# The Implications of School Culture Management for Fostering Students' Moderate Attitudes

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**Abstract**
This study aims to analyze and study the implications of the implementation of school culture management in fostering moderate attitudes among students in a religiously diverse elementary school. This study uses a qualitative method with a case study in an elementary school in Jepara Regency, Indonesia. Informants from this study consisted of the principal, class teachers, religion teachers and staff who were selected purposively according to the research data needs. Data collection techniques were carried out through interviews, observations, and documentation, while data analysis was carried out interactively through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that the implementation of school culture management has significant implications in strengthening students' moderate attitudes. This is reflected in several main findings, namely: (1) strengthening attitudes of tolerance and respect for diversity in the school environment, (2) reducing the tendency for extreme attitudes in thinking and acting by students, (3) decreasing bullying in the school environment, and (4) strengthening social skills and empathy in daily interactions.

## 1. Introduction

Fostering interfaith competence and enhancing social tolerance are strategic pillars for maintaining social cohesion in a pluralistic society. However, contemporary religious dynamics remain marked by challenges such as the formation of exclusivist perceptions, intolerance, and rigid doctrinal interpretations, which in turn threaten national integrity, based on the results of a national survey conducted by PPIM UIN Jakarta in collaboration with the United Nations Development Program (UNDP) Indonesia (Saputra, 2018), the results obtained were: In terms of attitudes, students and college students tend to have radical views. Combined, those with radical and very radical attitudes comprise more than half of the total respondents, at 58.5%. Meanwhile, those with moderate attitudes only account for 20.1%. Furthermore, 48.95% of students and college students feel that religious education plays a significant role in influencing them to avoid associating with followers of other religions. Meanwhile, only 23.08% feel that religious education has no influence at all on them. This situation is quite worrying because religious education tends not to foster a tolerant attitude towards followers of other religions in students. This tolerance is indeed essential in a pluralistic society like Indonesia (Saputra, 2018). The school's management plays a pivotal role in sustaining these values through strategic policies, including curriculum integration, multicultural education, teacher training, and clinical supervision (Memo, Zainal, Anip, Mohammad, 2025).

In response to the complexity of these challenges, school management plays a pivotal role in fostering a school environment that is conducive, inclusive, and characterized by mutual respect amidst diversity. Schools serve not merely as vehicles for knowledge transfer but as primary institutions of socialization that shape students' character and value orientations. This involves the implementation of a measured and systematic approach to managing school culture, specifically by integrating moderate religious values into the learning environment. A school culture managed in a structured and planned manner not only enhances academic quality and social interaction dynamics but also systematically cultivates a moderate mindset among students encompassing tolerance, mutual respect, appreciation for differences, and a comprehensive understanding of pluralism. Through the institutionalization of school culture management, the promotion of religious moderation can be structurally integrated into the fabric of routine school activities.

This study examines how the implementation of school culture management fosters moderate attitudes among students within a religiously diverse school environment. Situated in a rural area deeply rooted in religious values, where the majority of the population is Muslim. The school offers a compelling case study; it provides an open space for students of other faiths to engage in various activities and forms of expression,

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including the observance of religious rituals, while also offering religious education and activities in an open and democratic manner. Such acceptance and respect reflect tolerance and help maintain harmonious coexistence within the religiously diverse school community. Interfaith competence in a religiously diverse society can strengthen religious bonds (Utami, 2022). Implementing school management is crucial in emphasizing tolerant values and creating a more moderate school climate. This is because schools are the most important institutions in human resource development, including the development of moderate values through school management that emphasizes strengthening religious moderation in various school activities. Religious moderation in school learning and culture provides a tolerant, harmonious, and inclusive educational atmosphere and enhances the character education model that can be duplicated in other Indonesian schools (Setiawan, Abelia, Bahri, & Indonesia, 2025).

