Analysis of School Climate in the Unesa School Lab

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ABSTRACT. This study aims to analyze the school climate in the Unesa Lab School environment. This study uses a descriptive quantitative approach. This research took place in nine schools, including two kindergartens, two elementary schools, three junior high schools, one high school, and one vocational school. The study results show that the overall school climate in the Unesa Lab environment is excellent, evidenced by the average gain of 4.19. However, suppose one looks at them one by one. In that case, two schools are in the excellent category: Unesa Lab School Kindergarten 1 and Unesa Lab School Elementary School 1. Of all the indicators that tend to get low scores compared to the others are (1) the happy atmosphere of the students is not maximized, and there are still doubts in doing the assignment; (2) there is secrecy in providing information, so mutual suspicion still appears; (3) the synergy between school principals and teachers, between teachers, and teachers and students in the teaching and learning process is not maximized; (4) the teaching and learning facilities provided are not by their purpose; and (5) the assistance given has not been maximized for any difficulties that arise as a result of assignments imposed on students.

Keywords: *Management; school climate; lab school, supporting learning*

INTRODUCTION

Everyone hopes to create a fun, harmonious, and responsible internal environment. Through a healthy school climate, students have great expectations about the school, mainly how it provides quality learning services to students so they are comfortable studying there. The guarantee is increased student competency. In addition, building good communication and a sense of empathy with students can help realize the integrity of intellectually, socially, and spiritually superior students.

Werang & Agung (2017) stated that there are eight dimensions of organizational climate, four of which focus on teacher behavior: disengagement, hindrance, esprit, and intimacy. In contrast, the other focuses on the behavior of school principals, namely aloofness, production, and thrust. School climate is a condition that describes the interaction between the principal and teachers, and education staff. The most dominant factor in determining the creation of a school climate is all school personnel, including principals, teachers, and employees, involved in providing education in schools. School climate as organizational climate refers to an executive order and good work habits by applicable rules and regulations. Managers should aim for this to uphold an excellent organizational climate (Dorina, 2013; Manla, 2021; Stronge & Xu, 2021).

A positive and conducive school climate is characterized by a school environment that is safe, comfortable, respects diversity, is optimistic, open, mutually supportive, and caring. There is creative freedom, kinship, a healthy organizational system, and school activities centered on student development (Christopher, 2019; Ebbert & Luthar, 2021; Widyaningrum & Mahmudah, 2019). In this case, the concept of school climate can be explained from various perspectives. It is because it covers various aspects of school life, which are very diverse, from the objective size and physical condition of school buildings to subjective perceptions of interpersonal relationships within schools. In order to get maximum results, the instruments used to measure the properties of school life also vary (Chirkina & Khavenson, 2018; Forsberg et al., 2021; Schneider & Duran, 2010).

In the last decade, policymakers, school leaders, and educational researchers in various countries have increasingly focused on transforming the school climate to increase effectiveness and quality and optimize the role of school members (Ryberg et al., 2020; VanLone et al., 2019). In Indonesia, national education's attention to school climate is increasingly demonstrated through the Ministry of Education, and Culture's policy on the National Assessment (AN) in 2019, which includes a Learning Environment Survey conducted to measure the quality of the classroom and school environment (Ere & Blegur, 2021; Rokhim et al., 2021).

Several research results show that school climate relates to students' educational activities, student involvement in the learning process, and student achievement (Glover & Coleman, 2005; MacNeil et al., 2009; Maxwell et al., 2017; Sherblom et al., 2006). Conversely, suppose the climate of a school could be more conducive. In that case, it can trigger the emergence of various behaviors and emotional conditions of school members that tend to be negative—examples of juvenile delinquency, intimidation, bystander behavior, and student academic dishonesty in class (Aldridge & McChesney, 2018; Fitria, 2019; Konishi et al., 2021). An adverse school climate can result in low motivation of students and teachers, anxiety conditions, school stress, insecurity, feelings of inferiority, emotional exhaustion, pessimism, and burnout tendencies (Bai, 2014; Bravo-Sanzana et al., 2020). School climate is also related to student dropout rates and other academic outcomes (Jia et al., 2016; Kotok et al., 2016). All hostile conditions are thus contrary to the effectiveness and quality of the school.

Given the importance of the school climate in supporting school performance, as an evaluation of the climate conditions of schools within the Universitas Negeri Surabaya (Unesa) Lab school, a study was conducted on the analysis of school climate in the Unesa Lab school. This study aims to get an overview of the school climate in nine academic units within the Unesa Lab school environment. This analysis allows improvement plans to be developed to maximize school performance.

METHOD

Two variables are seen in the school climate: the physical and psychological work climate. Regarding the physical work climate, there are several indicators, such as (a) security, (b) cleanliness, (c) health, (d) order, (e) shade, (f) coolness, and (g) beauty. Second, the work climate psychologically includes (a) no mutual suspicion, (b) openness, (c) familiarity, (d) kinship, and (e) a cheerful atmosphere. The teacher's work climate variable score is expressed as a number (interval) obtained through a questionnaire.

