THE PRINCIPAL'S STRATEGY IN IMPROVING POSITIVE CULTURE FOR THE EFFECTIVENESS OF SDN KALIREJO 02

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ABSTRACT

This study examines the principal's strategic planning in cultivating a Positive Culture to enhance the overall effectiveness of SDN Kalirejo 02. Employing a qualitative case study design, data were gathered through observations, in-depth interviews, and document analysis involving principals, teachers, students, parents, and staff. The findings show that strategic planning is implemented through three interconnected phases: Strategy Formulation, Strategy Implementation, and Strategy Evaluation. Strategy Formulation emphasizes context diagnosis, identification of core cultural values, and the development of SMART goals focusing on discipline improvement, teacher attendance, and student learning motivation. Strategy Implementation includes teacher capacity development, restructuring the learning environment, and strengthening positive routines. The principal plays a central role as a role model and motivator in mobilizing stakeholders. Evaluation is conducted adaptively using quick-win monitoring, periodic climate surveys, and PDCA-based feedback loops. The study concludes that the strategic planning implemented at SDN Kalirejo 02 effectively integrates Positive Culture principles, leading to measurable behavioral improvements and enhanced academic and non-academic performance.

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INTRODUCTION

Elementary education constitutes the foundation for developing students' character, competencies, and long-term academic pathways. The quality of learning at this level is shaped not only by instructional practices but also by the school's cultural environment, which influences students' motivation, behavior, and social-emotional development. A positive school culture reflects fundamental values such as discipline, responsibility, collaboration, and appreciation for achievement. According to Schein & Schein (2021), a positive organizational culture is a set of basic assumptions developed by a group of people to address external and internal challenges. In the context of national education reform, improving school quality is no longer solely measured by student academic performance but also by character development and a supportive learning climate (Lickona, 2021).

Recent studies demonstrate that Positive Culture significantly contributes to school effectiveness by enhancing student discipline, teacher motivation, and collaborative work practices (Coghlan, 2023; Paulus et al., 2024). However, efforts to institutionalize Positive Culture often face challenges such as inconsistent implementation, a lack of shared ownership among stakeholders, and reliance on punitive approaches rather than restorative practices. These challenges highlight the strategic role of school principals, who serve as instructional leaders and change agents responsible for initiating situational analysis, designing cultural transformation strategies, and ensuring consistent implementation across the school (Putri & Yusuf, 2022).

This positive culture has a strong and proven correlation with school effectiveness. An effective school is characterized by high-quality output, efficient processes, and adaptive input. When a school culture promotes values such as integrity, self-discipline, and collaboration, it inherently reduces negative behavior, increases teacher motivation, and ultimately, encourages improved learning achievement and optimal student character development. Therefore, building and maintaining a positive culture is a fundamental investment in achieving the vision of an effective and sustainable school.

The implementation of a positive culture aims to introduce and instill in students positive habits of discipline. Positive habits emphasized include responsibility, honesty, diligence, skill, and wisdom, both towards peers and teachers. By instilling character development through a positive culture, it is hoped that students will have a positive impact on the nation's character values that align with the Pancasila Student Profile, including religiousness, independence, mutual cooperation, responsibility, and discipline. This aligns with research findings by Agustina, Nangimah, and Megawati (2023); Nuraeni (2024); and Firdaus and Rizal (2025). Other similar studies, including those by Paulus, Basri, and Silvester (2024) and Isbakhi and Nasrudin (2025), found that implementing a positive culture is a strategic and essential step for schools to fulfill their role in shaping student character amidst the challenges of the times.

Although the importance of school culture has been recognized, efforts to transform it often face challenges, particularly inconsistencies in implementation and a lack of shared ownership. This is where the role of the principal becomes central, acting as an instructional leader and architect of change. The principal serves not only as an administrative manager but also must be able to formulate a clear and systematic strategic plan to consistently instill and maintain core values. This planning must include a thorough diagnosis of the school's initial conditions, participatory shared value determination, and the development of a measurable and sustainable action program. Failure to plan carefully often results in cultural initiatives that are short-lived and not internalized by the school community.