School culture management encompasses the policies, norms, values, and practices that shape the school's organizational climate. A positive school culture can positively impact student motivation, social interaction, and academic achievement. Conversely, a poorly managed school culture can hinder the achievement of educational goals. Moderate attitudes encompass tolerance, cooperation, mutual respect, and an understanding of diversity. Within the school environment, cultural management can be key in establishing norms, values, and practices that support the development of moderate attitudes in students (Ohaka, Isi, & Chimele, 2026). School culture and environmental management are among the government's efforts to develop positive character in students. This ensures the school environment is conducive to fostering and developing positive character in students (Yuhelmi, Pohan, & Sari, 2020). Structured governance can maintain inclusive and quality-oriented education in a culturally diverse school environment (Tiara, Ananda, & Montessori, 2025). Implementing a moderate attitude is crucial due to the reality of religious life, with its diverse cultures, religions, and societal backgrounds. Therefore, religious educators in schools and universities are trained to deal with students from diverse cultural backgrounds (Narulita, Hadiyanto, Alfurqan, & Amaliyah, 2023). Character development to foster religious moderation in educational institutions is crucial as an effort to strengthen and foster a comprehensive understanding of religious moderation (Ahmad, Giyoto, & Santoso, 2021).

While numerous prior studies have emphasized the importance of school management and multicultural education in fostering inclusive, tolerant, and diversity-respecting attitudes, most research has focused on secondary and higher education or addressed religious moderation primarily through normative and cognitive approaches within classroom instruction. This indicates a research gap regarding the systematic, evidence-based management of school culture to cultivate moderate attitudes among primary school students, particularly within rural communities characterized by strong religious backgrounds and multi-religious school environments. The primary school level is a critical period for shaping mindsets, understanding social differences, and developing interpersonal interaction skills, as well as for instilling the foundational values that guide students in navigating diversity throughout their future lives. Therefore, examining school culture management at the primary level is essential to understanding how moderate attitudes can be fostered not merely as abstract knowledge or rules, but through concrete actions, daily habits, social interactions, and lived learning experiences.

This study aims to analyze and deeply elaborate on the mechanisms of school culture management in shaping and internalizing moderate attitudes among students at one of the public elementary school at Jepara, Indonesia. This school was selected as the case study site due to its socio-religious context, which is both compelling and relevant to the research focus. Situated in a rural area with a Muslim majority, the school has successfully fostered an inclusive educational ecosystem that affords equal space to students from diverse religious backgrounds including the freedom to express their beliefs and observe religious practices. Such coexistence is reflected in various forms of interfaith interaction and cooperation, characterized by mutual support and engagement between the school community and the local populace during major religious celebrations, such as Vesak and Eid al-Fitr. This phenomenon offers a significant empirical context for understanding how values of moderation are not merely conveyed through formal instruction but are also cultivated through policies, role modeling, habits, social interactions, and daily practices systematically managed as part of the school culture. Consequently, this research is expected to make both theoretical and practical contributions by broadening the understanding of school culture management as a strategic approach to fostering moderate attitudes from the primary education level, while also offering contextual insights into school culture management practices adaptable to educational environments characterized by social and religious diversity.

## 2. Method

This research is a case study using a qualitative research approach that produces descriptive data in the form of written or spoken words from interviews with individuals and observed behavior. The purpose of using this case study method is to understand real-life phenomena in depth, but such understanding includes important contextual conditions because they are closely related to the study phenomenon (Yin, 2009). This research was conducted over a period of five months, from April to August 2024.

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Informants were selected using purposive sampling. This technique was used to select and choose informants who truly understand the information and issues in depth and can be trusted as sources of accurate data. Informants in this study included the principal, teachers, and staff at one of the public elementary schools. The characteristics and codes of the informants are presented in Table 1.

**Table 1. Characteristics and Number of Informants**

| No | Position | Informant Code | Characteristics |
|---|---|---|---|
| 1 | Principal | SDKPS-01 | School leader responsible for developing and implementing school policies, managing the school culture, coordinating educational activities, and fostering an inclusive and moderate school environment. |
| 2 | Classroom Teacher | SDGK- 02 | Teachers are responsible for the day-to-day learning and classroom management of students. |
| 3 | Religious Education Teacher I | SDAA-03AB | A teacher responsible for providing religious education and facilitating the understanding and application of religious values, specifically those of Buddhism. |
| 4 | Religious Education Teacher II | SDAA-04AI | A teacher responsible for providing religious education and facilitating the understanding and application of religious values, particularly those of Islam. |
| 5 | Staff | TK-SD-01 | Staff member involved in supporting school administration, educational services, and the implementation of school activities that contribute to an inclusive and supportive school environment. |