The approach used in this study uses quantitative descriptive by applying the central tendency, namely the mean. The research population is schools within the Unesa Lab school environment which consists of 9 (nine) academic units, namely: Unesa Lab School Kindergarten 1 (Teratai Kindergarten), Unesa Lab School Kindergarten 2 (Ketintang Kindergarten), Unesa Lab School Elementary School 1, Unesa Lab School Elementary School 2, Unesa Lab School JHS 1, Unesa Lab School JHS 2, Unesa Lab School JHS 3, Unesa Lab School SHS 1, and Unesa Lab School VHS 1 with a total of 149 respondents consisting of teachers and education staff.

Data was collected through a Google Form containing 2 (two) variables, physical and psychological, with 12 indicators and 55 questions. The school climate indicators related to the physical include security, order, cleanliness, health, shade, beauty, and coolness. The psychological aspects include no mutual suspicion, openness, familiarity, kinship, and a cheerful atmosphere.

Data analysis was performed using descriptive statistical analysis techniques. The data that has been collected is then tabulated and analyzed. The assessment criteria are divided into five levels: poor, bad, fair, good, and excellent. When described, it can be explained as follows:

Table 1 Giving Score on Alternative Answer (Fateye et al., 2021)

Scale Value	Alternative Answer
0 – 1.00	Poor
1.1 – 2.0	Bad
2.1 – 3.0	Fair
3.1 – 4.0	Good
4.1 – 5.0	Excellent

RESULT AND DISCUSSION

Result

A conducive learning atmosphere also needs to be created in the school environment. It can be interpreted that the social environment of the class, the teacher's office, and the administrative staff influence the process of learning activities. In this case, special attention is needed to create and maintain a conducive climate for learning. Creating a safe, orderly, and comfortable learning environment makes the teaching and learning process run well. This view indicates the quality of the climate that allows increased work performance. Climate cannot be seen or touched but is like the air in a room influencing everything in an organization. Climate can affect motivation, achievement, and job satisfaction.

A conducive school climate is critical so students feel calm and safe and have a positive attitude toward their school. Teachers feel valued, and parents and the community feel accepted and involved. It can happen through creating positive norms and habits, harmonious relationships, and cooperation based on mutual respect for one another. A conducive school environment that needs to be fostered is mutual respect between students and students, students and teachers, teachers and teachers, and with other parties. In addition, a conducive school climate encourages everyone involved in the school organization to act and do their best, leading to high student achievement.

For schools to have a conducive climate, the school climate needs to be managed and maintained. In this case, the principal, teachers, employees, etcetera, feel responsible for their primary duties and functions. They need to feel proud of the profession and the institution where they work, foster warmth in their social environment, support each other for school programs, and, most importantly, avoid conflicts within the school, even though conflicts often occur anywhere and anytime, including in educational institutions. In this case, conflict cannot be viewed as a negative phenomenon but as a positive phenomenon. Conflicts sometimes have to be created to improve the quality of education, which previously only ran monotonously because the institution's leadership did not want to innovate or change to keep up with the times (Almahdi, 2018). In this case, the principal is essential in bringing the institution he leads to becoming the school he aspires to be. It is like the role of the principal as a leader (Farhurohman, 2018; Silviani et al., 2022). However, its success requires the support of all existing school stakeholders. The principal is essential in bringing the institution he leads to becoming the school he aspires to be. However, its success requires the support of all existing school stakeholders.

In connection with the explanation above, the results of this study generally explain that the school climate in the Unesa Lab School environment, both physically and psychologically, is included in the excellent category. The following details the results regarding the physical and psychological school climate in the Unesa Lab School, illustrated in Table 2 below.

Table 2 Obtaining Scores related to Physical and Psychological School Climate in the Unesa Lab School

No.	Name of School	Mean
1.	Unesa Lab School Kindergarten 1 (Teratai Kindergarten)	3.69
2.	Unesa Lab School Kindergarten 2 (Ketintang Kindergarten)	4.27
3.	Unesa Lab School Elementary School 1	3.81
4.	Unesa Lab School Elementary School 2	4.43
5.	Unesa Lab School JHS 1	4.12
6.	Unesa Lab School JHS 2	4.42
7.	Unesa Lab School JHS 3	4.43
8.	Unesa Lab School SHS 1	4.27
9.	Unesa Lab School VHS 1	4.27

Based on the table above, seven schools get an average of above 4.00 regarding the condition of the school climate physically and psychologically reviewed. It is evidenced by the average gain of 4.19. Lab School Unesa Kindergarten 1 and Unesa Lab School Elementary School 1 have a lower school climate than the others.