SDN Kalirejo 02 represents a relevant context for examining strategic planning in cultural development. Although the school has achieved notable academic and non-academic accomplishments, challenges remain in areas of discipline, parental involvement, and teacher consistency. Preliminary observations showed that the principal initiated a shift from traditional punitive discipline toward a restorative, value-driven approach aligned with the

Pancasila Student Profile. Despite the significance of Positive Culture in shaping school effectiveness, empirical studies rarely explore how principals strategically formulate, implement, and evaluate cultural transformation within a structured planning model.

The achievements of SDN Kalirejo 02 in 2025 include winning the 1st place in the OSN Mathematics competition in Semarang Regency, 2nd place in the Women's Volleyball competition at the Semarang Regency level organized by the Semarang Regency Youth and Sports Education and Culture Office, 1st place in the shot put POPDA Semarang Regency, and 1st place in the 1000 meter run POPDA Semarang Regency. These achievements are inseparable from the principal's role as the driving force behind the educational institution, who excelled in leading the school to victory in district-level competitions, and the active participation of the school community.

The principal of SDN Kalirejo 02 also involved parents in implementing positive culture strategies. This included conducting parenting activities, which empowered parents to implement positive habits or a positive culture. The principal planned these activities through a program development meeting. The impact of these structured activities was that the positive culture at SDN Kalirejo 02 was maintained and the school's effectiveness was enhanced. In addition to these structured activities, the principal's strategy for maintaining a positive culture is also reflected in his role and function as a supervisor, which requires him to evaluate each activity to reflect the positive culture that has been implemented. This has resulted in increased school effectiveness for the entire school community, including being recognized as a Child-Friendly School (SRA), a Population Alert School (SSK), and numerous other achievements.

In an effort to achieve effective school status, the principal of SDN Kalirejo 02 realized that change must begin at the cultural level. Based on initial observations, it was discovered that the principal had initiated a series of initiatives to shift the old paradigm (which may have been based on punishment) toward a positive culture (based on restitution and coaching discipline). Effective leadership in today's digital and complex era must be based on relationships, openness, and trust rather than hierarchical authority (Schein & Schein). This is closely related to the need to build a culture of psychological safety in schools. Schools provide trust and control over teachers' responsibilities and work models. Principals change basic assumptions to encourage innovation and adaptation in an effort to improve organizational effectiveness and performance (Putri and Yusuf, 2022; Suwandi, Yanti, and Librianti, 2024; Lase et al., 2025).

Based on the background therefore, this study aims to analyze the principal's strategic planning in strengthening a Positive Culture to enhance school effectiveness at SDN Kalirejo 02, focusing on three dimensions: formulation, implementation, and evaluation.

METHOD

This study employed a qualitative case study approach to examine the principal's strategic planning in fostering a Positive Culture at SDN Kalirejo 02, East Ungaran District. Qualitative research is appropriate for capturing complex social processes and understanding participants' perspectives in natural settings (Sugiyono, 2023). The study was conducted from January to July 2025. Data were collected through semi-structured interviews, participant observations, and document analysis involving principals, teachers, staff, students, and parents. The researcher acted as the primary instrument, directly engaging with the field to interpret phenomena holistically. Data validity was ensured through source triangulation by comparing information obtained from different informants. Data were analyzed using Miles and Huberman's interactive model, consisting of data reduction, data display, and conclusion drawing/verification. Measures of credibility, dependability, and confirmability were addressed through prolonged engagement, member checking, and documentation audits.

RESULT AND DISCUSSION

Based on the outlined strategic framework and relevant case study findings, the Principal's Strategic Planning is crucial for Enhancing a Positive Culture for the Effectiveness of SDN Kalirejo 02. This research confirms that enhancing a Positive Culture at SDN Kalirejo 02 must be achieved through a systematic and integrated strategic planning approach, centered on the Principal's role as an instructional leader and motivator.