Qualitative researchers collect their own data through documentation, observation, or interviews with participants, where the researcher themselves is the sole instrument in gathering information (Creswell, 2014). The focus of this researcher is to observe and gather information related to the implications of the implementation of school culture management in an effort to strengthen students' moderation attitudes in the environment of the elementary school. Data were collected through semi-structured interviews, non-participant observation, and document analysis. The researcher served as the primary instrument throughout the data collection process. Interviews were conducted with the school principal, religious education teachers, classroom teachers, and educational staff, who were purposively selected based on their involvement in managing school culture and their understanding of students' social and religious interactions. The interviews focused on the implementation of school culture management, strategies for fostering moderate attitudes, and the resulting impacts. Although the interviews followed a guide aligned with the research objectives, they allowed participants sufficient scope to elaborate on their experiences and perspectives. Observations were conducted to examine how school culture management was implemented in practice. These observations focused on the application of school culture through school-based activities and established policies in fostering moderate attitudes among students. The researcher recorded relevant events, behaviors, interactions, and contextual conditions in field notes. Document analysis was performed to complement the interview and observation data by examining pertinent school records, including policies, activity programs, religious activity schedules, and other documents related to the implementation of school culture and religious moderation.

In analyzing the data, researchers used the concept developed by Miles and Huberman, which consists of three stages: data reduction, data presentation, and drawing conclusions or verification (Miles & Huberman, 2014). Data analysis was conducted concurrently with data collection. First, interview transcripts, observation notes, and relevant documents were reviewed and summarized by identifying information pertinent to the research focus specifically regarding the implementation of school cultural management and its implications for students' moderate attitudes. Second, the summarized data were organized and presented in thematic categories to facilitate the identification of patterns, relationships, and recurring practices. Third, conclusions were drawn by interpreting emerging patterns and verifying them against available empirical evidence. Source triangulation was carried out by comparing information obtained from the school principal, religious education teachers, classroom teachers, and educational staff. Methodological triangulation was performed by comparing findings from interviews, observations, and document analysis. Furthermore, information obtained through interviews was compared with observed practices and relevant school documents to identify any consistencies or discrepancies.

# 3. Results and Discussion

## 3.1. Result

Religious moderation based on school culture is the process of fostering habits within the school environment that reflect the core values fostered within the school ecosystem. Religious moderation education through school culture can take various forms. Research findings indicate that cultivating a school culture that emphasizes strengthening moderate attitudes in students has positive impacts and implications for both students and the school community.

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Implementing a school culture that encourages moderate attitudes has a significant impact on increasing tolerance and appreciation for diversity among students. A moderate school culture teaches the values of togetherness, tolerance, and respect for differences in culture, religion, and ethnicity. Through cultural festivals, tolerance weeks, or cross-cultural discussions, students are encouraged to recognize, understand, and appreciate the uniqueness of others. This helps students view diversity as something valuable that can broaden their perspectives and experiences, rather than as a cause of division.

In addition to scheduled activities, the values of moderation in schools are also implemented through daily habits, such as the formation of diverse study groups comprised of students from diverse backgrounds. Frequently interacting with people from diverse backgrounds helps students learn empathy and respect for differences. This is an important foundation for developing mutual respect, which can then be applied outside the school environment. In this way, students not only learn to accept differences but also discover similarities that can unite them in shared activities.

A school environment that encourages moderation makes students feel comfortable and accepted. This creates a positive and peaceful learning atmosphere. Students can develop optimally because they are free from fear of discrimination or unfair treatment. The positive benefits are not only seen in students' social interactions at school but also help them become individuals who are ready to engage peacefully in a diverse society. Implementing a culture of moderation helps create a generation that values differences and can build harmony amidst diversity.

Implementing a school culture that prioritizes moderation significantly minimizes extremist tendencies in students' mindsets and actions. A culture of moderation fostering openness, dialogue, and tolerance helps curb extremism, preventing students from becoming closed-minded or intolerant of differences. Through classroom discussions, healthy debates, and group work, students learn to listen to others while respecting diverse viewpoints. This encourages them to think openly and critically before making decisions or drawing conclusions. In schools that embrace moderation, students tend to handle issues more wisely, avoiding hasty judgments or overreactions. This is reflected in the following interview excerpt with the school principal:

> “Yes, of course, because here we have a culture of mutual respect, so of course we can live side by side, even though there are religious differences, both between teachers, between students, or between teachers and students and parents, and what is important is that this kind of culture can provide coolness and peace in our school environment" (SDKPS-01, May 30, 2024).

