

## School Culture Management in Addressing Microaggressions: A Case Study from Indonesian Inclusive Education

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**ABSTRACT.** This study analyzes school culture management strategies in tackling microaggressions to create a safe and inclusive learning environment. The study used a qualitative approach with a case study design at SD Muhammadiyah Danunegaran, Yogyakarta. Data were obtained through in-depth interviews, observations, and document analysis with informants of the principal, three classroom teachers, and one special assistant teacher. Then, the data were analyzed using thematic analysis techniques assisted by ATLAS.ti software. The results show that the strategies implemented include instilling and habituating values, strengthening school community involvement, strengthening and controlling social norms, providing personal approaches and support, and utilizing visual media. The main obstacles were teachers' limited competence in maintaining consistent role modeling and the negative influence of families that did not support inclusive values. Supporting factors included a strong religious culture and a homogeneous school social environment. Evaluations are conducted regularly and collaboratively to ensure program sustainability. This strategy has fostered empathy, cultivated positive habits, and created an inclusive learning climate. The sustainability of school culture management responsive to diversity requires improving teacher competence and strengthening synergy with families. Theoretically, this research contributes to the literature on school culture management in the context of inclusive education. These findings can be used as a reference for developing teacher competencies and school policies that support a diversity-friendly learning environment.

**Keywords:** *Inclusive Education, Management, Microaggression, School Culture*

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### INTRODUCTION

Schools should be safe and inclusive spaces for all students regardless of their social, cultural, religious, gender, or ability backgrounds. The UNESCO (2020) report emphasizes the commitment to inclusive education, which stresses every child's right to quality education. This principle is not merely a policy mandate, but also a reflection of social justice values that must be embedded in school culture (Cookson, 2024; Lo et al., 2022). However, practices in the field show that there is a gap. One challenge that undermines inclusion efforts is microaggression, which is subtle insults through words or actions that demean individuals who differ from societal norms (Marconi et al., 2024; Sue & Spanierman, 2020). Microaggressions can be related to gender, skin color, culture, social class, and even religion (Feng et al., 2023; Gatwiri, 2021), and have an impact on structural discrimination, mental health, and student participation (Kattari et al., 2020; Steketee et al., 2021).

Thus, the main issue discussed in this study is the persistence of microaggression practices that undermine commitment and actual practices in elementary schools towards inclusive education.

International research shows that microaggressions are a serious global phenomenon. Research in Italy found that two-thirds of child respondents experienced at least one form of microaggression from their peers (Carone et al., 2022). Meanwhile, in Kuwait, 71.5% of respondents reported experiencing verbal abuse, disregard for their opinions, and discrimination that affected their psychological well-being (Al Rashed et al., 2022). A report by the World Health Organization (2021) also confirms that schools with a healthy and inclusive culture tend to have higher student engagement, positive social relationships, and an environment that supports students' mental health.

Research on school culture within the inclusive education framework is generally divided into several focus areas. First is applying inclusive values and interventions against microaggressions (Ackerman-Barger et al., 2021; Kennedy et al., 2024). Second, the role of leadership in building an education system that integrates the principles of Diversity, Equity, Inclusion, and Accessibility (DEIA) into the curriculum and school management (Ardenghi et al., 2025; Assaker et al., 2025). Third, studies on the experiences of minority groups in facing microaggressions and how the cultural environment affects their perceptions and mental health (Carmichael et al., 2025; Nguyen et al., 2022). However, there has not been much research that comprehensively places school culture management as a strategic framework in tackling microaggressions (White et al., 2023). This gap is the primary focus of this study.

In Indonesia, Permendiknas No. 70 of 2009 regulates inclusive education for students with special needs (Kementerian Pendidikan Nasional, 2009). However, its implementation in elementary schools still faces limited teacher knowledge, large class sizes, and a lack of special assistants (Kurniawati, 2021; Nuruddin & Rasidi, 2023; Rahmi et al., 2024). These conditions make students with special needs and those from minority groups vulnerable to stereotypes, gender bias, exclusion, and ridicule (Umar et al., 2023; Wicaksono et al., 2021). These facts confirm that microaggressions are a global phenomenon and a real problem in Indonesian elementary schools.

SD Muhammadiyah Danunegaran was chosen because it has a reputation as a school that excels in inclusive education practices. It is one of the pilot schools for implementing an inclusive culture in Yogyakarta. This study analyzes school culture management strategies in tackling microaggressions to create a safe and inclusive learning environment. Academically, this study enriches the literature on school culture management in the context of inclusive education, and it can be a reference for other schools in building a culture that is fair, safe, and friendly to diversity.

