial for seeing the values that already exist and how these values contribute to the development and achievement of school goals so far (Masturin, 2023). The principal conducts identification to get a clear picture of the values that are the main strengths of the school. The school adopts a collaborative approach to identifying core values that reflect the aspirations and fundamental principles of all school residents.

This process involves various stakeholders including the principal, curriculum area, teachers, staff, and students. Through a series of reflective discussions and surveys, perspectives and views can be explored in an effort to find values that reflect collective identity. After the core values are identified, the principal continues by communicating the findings to stakeholders in the school, starting from the curriculum vice principal, teachers, and the entire academic community. This communication process involves open interaction and input from the school community. The goal is to ensure that the proposed core values are widely accepted and understood by all members of the school community. The principal uses a strategic approach to determine the values that are most relevant to the foundation's vision and mission. According to Puyo (2020), this identification stage involves an in-depth analysis of the needs and aspirations of the school community, as well as how these values can reflect the characteristics of the school. This is also reinforced by the view of Day et al. (2016) that stakeholder involvement

in the core values development process is essential to obtain the support and commitment needed for effective implementation.

Discussions and feedback obtained from stakeholders help adjust these values better to suit the needs and aspirations of the school community. This communication process also aims to make core values part of the characteristics of the school. The agreed core values are then integrated into various aspects of school culture. A strong school identity will reflect core values and shape the school's perception and identity in the eyes of the community. School residents need to ensure that these values are not only established as fundamental principles, but also implemented in policies, practices, and daily activities. Overall, the process of forming core values in this school reflects an inclusive approach (Korpershoek et al., 2020; Tan, 2024). This process seeks to ensure that the core values adopted not only reflect the aspirations and identity of the school but can also be applied consistently to support the achievement of the vision, mission, and development of student achievement as a whole.

Implementation of School Core Values in Educational Practice

The implementation of school core values comprehensively affects all aspects of the school. This shows that all aspects of the school align with the basic principles applied and always strive to create an environment that focuses on academic development, character, and non-academic achievements. The results of the study show that the implementation of school core values also affects the curriculum and learning, development of student talents and interests, culture and social environment, human resource development, branding, and character education. The core values applied, namely religiosity, honesty, and hard work, have become a guide in designing and implementing various aspects of education in schools.

Curriculum and Learning

The established core values have become principles in school development. The integration of these core values is also included in the school curriculum as well as being a strategic step designed to create a conducive and harmonious school climate (Gamage et al., 2021; Poster, 1999). The values of religiosity, honesty, and hard work are a reflection of the principles of the school. These core values are used as the main foundation in forming the curriculum and learning practices. Religious values are integrated into the curriculum through religious education and religious activities that teach spiritual values. Religious values are integrated into the curriculum through routine religious activities such as congregational prayer, reading the Koran, and other religious activities. According to Sin & Cahyani (2022), religious values can provide a strong moral foundation for students and help shape good character. Principals and teachers play an important role in instilling these religious values through consistent examples and guidance. The value of honesty is the main pillar in building student integrity so schools emphasize the importance of honesty in every aspect of life, both academic and non-academic.

The implementation of honesty values is carried out through various programs such as exam supervision, giving awards to students who demonstrate honest behaviour, and integrating honesty values into all subjects. Researchers found that honesty is not only taught theoretically but also applied in daily practice at school. According to Lickona et al. (2007) & Pike et al. (2021), effective character education must involve teaching, modeling, and applying moral values in everyday life. Meanwhile, the value of hard work is integrated to encourage students to achieve high achievement. This school teaches the importance of hard work, through various academic and extracurricular activities that challenge students to be taught not to give up easily and to always try their best in every activity they do. The implementation of hard work values includes giving assignments, additional tutoring, and ongoing motivation from teachers. According to Deal & Peterson (2016), hard work is a key factor in achieving long-term success. The integration of these values into the curriculum aims to ensure that every aspect of education in schools supports and reflects the core values that have been established (Schein, 2010).

Learning practices that reflect these values involve the use of methods that promote active student engagement, honesty, and encouragement to strive hard. This is in line with the views of Irwin (2014) & Reece et al. (2015) who explained that implementing school core values can increase student engagement and support the achievement of school goals. Overall, implementing school core values directly affects how the curriculum and learning practices are organized and implemented. This study shows that integrating core values into the curriculum and learning practices contributes to creating a good educational climate and culture in schools and can improve student learning outcomes and personal development. By adjusting the curriculum and learning practices in accordance with the core values, this institution has also achieved many achievements in various regional and national championships. Learning at this school is also carried out with a block model, so that in 1 week students will focus on studying certain subjects. That way the school hopes that students can learn the material in detail and in depth.