The following details the results regarding the Physical School Climate in the Unesa School Lab, illustrated in Table 3 below. The following details the results regarding the Physical School Climate in the Unesa School Lab, illustrated in Table 3 below.

Table 3 Obtaining Scores related to Physical School Climate in the Unesa Lab School

No.	Name of School	Mean
1.	Unesa Lab School Kindergarten 1 (Teratai Kindergarten)	3.86
2.	Unesa Lab School Kindergarten 2 (Ketintang Kindergarten)	4.12
3.	Unesa Lab School Elementary School 1	3.15
4.	Unesa Lab School Elementary School 2	4.49
5.	Unesa Lab School JHS 1	4.36
6.	Unesa Lab School JHS 2	4.31
7.	Unesa Lab School JHS 3	4.56
8.	Unesa Lab School SHS 1	4.10
9.	Unesa Lab School VHS 1	4.34

From Table 3 above, from a physical perspective, the school climate in the Unesa Lab School environment can be described in the excellent category, with an average score of 4.14. Of the 9 (nine) schools in the Unesa Lab school environment, some visible things, including the schoolyard's atmosphere, have not shown beauty and interest. This is due to the absence of landscaping and maintenance of the existing plants so that the impression could be cleaner and more beautiful. On the other hand, the classroom layout has yet to be planned, so the pleasant impression for students in receiving learning still needs to be visible. This indicates a tendency for classes to be filled with lots of tools. However, they need to be arranged neatly.

From a psychological perspective, the school climate in the Unesa Lab School environment is also included in the excellent category, with an average score of 4.27. The following are tables and figures of these results.

Table 4 Obtaining Scores related to Psychological School Climate in the Unesa Lab School

No.	Name of School	Mean
1.	Unesa Lab School Kindergarten 1 (Teratai Kindergarten)	3.88
2.	Unesa Lab School Kindergarten 2 (Ketintang Kindergarten)	4.28
3.	Unesa Lab School Elementary School 1	3.84
4.	Unesa Lab School Elementary School 2	4.54
5.	Unesa Lab School JHS 1	4.36
6.	Unesa Lab School JHS 2	4.44
7.	Unesa Lab School JHS 3	4.49
8.	Unesa Lab School SHS 1	4.35
9.	Unesa Lab School VHS 1	4.29

Based on the table above shows that overall, the school climate, physically and psychologically, in the Unesa Lab School environment has been running well and accordingly. However, more efforts are needed to improve the physical and psychological school climate in Unesa Lab School Kindergarten 1 and Unesa Lab School Elementary School 1. The two schools have a lower School climate than the others. It can be further explained if the school climate in Unesa Lab School Elementary School 2 scores relatively higher than other schools within the Unesa Lab school environment. In this case, it can be done through building communication. Communication is essential in building a psychological school climate (Mousena & Raptis, 2021). The description above explains that there are schools where the principal's communication and attention to small matters have yet to be carried out, as if the principal only handles administrative tasks.

This condition is closely related to several dimensions, including the social environment dimension (milieu), which is a general characteristic of individuals in schools, such as teacher morale, staff stability, and student background. Second, the dimension of the social system includes the structure of formal and informal rules that govern individual and group interactions in schools. The social system dimension includes communication between principals and teachers, staff participation in decision-making, and teacher-student relationships. In addition, cultural dimensions are related to values and belief systems, such as group norms, expectations of success, and school discipline. In this case, the school climate relates to the attitudinal and affective dimensions and the school's belief system. In general, those that affect the cognitive, social, and psychological development of students and the school climate will be reflected in social interactions.

Discussion

The conducive climate of a school affects the attitudes and actions of the entire school community, especially in student academic achievement. A conducive learning atmosphere must be formed in the entire school environment, including the classroom environment. A conducive climate is characterized by creating a safe, orderly, and comfortable learning environment so that the teaching and learning process can take place well (Erfina et al., 2020; Oselumese, 2016; Suleman et al., 2014; Usman & Madudili, 2019; Wiranto et al., 2021).

Kutsyuruba et al. (2015) explained that a conducive school climate directly impacts school success, such as lower dropouts, decreased levels of violence, and increased student achievement. The school climate is a friendly, relaxed, polite, calm, and energetic youth environment. School climate is a subjective effect felt by the perceived subjective effects of the formal system, the informal style of the manager, and other essential factors from the environment on attitudes, beliefs, values, and motivation of people who work in a particular school institution. School climate is a situation or atmosphere that arises; because of the relationship between the principal and the

teacher. And then, the teacher and the teacher; the teacher and the students; or the relationship between students, which is the school's hallmark and influences the teaching and learning process.