## **METHOD**

This study uses a qualitative approach with a case study design to understand school cultural management strategies in dealing with microaggressions in the context of inclusive education at SD Muhammadiyah Danunegaran (Alam, 2021). There were five research subjects (the principal, three classroom teachers, and one GPK) selected through purposive sampling with the following criteria: permanent employees, involved in school culture management, at least 1 year of work experience, and willing to participate voluntarily (Memon et al., 2024). Recruitment was conducted through research permits and principal recommendations, and was stopped when data saturation was achieved (Bouncken et al., 2025).

Instruments included semi-structured interview guidelines, observation sheets, and document checklists. Data were collected over 6–8 weeks through five in-depth interviews (30–50 minutes, recorded and transcribed verbatim), non-participatory observations in classrooms and school activities, and document analysis (physical and digital archives). This study was conducted with the approval of the school and Muhammadiyah leadership overseeing the institution. Participant

identities were anonymized, the right to withdraw was granted without consequences, and all data were stored securely to maintain confidentiality.

Validity was strengthened by triangulating data sources, confirming results with participants through member checking, discussing interpretations with peers, systematically recording the research process through audit trails, and researcher reflection in the form of field notes (Ahmed, 2024; Moghadam et al., 2021). This strategy was implemented to ensure the findings were more credible, transferable to other contexts, and consistent. Braun et al (2022) conducted the analysis using a thematic approach. The process included rereading transcripts and field notes, making initial notes, and conducting initial coding with the help of ATLAS.ti software, and compiling a code book containing definitions and sample quotations. The codes were then grouped into themes that were reviewed to ensure consistency. The final themes were defined and re-verified with participants through member checking. The entire analysis process was documented in editable text form to ensure transparency for readers and editors.

## RESULT AND DISCUSSION

### Result

This study identified five key aspects of school culture management to address microaggressions: the strategies implemented, inhibiting factors, supporting factors, evaluation, and the results achieved.

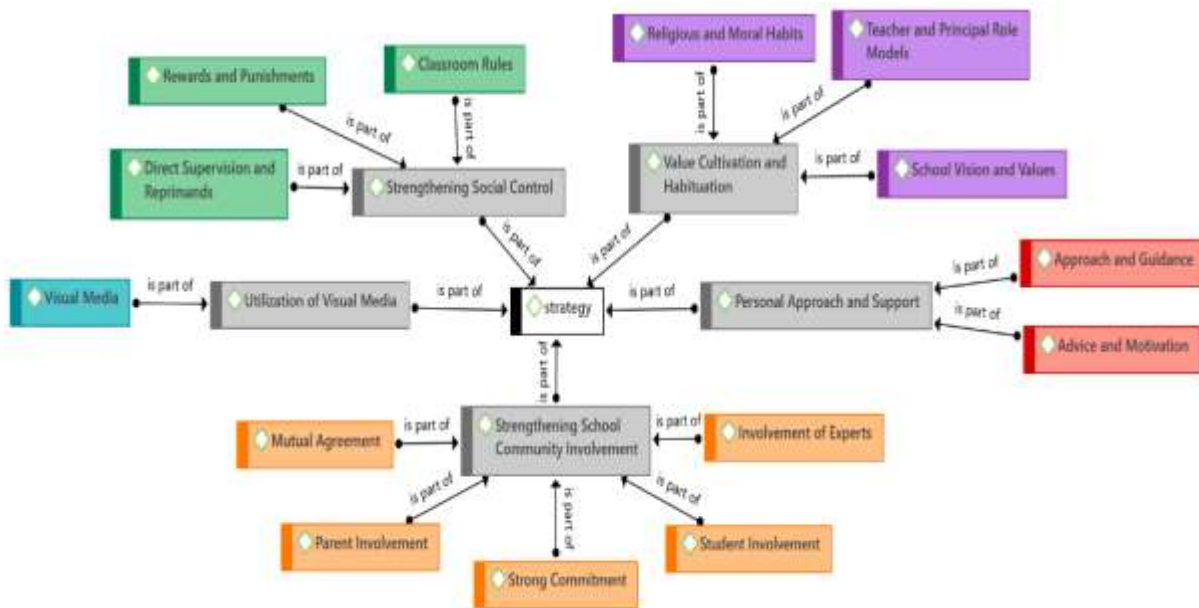


Figure 1: School Culture Management Strategy Flow

Figure 1 shows the flow of school culture management strategies that are implemented in an integrated manner through the instillation and habit formation of values, strengthening the involvement of school members, strengthening social control, personal approaches and support, and the use of visual media. These strategies complement each other in creating a safe and inclusive learning environment.

### *School Culture Management Strategy in Tackling Microaggression*

The study's results show that schools implement several strategies in shape a culture of microaggression prevention. These strategies consist of instilling and habituating values, strengthening school members' involvement, strengthening social control, personal approaches and support, and using visual media.