Extreme attitudes can be reduced through a culture of moderation that emphasizes openness, dialogue, and tolerance. This can prevent a closed-mindedness toward differences and narrow-mindedness. Through class discussions, healthy debates, and group projects, students learn to listen to others' perspectives and respect diverse perspectives. This helps them consider multiple perspectives and carefully examine information before making decisions or drawing conclusions. Students in moderate schools are typically more thoughtful in handling problems, less judgmental or overreacting.

When schools encourage students to appreciate differences, develop empathy, and be tolerant, they learn to understand and respect one another, thus reducing the potential for negative behaviors like bullying. In a moderate culture, students learn mutual respect and develop empathy through activities such as group work, cross-class activities, and collaborative projects. Engaging in these activities helps strengthen positive relationships between students. This makes their interactions more based on cooperation and understanding, rather than competition or exclusion. This helps minimize bullying and aggressive behavior by making students aware of the consequences of their negative actions. With the support of teachers and staff who model a moderate attitude, students are motivated to exhibit positive behavior, support one another, and care for their peers. A safe and inclusive environment fosters a sense of comfort among students, including those vulnerable to bullying. Ultimately, when a culture of moderation is consistently implemented in schools, the school community becomes one of mutual respect. This reduces bullying, as students gain a better understanding of the importance of mutual respect and support.

> "Yes, for us, bullying is relatively small, yes, usually it's just jokes between students, but if it leads to verbal or physical violence related to religion, we don't think it ever happens, we can live side by side” (SDAA-04AI; SDAA-03AB, August 28, 2024).

Implementing a school culture that promotes moderation has been shown to improve elementary school students' social skills and empathy. At this age, students are undergoing important social and emotional development. They begin to interact with people from diverse backgrounds and backgrounds. A moderate culture is implemented through collaborative activities such as group games, discussions, and social projects. This teaches students to work together and communicate effectively. These experiences help them become more

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sociable, understand the rules of social interaction, and resolve conflicts peacefully. In a moderate environment, students feel more secure and accepted, making it easier for them to build positive relationships with their peers.

Furthermore, a moderate culture also teaches students to experience empathy by seeing others' perspectives. When students are taught to respect and listen to each other, they learn to see situations from their peers' perspectives. This way, they realize that everyone has needs and feelings that should be respected. Activities such as social projects or cultural events can help students learn empathy in situations that differ from their everyday lives. By understanding and appreciating differences, students can learn to care for others, thereby strengthening their empathy skills.

Developing social skills and empathy through a culture of moderation will benefit elementary school students in the long term as they grow into adulthood. Students who possess these skills will be better prepared to face social challenges outside the school environment because they are accustomed to being tolerant, understanding differences, and showing concern for others. Furthermore, students who are good at socializing are more easily accepted into various social groups and can build positive relationships, thus making positive contributions to society. Thus, a culture of moderation not only improves academic outcomes but also shapes students' character by being caring, friendly, and adaptable to diversity.

> "Yes, I think that by having a moderate view, and respecting each other, tolerance will result in a peaceful life, full of love, growing mutual respect and mutual nurturing" (SDGK-02, August 28, 2024).

Based on the research findings, the implementation of a school culture that promotes moderate attitudes has several important impacts on students, including minimizing extremist tendencies, reducing bullying, fostering tolerance, and strengthening empathy and social skills. These findings are summarized in Figure 1.