A conducive school climate is significant so students feel calm and safe and have a positive attitude toward their school. Teachers feel valued, and parents and the community feel accepted and involved. It can happen through creating positive norms and habits, harmonious relationships, and cooperation based on mutual respect for one another. A conducive school climate encourages every person involved in the school organization to act and do their best, leading to high student achievement (Adeogun & Olisaemeka, 2011; Mousena & Raptis, 2021; Ojukwu, 2017; Samdal et al., 1998).

Students' and teachers' positive attitudes and behavior can enhance the school climate. The school climate is related to a productive and conducive environment for student learning with an atmosphere that prioritizes cooperation, trust, willingness, openness, pride, and commitment. School climate is also related to academic achievement, faculty morale, and student behavior. The behavior of teachers, students, and parents contributes to the type of school climate. *Principal behavior* is defined as the leading dimension of the climate that is built in schools. His behavior can also prevent or promote a positive climate. It is due to relying on the principal teacher for motivation, managerial, and development. On the other hand, students depend on the principal for a quality education (various school activities and an excellent physical environment). Moreover, parents see school principals or teachers who maintain high academic standards and school character so that their children get the best education (Chinelo & Ogbah, 2013; Darling-Hammond & Cook-Harvey, 2018; Howard & Others, 1987; Hu et al., 2019; Smith et al., 2020)

The education world is similar to the world of business. What makes it different is related to its vision and mission. The world of education is more oriented towards social (societal oriented), which is of a service nature. On the other hand, the business world is more profit-oriented, but the aim is to achieve significant profits and lead to sharing results in material form. In the world of work, many factors affect the work climate, including the work atmosphere that can affect work activities (Beno, 2020; Kamarulzaman et al., 2011). The factors that affect the work climate include (a) Ecology, related to physical environmental factors and organizational materials, for example, size, age, facilities, and condition of the building; (b) Milieu, related to the social dimension of the organization. This dimension includes everything about people in the organization; (c) Social system related to organizational and administrative structures. This dimension includes the organizational structure of the school, the way decisions are made and the people involved in it, the pattern of communication between people in the organization, etcetera; (d) Culture, related to values, belief systems, norms and ways of thinking which are the characteristics of people in the organization (Amin & Chakraborty, 2022). Thapa et al. stated that climate reform is a process that needs to focus on students, parents/guardians, and educators in order to realize learning effectiveness, including strengthening character education in order to create excellent and effective schools (Thapa et al., 2013).

Related to research in the Unesa School Lab, several things occur in psychologically describing the school climate in the Unesa School Lab.
1. The happy atmosphere of the students is not maximized, and there are still doubts about doing the assignment;
2. There is secrecy in providing information, so mutual suspicion still appears;
3. The data on students, finance, curriculum, and others are not yet optimal, so many have difficulty accessing the data when they need it;
4. The synergy between school principals and teachers, between teachers and teachers and students in the teaching and learning process, is not maximized;
5. The teaching and learning facilities provided are not for their purpose;
6. The assistance given has not been maximized for any difficulties that arise as a result of assignments imposed on students;

7. Learning support is not maximized because there are no self-made media so that learning is interesting for students.

Of the several deficiencies related to the academic climate in the Unesa Lab School, the principal still needs to be more optimal in providing a conducive school climate. Therefore, intensive guidance and supervision must be provided to build communication with teachers, educators, and school committees. Strengthening the role of the school principal is very important, considering that the principal is the highest operational leader of a school so that all school personnel is under his leadership in implementing school management.

CONCLUSION

The school climate in the Unesa Lab School is in the excellent category. It is evidenced by the average gain of 4.19. However, Unesa Lab School Kindergarten 1 (Teratai Kindergarten) and Unesa Lab School Kindergarten 2 (Ketintang Kindergarten) still have lower scores than other schools. Of the 9 (nine) schools in the Universitas Negeri Surabaya (Unesa) Lab School environment, some things still need improvement.

Several things occur in describing the school climate psychologically in the Unesa Lab School enclosure, including those related to infrastructure. The teacher's ability to create a pleasant learning atmosphere could have been more optimal. Moreover, the support from the headmaster can only accommodate some teachers and students, and they put some distance between them. From these conditions, there are several things that schools must do to maximize the school climate, including structuring the school's physical environment by maintaining school physical facilities, arranging classrooms, using a moving-class system, and using poster affirmations.

In addition, the arrangement of the school's social environment through the creation of security in the school environment, the creation of family relationships and togetherness by involving parents, maximizing contact books as a means of controlling student progress as well as a forum for establishing communication with parents, and involving community leaders. Likewise, the school work environment arrangement is related to arranging school schedules and activities and creating a work culture by applying discipline and order in the school environment. Each subject teacher and homeroom teacher constantly monitors and evaluates the improvement of student discipline and achievement periodically. On the other hand, school principals, teachers, and homeroom teachers are required to create a conducive working and learning climate in order to provide opportunities to increase professionalism, create a conducive school culture and climate, and instill a culture of close supervision.

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