*Value Cultivation and Habituation*

The strategy for instilling and cultivating values at SD Muhammadiyah Danunegaran is implemented systematically through three main aspects that are integrated: the school's vision and values, the exemplary behavior of teachers and the principal, and religious and moral cultivation. The first aspect is reflected in the APIK vision (*akhlakul karimah, pintar, Islamik, kreatif* or good character, intelligent, Islamic, and creative) and the *Trias Profil Pelajar Mudanata* values, which form the basis of student character. P1 emphasizes that, "In this school, we have the APIK vision: *akhlakul karimah, smart, Islamic, and creative. Akhlakul karimah means good character, politeness, and courtesy, which are the main foundations*" (P1/I/June/2025). It is reinforced by P2, who explains that the Mudanata student profile shapes a character of mutual respect, thereby preventing bullying. "...Then there are the three profiles of Mudanata Elementary School students. One of the aims is to successfully shape the character of students so that they will respect each other and there will be no bullying" (P2/I/June/2025).

This data shows that the school's vision and values are not just slogans but a normative framework that instills respect for differences while reducing the potential for microaggressions. The second aspect is the exemplary behavior of teachers and principals as a manifestation of internalized values. P3 states that exemplary behavior must begin with the teachers themselves so that the values taught do not remain mere discourse. "Indeed, it must start with ourselves first, then move on to others. Because if we only talk but do not set an example, then the hopes we desire will be far from reality. So the first thing is role modelling" (P3/I/June/2025). This statement emphasizes that teachers' behavior is an instrument of social control that influences how students interact. By displaying respectful, empathetic, and disciplined behavior, teachers directly suppress the emergence of microaggressions in daily interactions and foster an inclusive culture. The third aspect is religious and moral habits integrated into various cultural and religious programs, as shown in Table 1 below.

Table 1. Culture-Based Education Program at Muhammadiyah Danunegaran Elementary School

No	Program Name	Goal	Purpose	Time
1	Yogyakarta City Anniversary Ceremony	Teachers, employees & students	Preserving the culture of the region	October
2	Thursday Pon	Teacher, Employees & students	Cultivating regional traditional clothing	Every Thursday Pahing
3	7S (Senyum, Salam, Salim, Sapa, Sopan, Santun dan Syukur)	school community	To create students who are noble, friendly and Islamic	Every day
4	Infaq Habituation	Student	Creating students who do righteous deeds	Every day
5	Prayer in congregation	school community	Creating Islamic students	Every dhuha, Dhuhr and Asr prayers
6	Tadarus Al Quran	Student	Creating students who are good at reading the Quran	Every morning before studying and before prayer

Table 1 shows that school programs are not only ritualistic or cultural but also serve as a means of forming social habitus. The Yogyakarta City Anniversary ceremony fosters collective pride, reducing the potential for culture-based ridicule. Kamis Pon encourages acceptance of diverse traditions and prevents mockery of differences in appearance. The 7S program instills polite communication, which reduces the possibility of microinsults. Giving alms builds social solidarity, thereby preventing the belittling of less fortunate friends. Congregational prayer strengthens cross-class solidarity and prevents social exclusion. Reciting the Qur'an fosters collective discipline, which strengthens students' positive identities. Thus, each program has a preventive function that contributes directly to the prevention of microaggression.

Overall, integrating these three aspects, the strategy of instilling and cultivating values at SD Muhammadiyah Danunegaran has proven consistent, comprehensive, and collaborative. The school functions as an academic learning space and a social space conducive to fostering polite,

religious, and socially conscious character. It becomes an effective cultural bulwark in suppressing microaggression and bullying behavior in the school environment.

*Strengthening School Community Involvement*

The involvement of the entire school community is an important foundation in building an inclusive culture responsive to microaggressions. This effort is realized through mutual agreement, the involvement of parents and students, collaboration with experts, and a collective commitment in everyday school life. This collaboration is evident in adjusting the curriculum, vision, mission, and consistent practices that teachers carry out. P4 emphasized, *"How teachers greet children, welcome them in the morning, is part of the culture. We have agreed on this together, that it is not only the principal's job but all teachers' jobs"* (P4/I/June/2025). This statement shows that simple practices consistently serve as a preventive mechanism to reduce the potential for microaggressions in daily interactions. Teacher participation in policy formulation strengthens the legitimacy of inclusive values in schools. As expressed by P2, *"Yes, previously the principal and teachers worked together to develop the curriculum, vision, and mission"* (P2/I/June/2025). This data shows that inclusive values are not only imposed top-down but are established through collective consensus that fosters a sense of shared ownership.