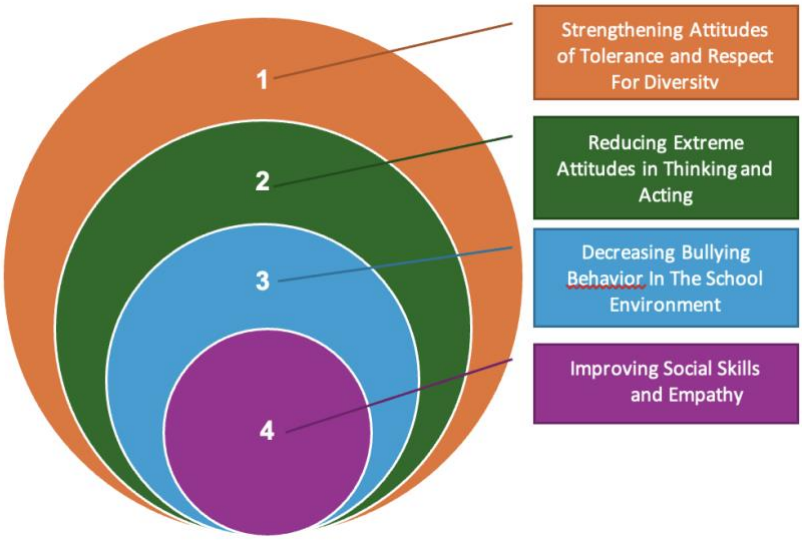



**Figure 1. Research Findings**

## 3.2. Discussion

### 3.2.1. Strengthening Attitudes of Tolerance and Respect for Diversity

Increasing tolerance and respect for diversity as an implication of school cultural management shows that planned and systematic cultural management carried out by schools can shape students' multicultural awareness. A school culture that respects and preserves cultural identity plays a crucial role in building social harmony while strengthening the resilience of students' identities (Ohaka, Isi, Chimele, 2026; Sutarna et al., 2025). In this context, schools function not only as a place for knowledge transfer but also as a social space that instills values of diversity through interactions, habits, and daily practices that reflect mutual respect. Tolerance is an important component in the development of society, while education plays a major role in its formation (Kuzmenko, 2020).

The implementation of a school culture to foster a moderate attitude can be successful because it is carried out systematically, meaning it involves various elements within the school, such as the involvement and roles of the principal, teachers, students, and the community. The principal and teaching staff are the main actors in the process of implementing the school culture. Educators not only serve as conveyors of learning materials but also

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as role models in being inclusive and respecting differences (Trisiana, 2025). This role model plays a vital role in shaping student behavior, because instilling the value of tolerance is more successful through concrete actions than through theoretical teaching alone. Therefore, consistent teacher behavior in illustrating the values of moderation is an important part of strengthening an inclusive school atmosphere. In addition, the research findings show that every school member and student has the same opportunity to carry out various religious activities, including the celebration of religious activities carried out by collaborating with each other and more importantly, the school provides good facilities and services for the implementation of religious education for each student. Through this approach, students not only understand religious teachings normatively, but are also able to implement them in social life by respecting differences and rejecting extremist attitudes. In this way, students not only know religious teachings theoretically, but can also apply them in the community by respecting diversity and rejecting extremist attitudes.

### 3.2.2. Reducing Extreme Attitudes in Thinking and Acting

The implications of school culture management in strengthening moderate attitudes in students' learning environments, aimed at reducing extreme mindsets and actions, indicate that school culture management based on moderate values plays a crucial role in creating balanced ideological awareness and understanding. The application of moderate values in the school environment has proven successful in fostering tolerance, a sense of unity, and preventing the emergence of radical ideologies in extreme religious understandings among students. This strategy needs to be supported through relevant and adaptive educational revitalization, so that it can respond to ongoing changes in social and religious dynamics (Ohaka, Isi, & Chimele, 2026). Thus, school culture functions not only as a learning theory but also as a preventative tool in shaping students' open and moderate thinking.

The implementation of the principles of moderation through the development of the education system has proven effective in avoiding radicalization, reducing excessive fanaticism, and strengthening social solidarity in schools (Lestari, Mufidah, Supriyanto, Anam, 2025) Radicalization often occurs due to an in-depth understanding of religion, a narrow perspective, and a lack of ability to analyze social reality comprehensively (Rahma, 2025). Therefore, strengthening values such as politeness, exemplary behavior, balance, justice, equality, and tolerance are crucial aspects in building a moderate student character that is carried out in a programmed and systematic manner in the school environment. In this context, school culture functions as a means of internalizing and implementing the value system through habits, social interactions, and daily activities that demonstrate an inclusive and proportional attitude.

Ultimately, integrating religious moderation education into school culture management serves as an effective preventative measure in reducing extreme attitudes, both in thinking and behavior. Education that fosters critical, moderate, and open attitudes can reduce the growth of radical behavior, including that which emerges through digital platforms (Syahputra & Rahman, 2026).This is supported by research showing that strengthening religious moderation in educational contexts, particularly related to religious education, is an effective strategy for preventing radicalization and maintaining peace and social relations in diverse communities (Triono, Rahayu, Wangsanata, & Jamalullael, 2025).Thus, systematic school culture management based on the value of moderation has a significant impact on shaping students who think objectively, have balanced attitudes, and are able to reject all forms of extremism.

