

An Analysis of School Climate at An Islamic Junior High School in Indonesia

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Abstract. People can develop their skills, realize their full potential, and acquire the knowledge they need to achieve their goals in life through education. School climate as one of the components of education can affect the students' academic success. The study aims at examining the implementation of physical dimension as one of the school climate aspects in one of the Islamic Junior High School in Sidoarjo, East Java, Indonesia. The present study utilizes descriptive qualitative research design by using observation and interview as the research instruments. The results of the study show that the school has implemented clearly stated policies, consistent and unambiguous consequences for violations, and a sense of physical safety within the school. It provides a strong foundation for positive learning and interaction, so that students feel comfortable and safe at schools. Therefore, it leads to positive students' learning experiences as well as the atmosphere and culture of the school.

Keywords – school climate; school culture; islamic junior high school

I. INTRODUCTION

The process of education entails imparting knowledge and enhancing students' attitudes, values, and abilities. In line with this, Adesemowo and Sotonade states that education in general encompasses all the factors that contribute to the shaping of an individual's growth [1]. It means that education helps influence a person's personality and equips them with the skills necessary to engage in social interactions responsibly and actively. In addition, education enables people to reach their full potential, develop their abilities, and get the knowledge necessary to accomplish their objectives in life.

A person can obtain education through a variety of channels, such as schools as the part of formal education, informal education, community-based programs, online courses and vocational training. According to Hapsari, et al., schools should work to support students who experience challenges in their academic, emotional, or social lives so that they can develop as individuals and as a group in accordance with their potential [2]. They try to improve students' knowledge, behavior, emotional intelligence, and sense of self. Therefore, there are numerous areas that require enhancement to elevate the level of instruction at schools, covering the course material, highly qualified instructors, positive surroundings, social settings, proper teacher-student interactions, students' emotional and spiritual well-being, and discipline-related concerns.

Additionally, Demirtaz-Zobas, et al. claim that the school climate has an impact on students' academic performance [3]. Within this framework, Wang and Degol characterize school climate as all facets of the educational experience, encompassing the standard of teaching and learning, the relationships between the school and the community, school administration, and the institutional and structural elements of the school setting [4]. When there is a positive school climate, relationships are based on trust and students feel safe and accepted [5]. In other words, school climate refers to all of the people who work in schools—principal teachers, students, support staff, and so on—as well as all of the relationships that exist between these groups.

The four aspects of school climate include relationships, teaching and learning, safety, and environmental and structural factors [6]. Respect for plurality, school community and collaboration, morale, and connectivity are subdimensions of the relationship dimension. Meanwhile, the subdimensions of leadership, professional growth, social, emotional, and ethical learning, and

instruction quality make up teaching and learning factors. The safety aspect is formed by two subscales: the physical and the social-emotional components. The physical part includes clearly stated policies, consistent and unambiguous sanctions for offenses, and the sense of physical safety within the school. The social-emotional subdimension, which encompasses attitudes toward individual diversity and conflict resolution education in schools, is the other component of the safety aspect. The last component is the environmental and structural element, which assesses aspects of the school's physical layout, amount of space and resources, aesthetic appeal, size, and extracurricular and curriculum options.

The present study focuses on the analysis of physical part as one of the safety aspects in one of the Islamic Junior High Schools in Sidoarjo, East Java, Indonesia. The topics covered in this study include school policy, physical security, and clear and consistent consequences for violations. Theoretically, students' learning and healthy growth are strongly supported when they feel safe at school [7]. To avoid violence, peer victimization, and harsh punishments at schools, stated policies are crucial. Specifically, the study addresses the following research question: "How is the physical dimension implemented at one of the Islamic Junior High Schools in Sidoarjo, East Java, Indonesia?"

II. METHODS

The primary objective of the study is to scrutinize the implementation of the physical dimension as the part of safety aspect in school climate. The study employs descriptive qualitative research design. A qualitative technique, entails the methodical gathering and analysis of data with an emphasis on revealing the underlying interpretations and meanings [8]. This approach explores the nuances of the "how" and "why" in relation to procedures, human behavior, and the numerous influencing variables involved. Essentially, qualitative research is a method of inquiry that primarily relies on the use of "words" as primary data. Its focus on comprehending and analyzing phenomena, which provides insights into the complex facets of diverse topic matters, sets it distinctive.