In addition, parents play an important role in maintaining continuity of values at home. P3 said, *"If it only comes from school, it will not work. Students spend more time at home than at school, so good habits must also be conveyed to parents"* (P3/I/June/2025). It emphasizes that family-school collaboration is an important strategy for reducing the risk of bias or stereotypes that can lead to microaggressions. Involving students in the formulation of rules also strengthens their social awareness. P3 explains: *"We have our own rules that they made together. What is not allowed in class, and what the penalties are for breaking the rules? Later, the students become more orderly and because the rules are made by the children themselves, they are more acceptable"* (P3/I/June/2025).

These findings show that when students have a role in determining the rules, the resulting compliance is voluntary, not forced, thereby minimizing resistance and passive aggression. The school also involves experts to strengthen the capacity of the school community. P3 said, *"We once invited a counselor to the school to provide material to teachers and students"* (P3/I/June/2025). This activity serves as a means of broadening understanding and equipping the school community with the skills to detect and respond to discriminatory behavior, including microaggressions.

Tabel 2. Child-Friendly Schools (SRA) Program

No	Program Name	Goal	Purpose	Time
1	Parenting	Students, parents/guardians of students	Creating students with noble character	Once every 2 months
2	Anti Bullying	Students	Creating Safe Schools	2 times in a semester

As shown in Table 2, the Parenting program ensures the continuity of values at home, so children do not experience contradictions between family and school norms. Meanwhile, the Anti-Bullying program provides direct education on discriminatory behavior, so that students have the skills to recognize and reject forms of microaggression.

*Strengthening Social Control*

Strengthening social control is an important strategy schools implement to build a positive culture and prevent microaggressions. This strategy is realized through three main approaches: an educational reward and punishment system, direct supervision by teachers, and the development of rules and regulations together with students. First, schools implement a point system that balances appreciation and sanctions. Points are added for positive behavior and deducted for violations. As explained by P4: *"If they commit a violation, points are deducted. But if they do well, we add points. So it's balanced, not just punishment"* (P4/I/June/2025). This approach does not merely suppress

deviant behavior, but also provides space for students to learn from their mistakes and reinforce prosocial behavior that prevents discriminatory speech or actions. Second, the school implements intensive supervision by placing homeroom teachers full-time in the classroom. P2 said: *"Homeroom teachers have their offices in their respective classrooms, we don't have a staff room... so that there is no violence, so that there is no bullying. This way, teachers can monitor the students continuously"* (P2/I/June/2025). This practice allows for direct monitoring of student interactions, so teachers can immediately intervene when signs of demeaning behavior, teasing, or other microaggressions arise. Third, social control is strengthened through the development of classroom rules with students, so that the applicable norms are born out of collective agreement. P1 explains this: *"The teachers have class rules that are agreed upon between teachers and students before the start of learning... adjusted to the conditions of the class"* (P1/I/June/2025). Student participation in creating rules strengthens their sense of ownership of social norms, so compliance does not arise from coercion but social awareness. Overall, the social control strategies implemented by the school reinforce a balance between firmness, supervision, and participation. This approach functions effectively as a preventive mechanism to reduce demeaning behavior, mockery, and other forms of microaggression, while strengthening positive habits in the school environment.

#### *Personal Approach and Support*

A personal approach and support are important strategies in building an inclusive culture and preventing microaggressions. This strategy is implemented continuously through daily advice and motivation, as well as a personal approach and guidance when student conflicts arise. First, teachers consistently insert brief advice at the beginning of lessons and during group activities, such as prayers, recitation of the Quran, and morning lectures. These messages emphasize the importance of caring for one another, speaking politely, and respecting differences, including those of friends with special needs. As stated in P5. *"Every day at the beginning of the lesson, the class teacher inserts a small piece of advice or words of motivation, so that the children understand that they should not hurt their friends' feelings, including those with special needs"* (P5/I/June/2025). This practice is a preventive measure that instills positive habits and reduces the risk of verbal microaggressions from an early age. Second, when conflicts arise, teachers do not immediately punish students, but instead take an educational and dialogical personal approach. This method is tailored to the age and condition of the students, as explained by P2: *"I usually reprimand them, I talk to them... if the problem is between grades, and older students are more directed to forgive, because we also teach that older students must be able to protect younger ones"* (P2/I/June/2025).

In this way, students are trained to understand the impact of their words and behavior on their friends' feelings, without feeling overly blamed. The combination of daily advice and motivation, as well as a personal approach and guidance, shows that this strategy is corrective, preventive, and transformative. Students become accustomed to building more polite interactions, respecting differences, and controlling emotions to create a sustainable, inclusive school climate.