### 3.2.3. Decreasing Bullying Behavior in the School Environment

Bullying is assertion of power through aggression that involves a bully repeatedly and intentionally targeting a weaker victim through social, emotional, or physical means (Vanderbilt, 2010). The implications of school culture management in strengthening students' moderation, particularly in reducing bullying rates in the school environment, can be understood through the integration of moderation values into the curriculum and learning process. This integration has been shown to improve students' understanding and practice of religious moderation, as reflected in reduced racial, ethnic, and interfaith bullying, increased interfaith solidarity, and the development of more inclusive student leadership (Amri & Qorib, 2026). Thus, a curriculum based on moderation values serves not only as an academic tool but also as a preventative tool in building a safe and bullying-free school culture.

The decline in bullying rates is also influenced by social factors surrounding students' lives, such as the role of parents and the surrounding environment. Family involvement in instilling moral values and positive social support significantly contribute to preventing bullying behavior in schools (Mukhtar, 2026; Christou et al., 2026). Therefore, school culture management needs to develop synergistic collaboration between schools, families, and the community, so that the values of moderation taught in schools can be reinforced in students' daily lives outside the formal educational environment.

Furthermore, school characteristics, climate, and culture are key factors determining bullying rates. A conducive, safe, and inclusive school environment has been shown to reduce the potential for bullying and foster healthy social interactions among students (Thanh et al., 2026; Abdillah et al., 2026). A positive school climate

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which encompasses harmonious interpersonal relationships, a sense of security, quality learning, and teacher support plays a crucial role in fostering an atmosphere that encourages students to respect each other and avoid aggressive behavior (Cahyani, Yuliejantiningsih, 2025). Therefore, strengthening an inclusive school culture is key to reducing bullying rates.

Thus, the consistent and in-depth internalization of religious values within the school culture contributes to creating a harmonious and conflict-free environment. Religious values, not only taught normatively but also practiced in daily life, can shape students' character to be empathetic, tolerant, and uphold humanitarian values (Ananda & Shobahiya, 2025). Therefore, school culture management that synergistically integrates a moderate curriculum, social support, a positive school climate, and the reinforcement of religious values has significant implications for reducing bullying rates in the school environment.

### 3.2.4. Improving Social Skills and Empathy

The implications of school culture management in strengthening students' moderate attitudes oriented towards improving social skills and empathy demonstrate that a systematically managed school culture can shape adaptive and inclusive social behavior. Social skills are reflected in students' daily attitudes and behaviors, such as the ability to communicate, adapt, participate in groups, solve problems, and develop personal potential according to the environmental context. In this regard, a school culture that instills the values of togetherness, mutual respect, and cooperation is an important foundation for developing social skills while strengthening students' empathy for others. The students will develop qualities like being religious, disciplined, confident, independent, honest, helpful, empathetic, tolerant, creative, cooperative, courteous, loving towards their country, and respectful towards teachers and parents. A school culture that is properly managed can influence the character of students (Bagus & Fattah, 2020).

Strengthening students' relational competencies is a key element in creating a safe, healthy, and positive learning environment. Harmonious interpersonal relationships between students foster mutual trust, caring, and the ability to understand others' perspectives (Sainz, Maldonado, & Calmaestra, 2024). Through school culture management that emphasizes inclusive social interactions, students are trained to develop empathy as an essential social skill. Thus, the school environment becomes not only a place for academic learning but also a space for developing social character that supports a moderate attitude.

The improvement of students' social skills and empathy is influenced by various supporting factors within the school culture, such as emotional intelligence, the quality of teacher-student relationships, active student participation (student voice), and the quality of friendships within the school environment (Supriatna & Hanurawan, 2024).These factors indicate that positive and supportive interactions within the school environment play a crucial role in shaping students' ability to understand others' feelings, manage emotions, and behave wisely in social situations. Therefore, strengthening moderation lies not only in the cognitive aspect, but also in students' affective and social dimensions.

The success of school culture management in improving social skills and empathy is largely determined by the role of all school stakeholders. The active involvement of the principal, teachers, education staff, and the school community as a whole contribute positively to creating a harmonious social environment and healthy interpersonal relationships (Kayaci & Gunay, 2024). This synergy strengthens the internalization of the values of moderation through concrete practices in daily school life. Thus, a school culture oriented toward developing social skills, empathy, and collaboration significantly impacts the development of moderate, caring students capable of establishing positive social relationships.