The most effective strategy for enhancing a Positive Culture is one that positions the Principal as a Role Model and Primary Motivator. This strategy at SDN Kalirejo 02 was realized through strengthening teacher accountability and creating a positive climate. The Principal successfully built positive working relationships and implemented a consistent reward/consequence system, which directly correlated with improved teacher attendance and performance. The strategy of structuring a supportive and harmonious learning environment/ecosystem was key to fostering internal motivation among teachers and staff, despite management challenges.

Improved school effectiveness (both non-academic and academic) was achieved through the integration of a positive culture across three key dimensions: changing non-academic student behavior, improving non-academic teacher performance, and improving learning outcomes. Changes in student behavior through the implementation of positive discipline, such as circles of responsibility and classroom beliefs, have successfully shifted the focus from punishment (external) to self-responsibility (internal), as evidenced by a decrease in indiscipline cases. Teacher capacity development strategies (through training and learning communities) have improved teacher professionalism and discipline, as measured by increased attendance and role models. Academic learning outcomes have improved through the integration of positive values, which directly influence student motivation, creating a conducive environment for academic achievement.

The sustainability of a positive culture is ensured through a dynamic evaluation mechanism (Plan-Do-Check-Act/PDCA) that monitors quick wins (early measurement) and conducts periodic climate surveys. The principal is able to accurately identify gaps and revise strategies (corrective actions). This makes strategic planning at SDN Kalirejo 02 adaptive to the real needs of the school community and results in the principal's strategic planning being effective because it combines a strong Leadership Model with the implementation of an integrated Positive Culture program supported by a continuous evaluation system, thus successfully improving discipline, motivation, and school effectiveness.

The restitution triangle is a dialogue process used by teachers or parents to guide children to correct their mistakes and return to their group with stronger character. The primary goal of the restitution triangle is to help students become more responsible, independent, and able to solve their own problems. This process shifts the focus from punishment (external focus) to learning and self-healing (internal focus). The restitution triangle has synergistic aspects in strengthening a positive culture. These aspects include: 1) Stabilizing identity, which separates the child's identity (which remains good) from their actions (which are wrong); 2) Validating the wrong action (validating the need/action). In this stage, the teacher demonstrates an understanding that there is a reason behind the behavior, even if the behavior remains unjustified; and 3) Questioning the belief by refocusing the child's focus so they can correct their mistakes in accordance with their values.

This approach teaches children to take responsibility for their actions, learn from mistakes, and build self-discipline from within (internal motivation). This will change how we view mistakes and discipline. The triangle of restitution effectively reduces the frequency of disciplinary violations, increases student self-awareness, and strengthens teacher-student relationships (Permadi & Sriyanto, 2025). This strategy emphasizes restorative and humanistic principles to foster a positive culture, where students are guided to correct mistakes and develop stronger character, in accordance with Gossen's theory (Suryatama, Saputra, and Siswanto, 2024; Marisa, 2025). Further support is provided by research findings by Lestari & Aalhayat (2023), which showed that teachers' implementation

of the Triangle of Restitution led to significant changes in student attitudes and behavior, fostering awareness of the importance of responsibility and self-discipline.

In efforts to develop a positive culture, other factors considered by Kalirejo 02 Public Elementary School are environmental planning and community involvement. The physical and social environment must support a positive culture. According to the principal of Kalirejo 02 Public Elementary School, creating a positive climate will create a comfortable and supportive work environment. The school's physical layout is comfortable and reflects cleanliness and tidiness, and there are spaces that facilitate positive interactions (such as reading corners and school gardens). (WKS, interview, April 14, 2025). This opinion was reinforced by teachers who stated that open schools involve external parties, such as parents and the community, in actively participating in instilling values and supporting school programs (such as parenting classes, program socialization, program development meetings with the school committee, etc.). (WG2, interview, April 14, 2025).

There are three main stages in the Strategic Planning process implemented by the Principal of SDN Kalirejo 02 to foster a Positive Culture. According to the Principal of Kalirejo 02 Elementary School, there is a detailed framework for these stages: 1) Strategy Formulation; 2) Strategy Implementation; and 3) Strategy Evaluation. (WKS, interview, April 18, 2025).

The stages of strategy formulation (Strategy Formulation), the results of summaries of interviews with the Principal, Teachers, and Parents of Students as well as field observations can be seen in **Table 1**.