#### *Utilization of Visual Media*

Visual media is an effective preventive strategy in strengthening a positive culture and preventing microaggressions. Banners, posters, and brochures are displayed in various corners of the school to instill values of mutual respect and to reject bullying. P4 emphasized, *"In our school, we also have banners posted about the prohibition of bullying, so it's not just a slogan but a constant reminder"* (P4/I/June/2025). This statement shows that visual media is a consistent collective reminder, not just decoration. In addition to banners, the school also internalizes inclusive values through posters declaring the TRIAS Mudanata Student Profile, which emphasizes friendliness, independence, respect for others, and anti-bullying. P1 explains: *"We have a declaration of the TRIAS Mudanata student profile, as shown on the poster. So the content is about being friendly to everyone, independent in any situation, and finally respecting others and being anti-bullying"* (P1/I/June/2025).

With this approach, human values are taught verbally and embodied through visual symbols that shape the school culture. Visual media has proven to be a silent but effective educational tool. Messages such as “Stop Bullying” and anti-discrimination values are always present in learning spaces, fostering collective awareness to control behavior, speak politely, and respect differences. This strategy demonstrates how the physical space of the school can be strategically utilized to strengthen the internalization of values and prevent microaggressive behavior on an ongoing basis.

*Barrier factors in Overcoming Microaggressions*

Figure 2 shows that the main obstacles in implementing school culture management lie in limited teacher competence and the negative influence of the family environment. These two factors are interrelated and directly impact the emergence of microaggression practices in schools.



Figure 2: Analysis of Barriers to School Cultural Management Strategy

Internally, teachers' limited competence is evident in their inconsistency in enforcing discipline and setting an example, especially when faced with emotional pressure or repeated student behavior. P2 said, *"Perhaps because they are tired and their children have been reprimanded many times, they usually just ignore them. So, teachers' indifference or immaturity is still common, even though it is rare"* (P2/I/June/2025). This inconsistency can weaken the moral message that should be instilled, thus opening up space for verbal and nonverbal microaggressions due to a lack of social control. Meanwhile, in terms of external factors, an unsupportive family environment is one of the causes of aggressive behavior at school. Permissive parenting and a lack of attention and emotional warmth contribute to students' lack of empathy and tendency to bully others. P4 confirms it: *"Sometimes there are cases of children who like to bully others who come from families that are less harmonious or lack attention"* (P4/I/June/2025).

The obstacles to tackling microaggressions stem from student behavior and the limitations of teachers and family backgrounds. Therefore, schools need to strengthen their strategies through continuous teacher competency development and intensive communication with parents, so that inclusive values can be consistently instilled at school and home. Inadequate handling of these two aspects can open up space for microaggressions because students do not receive consistent role models at school or value support in their family environment.

*Supporting Factors in Overcoming Microaggressions*

Figure 3 shows that two main factors support the implementation of school culture management: a strong religious culture and a conducive school social environment. Both complement each other and form the foundation for strengthening efforts to prevent microaggressions.

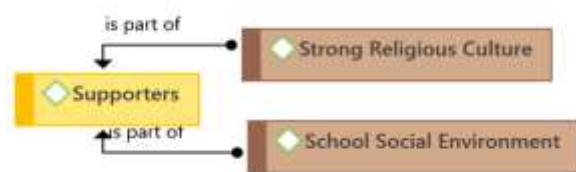


Figure 3: Supporting Analysis of School Cultural Management Strategy

Religious culture is the primary foundation in shaping students' character. Islamic values are conveyed through Islamic Religious Education subjects and internalized into daily life through habits, such as mutual respect, discipline, and honesty. P1 emphasized, *"Islamic means that we instill Islamic values in our daily lives, not only through religious lessons, but also in school culture, such as mutual respect, discipline, and honesty"* (P1/I/June/2025). The integration of these values prevents the potential for discriminatory behavior, as students are accustomed to placing respect for others as part of their religious beliefs. In addition, the exemplary behavior of teachers is a pillar that strengthens the internalization of these values. Teachers not only play a role as educators, but also as role models

who exemplify empathy and noble character. P3 emphasizes, "... Religious values are also included. So both: our exemplary behavior as teachers and emulating the Prophet Muhammad, whose character was extraordinary, we try to apply to the children" (P3/I/June/2025). This practice of exemplary behavior is a preventive mechanism, as students learn to control their emotions, use polite language, and respect differences by observing their teachers' behavior. These findings confirm that religious culture and teacher role modeling do not exist independently but complement each other. Religious culture provides a normative foundation, while teacher role modeling operationalizes these values into actual practice. The collaboration between the two strengthens the school's efforts to prevent microaggressions systematically.

### Evaluation of Strategy Implementers

Figure 4 illustrates an evaluation framework consisting of two main components: routine school evaluation and collaborative evaluation. Integrating these two components ensures systematic monitoring while involving various parties to improve the quality of school culture.