The object of the study is one of the Islamic Junior High Schools located in Sidoarjo, East Java, Indonesia. Observation and interview are applied as the instruments for the study. The study follows Yin's five-phase protocols for the methodical examination of the collected data [9]. These stages include compiling, disassembling, reassembling, interpreting, and drawing conclusions from the data, guaranteeing a thorough and exacting analytical procedure. The notes from observations were carefully organized during the compilation stage, with an emphasis on how to incorporate the physical dimension as a safety feature in the school climate.

III. FINDINGS AND DISCUSSION

In this section, the findings and the discussion of the study are presented to address the specified research topic. The school being studied has a strong Islamic-based school culture. In general, Islamic schools have a different atmosphere than other institutions. In addition to standard issues like leadership, interpersonal interactions, and the school environment, the climate in Islamic schools also encompasses spiritual elements and Islamic principles that permeate every facet of school life. The way that educators carry out their work and are impacted by the school environment as a whole is typified by the integration of Islamic character development with formal education.

Based on observations, the school has integrated Islamic character development with formal education, creating a positive atmosphere that fosters a helpful learning environment for both teachers and students. Furthermore, it fosters an atmosphere consistent with Islamic principles. The school has a policy requiring students to wear uniforms in order to decrease social disparities, promote equity among students, and highlight the value of discipline. Moreover, with the policy, the school creates

a strong school identity and commitment to religious values. Therefore, with the policy, students could learn about equality and discipline.

In relation to the uniform use regulations, students who disobey these regulations will face consequences from the school. Nonetheless, the penalties imposed on students are constructive penalties, like tidying up the school surroundings. One of the school's teachers claimed in an interview that *"We give sanctions whose purpose is not to punish but rather to teach positive values to students. This attempts to help students comprehend the rationale behind the rule."*

Furthermore, the school prioritizes preventing sexual harassment. Due to this, the school separates male and female students in places like the canteen and the stairs to provide a safe and pleasant learning environment for them. By doing so, the school creates a safe atmosphere for all students in the school environment.

Another implementation of the school policy is the need to live a clean and healthy life at schools. The school teaches the teachings of Islam by maintaining personal and environmental hygiene as part of faith. Every Sunday, students are involved in cleaning the school and dormitory areas. This activity is an effort to instill a sense of responsibility and love for the school environment. By cleaning the school and dormitory environment, students learn to work together, help each other, and appreciate the cleanliness of their environment.

Appeal boards to familiarize students with polite behavior are posted around the classrooms area. Students are also encouraged to smile, greet and say hello to others at school. In this way, the school has taught students to respect each other.

The findings demonstrate the favorable school climate, particularly with regard to the integration of the physical dimension as a component of the safety aspect. Students feel protected and at ease in the wonderful environment that the school has developed. The results are consistent with earlier research showing that connections in a strong school atmosphere are built on trust and that pupils feel safe and accepted [5]. Additionally, incorporating the physical environment into the school atmosphere in a way that is appropriate fosters a sense of security and comfort for the students. The finding is in line with the study conducted by Thapa, et al. [7]. These positive school climate would support the students' growth.

IV. CONCLUSION

The main objective of the present study is to examine the implementation of school climate aspects at one of the Islamic Junior High School in Sidoarjo, East Java, Indonesia. For more specifically, the aspect being studied is the physical dimension as one of the safety components. The study concludes that the school has developed clearly stated policies, consistent and unambiguous consequences for violations, and a sense of physical safety within the school as a result of the information presented in the previous section.

In the analysis of school climate in Islamic educational institutions, it is important to recognize that a school culture based on Islamic teachings influences all aspects of school life. A school climate based on Islamic values creates an inclusive atmosphere where all individuals feel valued and accepted. This builds a strong foundation for meaningful and effective learning, where students are encouraged to develop academically and have good character. Besides, the study implies that the school that implements an approach based on Islamic values can strengthen the overall quality of education.

Due to the limited time for the investigation, the present study dutifully recognizes the limitations that it faced while conducting its study. One important restriction is the narrow scope of

the analysis. It is recommended that all facets of school climate that are considered to have an impact on students' academic development be examined in subsequent studies.

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