Table 1. Results of Interviews and Observations on Strategy Formulation

No	Component	Description
1	Environmental Analysis (SWOT/Context Analysis)	Internal: Identifying strengths (loyal and dedicated teachers) and weaknesses (suboptimal parental and community involvement). External: Identifying opportunities for support from the education office) and threats (sudden curriculum changes).
2	Setting Vision and Goals	Formulate Strategic Goals that are specific, measurable, achievable, relevant, and time-bound (SMART), such as: "Increase student attendance and discipline by 10% in one semester."
3	Identifying Core Strategies	Establish key action paths: a) Model Leadership Strategy: Principals and teachers model positive behavior; b) Community Engagement Strategy: Involve parents in positive habituation programs.
4	Selection of Priority Programs	Determine concrete programs, for example: the "Smile, Greet, Say Hello" Program (early habituation); the "Classroom Agreement" Program (positive discipline); and Positive Discipline Training for Teachers.

The main findings from the observations and document review indicate a lack of in-depth analysis of internal factors (strengths and weaknesses) and external factors (opportunities and threats) at SDN Kalirejo 02. This aligns with research by Zulfikar and Suprijono (2022), which emphasizes the use of SWOT analysis to identify strategic issues (strengths-opportunities, weaknesses-threats) and formulate quality improvement programs, including the inculcation of the 5S (greetings, greetings, smiling, being polite, and being courteous), which are the core of a positive culture. A complete description can be seen in **Table 2**.

Table 2. Analysis of Internal and External Factors

Analytical Findings	Action Description
Analytical Focus: Positive Culture (Internal) Key Findings:	Strategy Focus: Strengthening Positive Discipline Key Action:
1. Punitive approaches erode students' internal motivation. 2. Teachers' potential strengths in positive discipline approaches (Restitution Triangle). 3. Low Parent/Guardian Involvement (Gap)	1. Make the Restitution Triangle a mandatory protocol for all teachers in handling disciplinary infractions. 2. Each class formulates a Class Creed (not rules) that reflects virtuous values in a participatory manner.
Analytical Focus: School Effectiveness (Internal) Key Findings:	Strategy Focus: Creating a Positive Environment Key Action:
1. Implementation of differentiated learning is less than optimal. 2. Limited facilities to support creativity. 3. Principal leadership has a strong vision, but implementation on the ground is not yet structured.	1. Appreciation Program 2. Teacher Training Program Strategy Focus: Improving the Quality of Learning Key Action: 1. Implementing Differentiated Learning 2. Clinical Supervision Strategy Focus: Resource Management Key Action: 1. Revitalizing Infrastructure 2. Data Management Strategy Focus: Improving Teacher Competence Key Action: Activating Learning Communities to share good practices.
Analytical Focus: Opportunities (External) Key Findings:	Strategy Focus: Community Engagement Key Action:
1. Support from BOS funds and the Merdeka Belajar initiative. 2. Partnerships with local institutions (Community Health Centers) or universities (for teacher training).	Parent Outreach: Conducting workshops on Positive Culture and Effective Communication at home, ensuring consistency between school and home.

The analysis in Table 2 will help the principal of SDN Kalirejo 02 focus more on internalizing a positive culture, which in turn will impact school effectiveness. This aligns with the research findings of Anam & Masrin (2023) that the principal's planning (strategy formulation) is intended to build and internalize a positive culture, which in turn will impact the effectiveness of teaching and learning activities and the overall performance of the elementary school. This principal's strategy is essential in planning and implementation to create a positive culture that supports school effectiveness and quality improvement (Haryati & Handayani, 2021).

The next stage in strategic planning is Strategy Implementation. This stage focuses on mobilizing resources to implement the formulated program. This is the most crucial stage. According to the principal of SDN Kalirejo 02, the components directly involved in this stage are structure and resource allocation, leadership and motivation, program integration, and human resource development (WKS, interview, May 2, 2025). In terms of resource structure and allocation, the principal forms and organizes an implementation team, including a character development team. The team coordinator will identify needs, formulate programs, and allocate the required time and budget. (WKS, interview,

May 2, 2025).