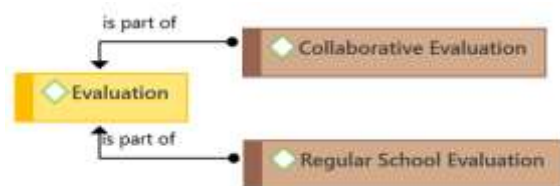


Figure 4: Analysis of Barriers to School Cultural Management Strategy

Evaluation is important in maintaining the sustainability and effectiveness of school culture strategies. Evaluation serves as a means of monitoring program implementation and a mechanism for reflection and continuous improvement in efforts to create a positive and inclusive school environment. Internal routine evaluations are conducted through regular work meetings and discussions between teachers and the principal to assess the implementation of cultural strategies. As stated by P1: "Sometimes, there are new teachers who are not yet familiar with this approach, so they need time to adapt. Or there are teachers who, because they are tired, choose to remain silent when they see minor violations. But we overcome this through regular discussions or program evaluations" (P1/I/June/2025). This statement emphasizes that internal evaluations allow teachers to share experiences and solutions, especially in dealing with student behavior dynamics and challenges in implementing discipline in the classroom. Informant P4 also revealed that routine evaluations are conducted to respond to specific issues that arise at school, "Usually, we discuss this during every work meeting, especially if there is a case that is currently trending or a case that we think needs special attention" (P4/I/June/2025). Regular internal evaluations serve as a mechanism for continuous reflection, enabling schools to proactively address issues of discriminatory behavior and strengthen the consistent implementation of cultural strategies.

The participation of parents and students in evaluations has the potential to strengthen trust and cooperation between schools and families. This involvement can create a more inclusive ecosystem and support realizing a harmonious school culture. P1 stated: "All parties, including parents, teachers, and students, evaluate whether the program is running well and has been properly implemented or not" (P1/I/June/2025). Collaborative evaluation is not merely a formality, but a mechanism for detecting potential microaggressions, raising collective awareness, and building an inclusive ecosystem. The participation of various parties helps schools strengthen teacher-parent cooperation and ensure that strategies are implemented consistently.

### Results of Strategy Implementation

Figure 5 illustrates three main achievements resulting from implementing the school culture strategy: the formation of mutual respect and empathy, the habit of positive behavior, and creating a safe and inclusive learning environment. These three aspects show a close relationship as a direct

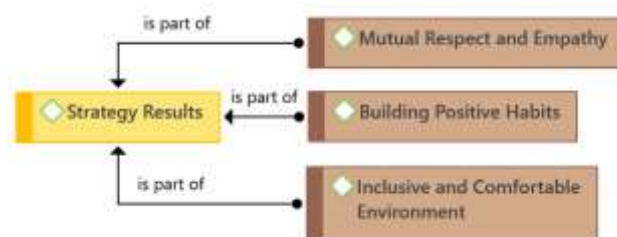


Figure 5: Analysis of School Cultural Management Strategy Results

result of the consistent and planned implementation of the strategy.

The implementation of this strategy has resulted in fundamental changes in student behavior. Consistently instilling positive values fosters empathy and appreciation for differences, including those with special needs. As stated by informant P5, *"But over time, with consistent and continuous reinforcement, positive changes began to occur. Some students began to accept Zaki and they even became more attentive"* (P5/I/June/2025). This statement shows that the habit formation process has reduced the potential for rejection and ridicule, making empathy an important mechanism in preventing microaggressions. In addition, more active teacher supervision in the classroom has been shown to reduce bullying cases, as explained by P2: *"Here, thank God, things like bullying have greatly decreased compared to schools where teachers are in their offices. Schools where teachers are in the classroom have very little bullying"* (P2/I/June/2025).

Teachers' direct involvement prevents bullying and shapes positive behavior patterns that reinforce a culture of mutual respect in the classroom. The strategies implemented have created a safe and comfortable learning environment, minimizing the risk of bullying and discrimination. This inclusive environment is an important foundation in supporting effective learning for all students. These results show that combining intensive cultural management strategies can create a school culture that supports positive character development in students, while preventing discriminatory behavior or microaggressions.