Developing Students' Talents and Interests

The school's core values have also influenced how students' talents and interests are developed in schools. One of the main areas where core values can be practically applied is in extracurricular activities. These activities provide opportunities for students to explore and develop their talents and interests outside of formal school hours. Integrating core values such as religiosity, honesty, and hard work in extracurricular activities ensures that these

values can be internalized in academic aspects and various aspects of students' lives at school (Alhadabi & Karpinski, 2020). The school believes that every child has potential that must be developed through various activities that can encourage the growth of this potential, each student is given the freedom to determine the extracurricular activities that they will pursue until they achieve maximum achievement. This school develops extracurricular programs based on core values, one of the strategic programs implemented is talent mapping, where students are mapped from the beginning to identify their talents and interests. This talent mapping allows schools to systematically understand the potential of each student and direct them to activities that best suit their interests and abilities (Zysberg & Schwabsky, 2021).

This program helps provide relevant extracurricular choices and supports talent development in a more focused and planned manner (Allen et al., 2018). In addition to talent mapping, schools also provide various extracurricular units that students can choose based on their interests and talents. These extracurricular units include various activities such as sports, arts, and academic clubs, which are designed to provide opportunities for students to practice and compete in their fields of interest. The importance of choosing activities that are in accordance with students' talents and interests lies in their ability to increase student motivation and involvement in the learning process (Cahyanto, 2022). In practice, extracurricular activities in this school are monitored and evaluated regularly to ensure that student development can be monitored comprehensively. This monitoring process involves regular assessment of student progress in extracurricular activities, as well as constructive feedback to support their development. This evaluation aims to identify areas where students show significant progress as well as areas that may require additional support (Gheyssens et al., 2022).

Furthermore, the school does not only stop at providing activities and monitoring student development, the school also provides active assistance and includes students in various competitions and competitions. Participation in these competitions is part of the school's efforts to maximize students' potential outside of academic aspects. Through these activities, students can hone their skills, gain valuable experience, and achieve achievements that can increase their self-confidence and motivation (Korpershoek et al., 2020; Suhandoko & Hsu, 2020). Overall, implementing core values in extracurricular activities contributes to developing student's talents and interests in a structured and value-oriented manner. Through talent mapping programs, the provision of diverse extracurricular units, monitoring student development, and assistance in competitions, this school ensures that student's potential is maximized with a holistic approach and supports students' personal development and achievement as a whole. In addition to providing diverse extracurricular activities, the school has many student activities supporting student competence and achievement development. At school, students will not lack productive activities, because every day there are self-development activities that can facilitate students comprehensively.

Culture and Social Environment

The implementation of school core values also affects the culture and social environment of the school, especially in creating culture and habits in the school. Schools have a significant role in providing consistent behavioural models according to the core values applied to ensure that the habits carried out in schools reflect the values of religiosity, honesty, and hard work. This is an important step in creating and maintaining an environment that follows the school's basic principles (Cahyanto, 2023). The developing school culture includes positive habits and reinforcement of the school's core values in various routine programs. This culture not only reflects how school residents interact and carry out daily activities. Consistent enforcement of school rules according to the core values and strategic programs developed by the school also helps create a unique culture called a culture of achievement, where everyone in the school is always encouraged to maximize their potential and there is guidance from the school to find their talents. This culture of achievement was born because of the spirit and principles of the school, which are based on the core values that every child has potential that can be developed through various programs and efforts. Each student is given the freedom to determine the extracurricular activities they will pursue to achieve maximum achievement so that when students have limitations in academic aspects, they are helped to find potential in other non-academic aspects to be accompanied to attain maximum achievement.

This is one of the good cultures and social environments in schools, so all school residents including teachers believe that all children are unique and talented. Schools have a role in helping them find this potential through great programs. Schools also always give awards for the achievements of school residents. Awards for behaviour that reflects core values are also an important element in school culture (Lickona et al., 2007), this award helps motivate teachers, students, and staff to continue to behave in accordance with core values and continue to commit to a positive school culture (Skinner, 1953). When faced with a conflict or violation, the approach taken by the school is adjusted to the school's core values by prioritizing problem-solving that focuses on learning to strengthen understanding of these core values among students (Bates, 2019). Research shows that schools with a strong culture based on core values tend to have higher levels of satisfaction and engagement among students, staff, and parents, and achieve better educational outcomes (Jeynes, 2019). Overall, implementing core values in schools has created an excellent school culture and social environment.