This is reinforced by the explanations of informant teachers, who stated that the principal leads by role modeling, communicates the importance of a positive culture on an ongoing basis, and provides training to teachers and staff. The principal will ensure that the program to improve the positive culture is integrated into the curriculum, extracurricular activities, and school regulations. In terms of human resource development, the principal prepares various programs, both independently and through learning communities, to train teachers and staff (WG1-3, interview, May 2, 2025). This is in accordance with the findings of Agustina, Nangimah, and Megawati (2023) and Rahayu and Wardana (2024). Their research findings indicate the instillation of a positive culture in schools through the creation of class rules and agreements, habituation, and role modeling aimed at realizing the character of the Pancasila Student Profile. The implementation of this strategy contributes to the effectiveness and improvement of educational quality (Munawaroh, 2023).

The implementation of school activities at SDN Kalirejo 02 through three main strategies (teacher capacity development, environmental planning, and strengthening routines) is the focus of the Strategy Implementation phase. The teacher capacity development strategy aims to shift teachers' mindsets and behaviors from controlling authorities to facilitators and mentors for students, in line with the target of reducing indiscipline cases and increasing learning motivation. Activities carried out through various IHT (In-House Training) activities, mentoring, and other programs that continuously improve teacher skills include: 1) the concept of the Five Positions of Teacher Control (Punisher, Guilt Maker, Friend, Monitor, and Manager). This encourages teachers to achieve the Manager position (solving problems with responsibility). Teachers are able to guide students in finding solutions to their mistakes (indiscipline); and 2) teachers are trained to facilitate the creation of Class Beliefs (not Class Rules) with students. These beliefs are integrated into daily lessons, which is expected to have an impact on increasing learning motivation. The principal requires teachers to participate in the Learning Community (KomBel), which requires teachers to share and demonstrate engaging, student-centered learning.

The Learning Environment/Ecosystem (Ecosystem) aims to make the school's physical and psychological environment a safe, comfortable "second home," conducive to positive growth (Rokhmaniyah and Munir, 2021). Interviews with classroom teachers revealed that the focus of classroom design is on an aspirational physical environment, a safe psychological climate, and parental involvement. This is implemented through the arrangement of reading corners, art exhibitions, and mediation/counseling areas. The impact is increased learning motivation and decreased indiscipline (WG1-5, interview, May 2, 2025). In an effort to increase parental awareness and involvement, the principal stated that the school provides a digital/online information board that is always updated with positive activities and student achievements (not just tuition announcements). This creates a partnership between the school and parents (WKS, interview, May 2, 2025).

The implementation of strategies aimed at ensuring positive values become an integral part of daily school life is carried out through strengthening routines or character building. Some frequently used habits include friendly greetings and short reflections: the teacher on duty is required to greet students at the gate (smile, greet, and say hello). This is followed by a 5-minute self-reflection activity in class (for example, writing down one thing they are grateful for today); a presentation or demonstration of one positive cultural value they have practiced during the week (incidental time); and after the end of class or a major activity, the teacher leads a short reflection, asking students to describe what they learned (knowledge) and how they applied it (character).

The identification of cultural values resulting from the triangulation of three sources: observation, interviews, and document analysis, can be seen in Table 3.

Table 3. Positive Cultural Values in Findings from the Implementation of Positive Culture Strategies

Category	Positive Cultural Values (Strengths)	Negative Cultural Values (Weaknesses and Obstacles)

Discipline and Order	Compliance with rules, Cleanliness responsibilities,	Discipline due to strict supervision, not self-awareness. Uniform non-conformity.
Social Interaction and Communication	Family and courtesy Culture of Smiles and Greetings (S3)	One-way communication is constructive. Easily affected by gossip/negative issues.
Performance and Learning	High dedication to teaching Spirit of achievement	Resistan terhadap kebijakan baru Complacency culture (easily satisfied, reluctant to innovate, silent). Resistance to new policies.