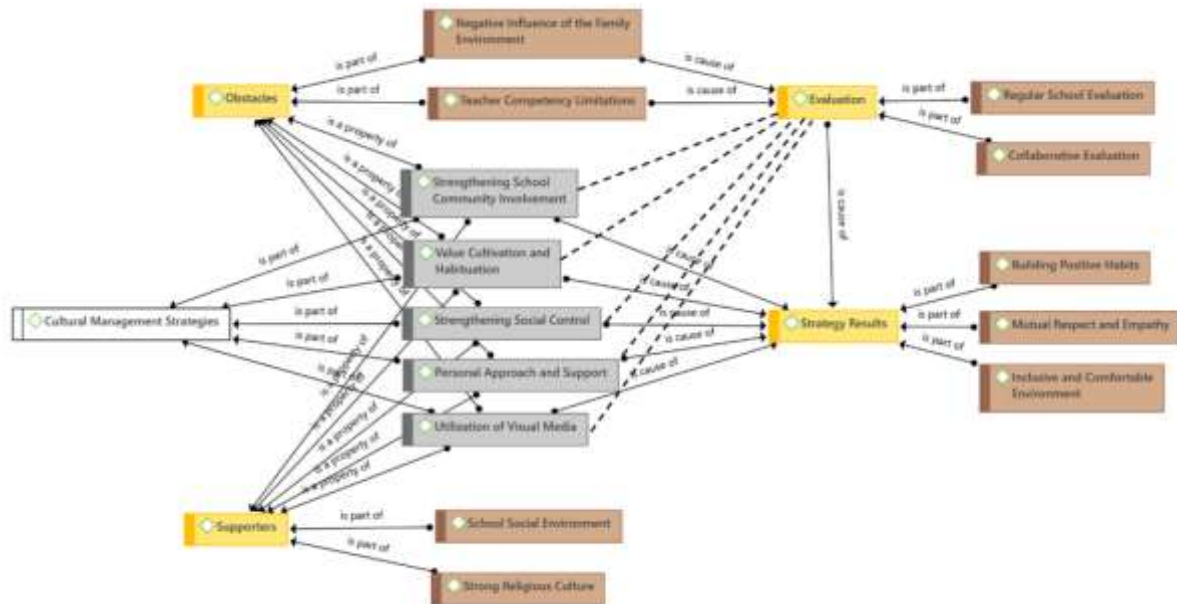


Figure 6: Cultural Management Strategy Concept Map

Figure 6 above illustrates the complex relationship between school cultural management strategies and supporting factors, obstacles, evaluations, and the results achieved. This analysis shows that the implementation of cultural management cannot be separated from the school's internal dynamics and the accompanying external influences.

The strategies implemented include social reinforcement and control, instilling and habituating values, utilizing visual media, personal approaches and support, and strengthening the school community's involvement. Supporting factors such as the school's social environment and strong religious culture reinforce the strategy's success. However, there are obstacles in the form of negative family influences and limited teacher competence that can reduce its effectiveness. The evaluation process is carried out through two main channels: routine school evaluations and collaborative evaluations involving various parties. These evaluations have produced tangible results in positive habits, the growth of mutual respect and empathy, and creating an inclusive and comfortable school environment.

## **Discussion**

The strategy for addressing microaggressions at SD Muhammadiyah Danunegaran emphasizes a values- and community-based approach by integrating religious and moral values into daily practices through the APIK vision, tadarus, congregational prayers, and the 7S program. This strategy is relevant to Schein's (2010) theory, which explains that organizational culture is effective when the values embraced are manifested in artifacts and daily practices. These findings also align with Azizatulhahro and Asy'ari (2025) and Istianah et al (2023), who emphasize that harmonizing vision, curriculum, and an inclusive environment creates a peaceful and adaptive learning atmosphere. Community involvement is evident in the collaboration between teachers, students, parents, and external parties in formulating the vision and its evaluation. It aligns with Debasu and Yitayew's (2024) view that collaboration and accessibility are key to inclusion, and that cross-party cooperation builds an inclusive atmosphere (Sharova et al., 2023).

In addition to intuition, social control strategies through rewards, punishments, and teacher supervision shape positive discipline (Iskandar et al., 2024). A personal approach in the form of advice, motivation, and daily guidance also supports the development of empathy and self-control in students (Yulianti et al., 2024), creating a friendly and discrimination-free learning environment (Bayar & Karaduman, 2021; Wang, 2023). It is consistent with moral community theory, which emphasizes the role of collective norms and values in creating positive habits (Kirazli, 2024; Munger, 2020). The use of visual media such as anti-bullying posters and the TRIAS Student Profile declaration serves as a collective reminder of inclusive values. Visual media helps students understand the impact of bullying, form positive attitudes towards its prevention, and increase their awareness in recognizing wrong behavior (Ieshima et al., 2020; Sulfemi et al., 2021). Thus, these various value-based, community-based, and visual artifact-based strategies demonstrate the close relationship between daily practices and forming an inclusive school culture.

Theoretically, these findings reinforce organizational culture theory (Schein, 2010) and moral community theory by showing how religious values can function as pillars of an inclusive culture (Kirazli, 2024; Munger, 2020). Practically, these strategies provide a preventive model for value- and community-based microaggressions that can be adapted by elementary schools with adjustments according to the socio-cultural context.