Human Resource Development

The school community comprises several components, including the principal, teachers, students, and

staff. The school's core values play a role in developing human resources within it. This is related to how the school provides support and real action to improve the competence of educators, students, and staff. Implementing the school's core values also impacts how the school manages and develops human resources (Berkowitz & Hoppe, 2009; Maphalala & Mpofu, 2018). Core values such as religiosity, honesty, and hard work are the basis for designing and implementing various human resource development programs to improve the quality of education and the efficiency of school operations. In the context of this professional development, the school's core values influence the design and implementation of teacher and staff training and development programs. Training based on the school's core values seeks to ensure that activities can genuinely improve the skills of the school community. The school's core values also influence the school's approach to staff performance evaluation and career development. The performance assessment carried out by the school always takes core values into account and ensures that the evaluation focuses on work results that are in accordance with the school's core values. The evaluation provides constructive feedback for improvement in line with core values.

Schools facilitate career development by providing opportunities for school residents to develop skills and competencies to improve their careers in order to support institutional and personal development (Syarnubi et al., 2021). In addition, core values play a role in shaping the work culture in schools which also influences how school residents interact and work together. A work culture built on the values of religiosity, honesty, and hard work creates a positive environment for mutual growth. A work environment that reflects core values can motivate to increase the involvement and commitment of school residents to the school's vision and mission. A strong work culture based on core values also helps resolve conflicts in a good way (Singh, 2019). Through support and real action based on core values, schools can improve the competence and capacity of the human resources in them. On the other hand, schools create an environment that supports the professional growth of educators through various programs including support for further studies of educators and participation in various activities or self-development forums.

School Branding and Character Education

The school's core values also significantly influence the branding and character education applied in the school. The core values used in the school not only shape the school's identity but are also helpful in developing students' character through various good practices and policies in the school environment (Kelly et al., 2002; McGrath et al., 2021). Core values play an important role in shaping and strengthening the branding of this school. The values of religiosity, honesty, and hard work are part of the characteristics that distinguish this school from other educational institutions. Through implementing core values, the school creates an image and reputation that reflects its commitment to these principles. Strong branding, which is based on core values, helps attract prospective students and parents who share the same beliefs as these values by building trust and support from the community (Taylor et al., 2007). So far, the branding process carried out includes various activities such as websites, social media, community activities, programs that highlight the school's core values, and achievements achieved by students. This will be a special attraction for prospective students and parents amidst moral degradation among students.

One of them is that schools emphasize religious values, schools often hold religious activities that are open to the community, including prioritizing honesty and hard work which are highlighted through student achievements that demonstrate a commitment to integrity and ethics. This activity will strengthen the school's image and communicate core values to external and internal parties (Schmidt & Redler, 2018; Urde, 2003). On the other hand, the school's core values also play an important role in character education which is implemented through habits and strategic programs in schools. The main goal is to shape students' attitudes and behaviors that align with the school's core values. By integrating core values into the curriculum and daily habits, schools hope to create an environment that can promote good character in students. Religious values are implemented in schools through religious programs such as strengthening worship practices, memorizing the Qur'an, studying Nadhom Aqidatul Awwam, praying in congregation, routine istighosah and tahlil, Aswaja lectures, traveling istighosah, charity, Ramadhan cottages, sholawatan, and other activities to strengthen students' character.

Meanwhile, the values of honesty and hard work are implemented through teaching about integrity and responsibility in everyday life. These three values are an inseparable part of all habits and programs in schools. Character education based on core values also involves the application of these values in daily interactions at school (Abdulkadiroglu et al., 2020; Tan, 2024). The use of teaching methods that emphasize value-based learning, the application of disciplinary rules, and appreciation for behavior and achievements that are in accordance with core values contribute to the formation of student character. Core values are very visible as an integral part of the educational process that shapes student character. Overall, branding and character education are greatly influenced by the school's core values and the formation of the school's image through core values has created a harmonious environment to build a strong reputation in the eyes of the community.

The Impact of Implementing School Core Values on Developing Student Achievement

This section discusses how school core values have an impact on the development of student

achievement. Based on the results of the study, it show that the implementation of school core values has a significant impact on the development of student achievement, both from academic and non-academic aspects. From an academic perspective, the integration of core values such as religiosity, honesty, and hard work into the curriculum and learning creates a positive learning environment and community. Students are encouraged to find their potential and reinforcement in all subjects. Students are taught to value the value of honesty in every assignment and exam, this encourages authentic academic achievement through students' personal integrity. In addition, the value of hard work emphasized in each subject motivates students to continue to strive to achieve their best potential, increasing perseverance and discipline for their academic success. Students are instilled with the meaning of working hard, that someone who wants to be successful must fight as hard as possible to the maximum limit. School core values also have an important role in the development of students' non-academic aspects (Stemler et al., 2011).