The targeted positive (ideal) culture includes: 1) Producing graduates with character, intelligence, and independence (Vision); 2) Students and teachers practicing conscious self-discipline, not coercion (Discipline Target); 3) All school elements actively collaborating to achieve school goals (Collaboration Target). The summary of findings in Table 3 shows the actual positive culture (field findings) in terms of discipline, collaboration, and environmental factors. Further identification revealed gaps in discipline, collaboration, and innovation. Compliance with supervision, collaboration only between teachers, and conventional methods were the actual culture identified. This aligns with the findings of Daryanto (2020) and Prasetyo (2020), which demonstrated similarities in the gaps between teacher compliance with supervision and collaboration in strengthening a positive culture to improve the quality of education/learning.

Strategic recommendations as corrective actions include implementing Positive Discipline and Restorative Justice programs to build awareness and responsibility, conducting regular Parenting School Programs and effective two-way communication platforms, and requiring and facilitating Learning Communities (KomBel) among teachers to share best practices. The discovery of these gaps will provide a logical basis for the principal's strategy formulation, as a good strategy must close the gap between current and desired conditions.

The final stage in strategic planning is Strategy Evaluation. This stage focuses on measuring performance, identifying deviations, and adjusting the strategy for the future. According to the principal, in an interview on May 2, 2025, strategy evaluation is carried out through target achievement by observing the achievement of established indicators. Karejo 02 Public Elementary School typically uses quantitative and qualitative indicators as needed to uncover data on rule violations, teacher/student attendance rates, student/teacher satisfaction, school climate, etc. The school will compare actual performance with targets, analyzing the extent to which the initially set strategic objectives have been achieved. The principal's opinion is supported by teacher informants who stated that schools typically provide space and time for analyzing deviations and providing feedback to identify why a program failed or succeeded. Feedback from all stakeholders (students, teachers, parents) is also gathered regarding the program's effectiveness. Based on the evaluation results, the principal makes a decision whether the strategy needs to be strengthened, modified, or discontinued. The results of this evaluation will inform the Strategy Formulation for the next cycle. (WG1-2, interview, May 2, 2025).

The planning targets measurable improvements in school effectiveness through non-academic indicators (reduced cases of indiscipline, increased teacher attendance) and academic indicators (increased student learning motivation). Based on the target of increasing school effectiveness through non-academic and academic indicators, the following details the strategic planning reviewed, covering formulation, implementation, and evaluation, with a focus on Positive Culture at SDN Kalirejo 02.

According to Nurishlah, Subiyono, and Hasanah (2022) and Setiyanti and Setyowati (2025), the strategy formulation for school effectiveness targets begins with a specific definition of increasing school effectiveness

(Positive Culture). This is divided into measurable non-academic targets for teachers (increased teacher attendance), non-academic targets for students (reduced cases of indiscipline), and academic targets for increasing student learning motivation.

Findings regarding gaps based on interviews with principals and teachers, observations, and document reviews revealed: 1) Teacher attendance is good, but lateness to class/leaving is somewhat high; 2) Indiscipline is driven by a lack of self-awareness and a focus on punishment rather than responsibility; 3) Teachers use conventional methods, lacking student engagement, and making students passive. Strategies formulated to address these gaps include model leadership and accountability, positive and restorative discipline, and innovation-based professional development.

Strategy implementation involves transforming the formulated strategies into concrete actions through programs that target the root causes, as shown in Table 4. Table 4 illustrates the systematic steps from strategy formulation to concrete actions for each component that influences school effectiveness.

Table 4. Implementation of School Effectiveness Improvement Strategies

Strategy	Program	Positive Culture
Non-Academic (Teachers and Staff)	Exemplary Educators (The Principal, teachers, and education staff serve as role models)	Accountability, Professionalism, and Respect for Time.
	Implementation of Performance Coaching The Principal conducts one-on-one coaching focused on solving personal problems, not punishment.	Mutual Trust Support
Non-Academic (Students)	"Circle of Responsibility" (Positive Discipline) Replacing physical/verbal punishment with logical consequences and Circle Meetings (to resolve conflicts and mistakes).	Responsibility, Empathy, and Self-Awareness
	Non-Material Reward System Giving appreciation through public praise and certificates to foster intrinsic motivation.	Recognition and Appreciation Innovation, Collaboration, and Lifelong Learning Independence and Enthusiasm for Learning
Academic (Learning Motivation)	Weekly Teacher Learning Community (KomBel)	Innovation, Collaboration, and Lifelong Learning
	Implementation of Interest-Based Class Projects	Independence and Enthusiasm for Learning