## 3.3. Implications

The findings of this study have important implications at the theoretical, practical, and policy levels, supporting the development of school culture management as a means of strengthening students' moderate attitudes. Theoretically, this study adds new information to previous studies by demonstrating that school culture not only creates a work environment or school identity but also acts as an active means of shaping and incorporating values such as tolerance, empathy, inclusivity, and respect for diversity. This study demonstrates that moderate attitudes are not only formed through classroom instruction but also developed through ongoing interactions, daily habits, leadership styles, and collaborative relationships among all members of the school community. This also contributes to educational management theory by emphasizing that school culture management should be viewed as a comprehensive framework for character formation, capable of supporting students' social, emotional, and moral growth simultaneously.

From a practical perspective, the results of this study indicate that fostering moderate attitudes requires a planned and comprehensive approach in schools, involving principals, teachers, educational staff, students, parents, and the wider community. Educational institutions need to incorporate the values of moderation into school policies, extracurricular activities, classroom climates, conflict resolution practices, and student development programs. The study also shows that consistently implementing an inclusive school culture helps

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increase tolerance, empathy, and social interaction skills, while reducing bullying and preventing the emergence of extreme attitudes among students. Therefore, school administrators need to focus on developing a positive school climate that encourages open discussion, collaboration, mutual respect, and provides equal opportunities for all students, regardless of their religious, cultural, or social background.

These findings also have important implications for policymaking. Education policymakers need to recognize that managing school culture is an essential part of character education and religious moderation programs, not simply an add-on or optional initiative. National and regional education agencies can consider establishing clear policies, quality standards, and assessment indicators to evaluate how a school culture based on moderation is implemented. Furthermore, professional development programs for school leaders and teachers should include skills in inclusive leadership, communicating across cultures, managing conflict, and fostering a democratic school environment. These policies will enhance the school's ability to create a calm, welcoming, and socially harmonious learning environment.

## 3.4. Limitations

First, this research used a qualitative case study method conducted in a single public elementary school. While this approach helps understand how school culture is managed and its impact on the formation of students' moderate attitudes, the results are only applicable within this specific context and cannot be directly applied to other schools with different structures, cultural backgrounds, or student compositions. Future studies involving multiple schools in different regions and school levels will provide broader evidence regarding the applicability of these findings.

Second, this study primarily utilized interviews, observations, and document analysis. Although data triangulation methods were used to strengthen the validity of the research findings, qualitative data still require explanations and insights from the researcher and the experiences of participants. Social desirability bias can influence how people respond, especially when discussing sensitive issues such as religious moderation, tolerance, and violence based on religion. Future research could employ a mixed-methods approach by combining qualitative research findings with measures of student attitudes, school climate, or behavioral outcomes to strengthen the strength and validity of the conclusions.

Finally, while the results of this study indicate several positive benefits of school culture management, such as increased tolerance, reduced bullying, reduced extreme attitudes, and improved empathy and social skills, this study did not explore the contribution of individual aspects of school culture, such as leadership style, teacher role models, parental involvement, or extracurricular programs. Future research should explore each factor separately and examine how they interact to identify the most effective factors in shaping moderate attitudes in students. Such research would help create a clearer, evidence-based model of school culture management that could be applied across a variety of educational settings.

# 4. Conclusion

This Study Finding that the implementation of school culture management has significant implications for strengthening students' moderate attitudes in elementary schools. The planned and sustained application of school culture values in this case study can shape students' character to be more inclusive and adaptive to diversity. This is demonstrated by students' increased tolerance and appreciation for differences, whether religious, social, or cultural, that develop within the school environment. The implementation of school culture management also has implications for reducing the tendency towards extreme attitudes in thinking and acting. Students become more open, less easily provoked, and able to respond to differences wisely. Another positive impact is a decrease in bullying behavior, indicating the creation of a safer, more comfortable, and more conducive school climate for student development. Furthermore, strengthening school culture also contributes to improving students' social skills and empathy in daily interactions. Students demonstrate improved abilities to communicate, collaborate, and understand the feelings of others. Thus, school culture management not only functions as an institutional management strategy, but also as an effective instrument in building students' moderate character based on the values of tolerance, humanity, and togetherness.

# Author Contributions

Widia Darma: Conceptualization, Methodology, Investigation, Data curation, Formal analysis, Project administration; Resources, Roles/Writing - original draft. Sri Marmoah: Translator and Reviewing.

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## Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

## Data Availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

## Declaration on AI Use

Artificial intelligence tools were used solely for language editing and readability enhancement under strict human oversight. No scientific content, analysis, conclusions, or recommendations were generated by AI.

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