Developing students' talents and interests through various extracurricular programs and student activities based on core values has succeeded in honing students' potential in various fields, whether in sports, arts, music, or other social activities. Extracurricular activities serve as a means to develop students' skills while forming social, emotional, and leadership skills. Through these experiences, students learn about teamwork, responsibility, and how to face a challenge (Halstead & Taylor, 2005). From these extracurricular activities, students have also succeeded in winning various competitions at the local, regional, and national levels. A school environment that consistently upholds core values makes students feel valued and motivated to behave in accordance with these values. The principal and teachers are role models in implementing core values, students naturally internalize these values in their daily lives. This not only affects their behavior at school but also outside of school. They are able to become ethical and responsible individuals in society.

The implementation of school core values has a sustainable impact on the development of student achievement, both in terms of academic achievement and character formation and non-academic skills (Kahrizsangi et al., 2022). Students who grow up in an environment that upholds these values tend to be individuals with integrity and are ready to contribute positively to society. Based on the results of the study, it was also found that in the past year, students at this school have achieved 125 achievements covering various levels ranging from local, regional, to national levels. The school hopes that these achievements can become a culture in the school, so that currently the school is realizing a culture of achievement among school residents. These achievements not only reflect the academic success of students but also achievements in various other fields such as sports, arts, science, and other extracurricular activities. These achievements are real evidence of the effectiveness of the consistent implementation of the school's core values. Achievements at the national level are very important to show that the school is able to compete in wider competitions. Some of the national achievements that have been achieved by students at this school in the last few years can be seen in the following table.

Table 3. Student Achievements in Various Competitions

Level	Types of Competition	Student Achievement
National	Ambassador of BARAPAMERA XVI KSR	Grand Champion
National	Blood Donor Division BARAPAMERA XVI KSR	1st place winner
National	Junior Boys Class A Match in the IX Trisula Star Cup Championship	1st place winner
National	Class C Pre-Teen Girls Competition in the 9th Trisula Cup Star Championship	3rd place winner
National	PPGD SSC SMK Pasuruan-Scouts MTs NU Pakis (ANACONDA)	1st place winner
National	PPGD SSC SMK Pasuruan-Scouts MTs NU Pakis (PAKIS JINGGA)	1st place winner
National	Inspirational Photo Contest	2st place winner
National	Outstanding Student Competition PW LP Ma'arif East Java	2st place winner
National	SAE Essay Competition	Finalist
National	Next Generation Kiai Kanjeng Festival	Favorite winner

In the table above, it can be seen that the achievements of students are very diverse and cover various fields of expertise. This success is able to raise the good name of the school and provide pride for all members of

the school to continue to excel. These achievements are the result of comprehensive student development, where the school's core values are integrated into every aspect of school activities. Students are encouraged and given various opportunities to develop their interests and talents through various extracurricular and student programs. They get full support from the school, teachers, and staff to get the attention and guidance they need (Beck, 1900). In addition, a positive school culture and social environment provide moral and emotional support for students to continue to excel. With strong core values, students are motivated to always give their best in every endeavor (Day et al., 2020; Fanning, 2020). The continued development of achievements is proof of the hard work of all members of the school. This emphasizes the importance of implementing core values in creating a superior educational environment and supporting the development of student achievement as a whole.

Conclusion

This study attempts to explore how schools build school core values, implement them, and how the implementation of school core values impacts the development of student achievement. The importance of school core values has made researchers interested in conducting an in-depth investigation of suburban schools that have been able to transform. The selection of this school was based on the school's journey which showed a transformation process caused by the school's strong core values. In addition, this school showed that in the last ten years, the school was able to develop a culture of achievement for its citizens. In the last year, there have been around 125 achievements achieved by students in various competitions at local, regional, and national levels. This is not experienced by all schools, especially since this school is a school located in the suburbs with limited access and input. This is interesting to study and reveal in detail, it is hoped that it can contribute to the development of knowledge and as an example of good practice for other educational institutions. The results of the study showed that the process of determining school core values was carried out in stages that included identifying values that were considered important and became the spirit of the school community, socialization and communication of core values to the school community, agreement and determination of school core values.

The three core values of the school, namely religiosity, honesty, and hard work, are integrated into various aspects of school activities through a strong commitment from the principal, teachers, and staff. Based on the results of the study, also show that the implementation of the school's core values also influences many aspects such as curriculum and learning, development of student talents and interests, culture and social environment, development of human resources, branding, and character education. From an academic perspective, the integration of core values into all educational services in the school has created a positive learning environment and community. The school's core values also play a role in the development of students' non-academic aspects. The development of students' talents and interests through various extracurricular programs, habits, and student activities has succeeded in honing students' potential in various fields to create a culture of achievement among students. In recent years, the school has been able to transform from a less popular school with minimal achievements, now it is able to produce brilliant achievements and improve its image in the community through consistent implementation of the school's core values.

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