Strategy evaluation is conducted to verify whether effectiveness targets have been achieved and to identify program sustainability. Evaluation data collection methods include quantitative and qualitative methods. Non-academic evaluation findings (for teachers and staff) indicate that targets have been achieved, as evidenced by the Standardization and Sustainability of the Program in the school's SOP design, which will become a continuing program for the following academic year. Non-academic evaluation findings (for students) indicate that targets have not been achieved, necessitating corrective action, such as a re-evaluation during the implementation phase (e.g., do teachers truly understand Positive Discipline? Do additional trainings need to be implemented? Does the strategy need to be modified?). Academic evaluation findings (for learning motivation) indicate that targets have been exceeded, which needs to be documented as best practices.

The results of the strategy evaluation, as described in Table 4, were conducted through short-term performance measurements (quick wins), long-term cultural change measurements (climate surveys), and continuous improvement mechanisms (PDCA). Monitoring of success indicators (Early Measurement - Quick Wins) focuses on quickly collected data that reflects initial behavioral changes (the result of strategies reinforcing routines and role models). The primary targets identified through observation and document review were a reduction in indiscipline cases, increased teacher attendance, increased learning motivation, and the implementation of exemplary behavior. Supporting documents examined included daily teacher logs, digital/manual attendance records, teacher classroom observation journals, and supervisor/team observation journals.

Long-term cultural change (climate survey) was measured through the Periodic Climate Survey. This survey measures profound changes in perceptions and values, indicating an overall cultural shift. The measurement focused on perceptions of the principal's support (Leadership Model), the level of harmony among staff, and a sense of ownership of a positive culture; students' perceptions of teacher fairness (implementation of positive discipline), a sense of safety from bullying, and enjoyment of school/learning; perceptions of school openness, clarity of values, and parental contribution to a positive culture at home. Overall, the findings indicate a long-term cultural shift, summarized in Table 4. A detailed report is submitted internally to the school.

Strategy evaluation of feedback is conducted through the PDCA (Plan, Do, Check, and Act) cycle. This mechanism ensures that the strategy is not static, but rather adaptive and continuously improved (Takdir, 2025). The PDCA stages include 1) Plan (Planning) using data from the Semesterly Climate Survey to set Positive Culture goals for the following semester; 2) Do (Program Implementation), implementing the Positive Culture program (KomBel, Circle of Responsibility); 3) Check: Early & Mid-Analysis (Quarterly) by the Principal and Culture Team to check Early Success Indicators (Quick Wins); and 4) Act (Corrective Action and Adjustment): If the evaluation results show the Class Confidence Program is ineffective because teachers have difficulty facilitating it, the Action (Act) is: Changing the strategy, namely temporarily stopping Class Confidence and replacing it with intensive Positive Discipline Advanced Training for one month. These PDCA stages provide a holistic picture of the strategy's success, from short-term behavioral changes to long-term cultural shifts (Ningrum, and Markarma, 2025).

CONCLUSION

The study concludes that the principal's strategic planning at SDN Kalirejo 02 effectively strengthens a Positive Culture and enhances school effectiveness. Through comprehensive strategy formulation, structured implementation, and adaptive evaluation, the principal successfully fostered behavioral changes and improved academic and non-academic performance. The principal's role as a role model, motivator, and instructional leader is central to sustaining this cultural transformation. The study contributes to leadership and cultural transformation literature by presenting an integrated strategic planning model applicable to elementary education contexts. Schools should incorporate restorative practices, strengthen teacher professional development, and actively engage parents to create a sustainable Positive Culture. The study is limited to a single school, affecting its generalizability. Future studies should involve multiple cases and include quantitative measures of cultural change.

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