School culture management strategies are not without challenges. Internal challenges include limited competence and teacher fatigue, which lead to inconsistent role modeling and weaken the culture of discipline. These findings align with Burleigh & Wilson (2021) and Napratilora et al (2021) regarding teacher awareness of microaggressions and their role as role models. External challenges stem from permissive parenting and family disharmony, contributing to deviant student behavior. In line with Chen et al.'s (2022) findings, family harmony and parental involvement can reduce the tendency for microaggressive behavior at school. These findings emphasize the need for solutions that include social-emotional skills-based teacher training (Caires et al., 2023; Janssen et al., 2024) and parental involvement that supports child development (Martinez-Yarza et al., 2024; McWayne et al., 2022). Collab between schools, families, and communities strengthens student values and engagement, thereby playing a significant role in the success of inclusive education (Pusztai et al., 2025).

Religious culture, which has taken root, is the primary foundation in shaping students' character to be polite, empathetic, and caring. Daily practices such as praying together and praying in congregation shape moral order and positive habits that instill prosocial dispositions (Masngut et al., 2024). Social learning theory explains how teacher modeling and reinforcement strengthen this process, transforming religious values into concrete student behavior in school life (Amsari et al., 2024). In addition, a relatively homogeneous social environment strengthens social cohesion and collective control (Murray et al., 2020). However, homogeneity also has limitations because it can reduce the space for learning directly from diversity. Therefore, parental involvement and

external support, such as the role of psychologists, are important to broaden the inclusive horizon (Chu et al., 2024). Social capital in the form of networks, trust, and shared norms is a strategic support for school culture (Martono et al., 2023).

The collaboration between religious culture, social environment, and cross-party collaboration shows that the success of school culture management strategies is highly dependent on social capital. Values, norms, beliefs, and social networks play an important role in supporting multicultural education and tolerance through participation, knowledge reconstruction, and school empowerment (Hanif, 2023). Theoretically, this study enriches the study of school culture management by linking habitus, social capital, and social learning in the context of inclusion. Practically, value-based and collaborative strategies have proven effective as preventive measures against microaggressions while creating schools that are friendly to diversity.

Evaluation is carried out regularly and collaboratively through teacher meetings, program reflections, and communication with parents. Internal school evaluations can help schools overcome implementation challenges and find valuable solutions to improve the quality of education (O'Brien et al., 2024). Meanwhile, collaborative evaluations involving teachers, students, and parents encourage a sense of ownership and continuous improvement, ensuring that strategies remain relevant to the dynamics of the school (Moore et al., 2024; Singh et al., 2024). Therefore, schools need to expand the scope of evaluation with data-based analysis so that policies and strategies are always aligned with the needs of students and the school context.

School culture strategies have proven effective in shaping empathetic character, fostering positive habits, and creating an inclusive learning environment. Habitualizing values and emotional reinforcement make students more appreciative of differences, as demonstrated by Ortiz-Cermeño (2024) and Bayar & Karaduman (2021). Positive habits that support academic achievement and collaboration also grow through teacher role modeling (Ekmekci & Serrano, 2022; Fiorella, 2020), while classroom supervision and cooperation with parents can prevent discrimination and increase the comfort of students with special needs (Burger et al., 2022; Sharova et al., 2023). Theoretically, these results can be understood through habitus, where religious practices and daily habits form consistent prosocial dispositions (Masngut et al., 2024). This process is reinforced by social learning theory, which emphasizes the role of teacher modeling and reinforcement in internalizing values into students' actual behavior (Amsari et al., 2024). At the same time, the success of this strategy is supported by social capital, in the form of networks, trust, and shared norms that strengthen collaboration between schools, parents, and the community in maintaining an inclusive culture (Martono et al., 2023).

Overall, these strategies not only prevent microaggressions but also contribute to long-term character building and the strengthening of an inclusive school culture. Nevertheless, this study has limitations as it was conducted in a single school with relatively homogeneous social conditions, so the findings should be generalized with caution. However, the findings provide important contributions: theoretically, by linking habitus, social learning, and social capital within the framework of school culture management; and practically, by demonstrating that value-based, community-oriented, and collaborative strategies can serve as a preventive model in addressing microaggressions and fostering a learning environment that embraces diversity.

## **CONCLUSION**

The conclusion is that an integrated strategy encompasses value instillation, community engagement, socialization control, personal support, and the use of visual media. Its novelty lies in emphasizing religiosity and visual artifacts as strategic instruments that strengthen value internalization and positive habit formation—dimensions rarely emphasized in previous studies. These strategies interact synergistically to create a cohesive culture of inclusivity. Theoretically, this study contributes to the literature on school culture management by expanding the discourse on

inclusive education and the role of symbolic-religious mechanisms. Practically, this study provides a model for developing teacher competencies and school policies that foster a diversity-friendly environment. The limitations of this study lie in its transferability due to its focus on a single location and reliance on the perspectives of teachers and principals. Future research should expand to diverse school contexts, include student and parent voices, and employ comparative and longitudinal designs to enhance validity and develop adaptive models for managing school culture against microaggressions.

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