

# TOWARDS QUALITY ISLAMIC EDUCATION: Madrasa Teachers' Views on School Climate in East Java

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**Abstract:** This research explores teachers' views on school climate, related to teacher's age, gender, and teaching experience for Madrasah Tsanawiyah teachers. Research is carried out to realize the quality of Islamic education. The 370 teachers were given a school climate perception scale adapted from the Comprehensive School Climate Inventory (NSCC) developed by Cohen through Google Form. The scale includes four aspects: safety, teaching and learning, relationships, and the environment, with a Cronbach's Alpha reliability value of 0.700. From the data collection results, it was found that the age and length of the teacher's teaching were significantly related to the teacher's view of the school climate. Teachers who have long teaching experience have a more positive perception than teachers who have little teaching experience. Likewise, the teacher's age shows that older teachers give a better view of the school climate than younger teachers. On the other hand, gender is not significantly related, meaning that male and female teachers have the same view of the school climate.

**Abstrak:** Tujuan riset ini mengeksplorasi pandangan guru tentang iklim sekolah yang berkaitan dengan usia guru, gender dan pengalaman mengajar guru Madrasah Tsanawiyah. Riset dilakukan dalam upaya mewujudkan kualitas pendidikan Islam. Para guru yang berjumlah 370 diberikan skala persepsi iklim sekolah yang diadaptasi dari *Comprehensive School Climate Inventory* (NSCC) yang dikembangkan oleh Cohen melalui *google form*. Skala tersebut meliputi empat aspek yaitu keamanan (*safety*), pengajaran dan pembelajaran (*teaching and learning*), hubungan (*relationships*), dan lingkungan (*environment*) dengan nilai reliabilitas *Cronbach's Alpha* sebesar 0,700 dari hasil pengumpulan data tersebut. Nilai signifikansi usia 0.027, sementara guru yang memiliki pengalaman mengajar lama memiliki persepsi yang lebih positif dibandingkan guru yang lebih sedikit memiliki pengalaman mengajar. Begitu juga dengan usia guru yang menunjukkan bahwa guru yang lebih tua memberikan pandangan lebih baik/positif akan iklim sekolah dibandingkan guru yang lebih muda. Sebaliknya gender tidak berhubungan secara signifikan, artinya antara guru laki laki dan perempuan memiliki pandangan yang sama tentang iklim sekolahnya.

**Keywords:** school climate, age, gender, teaching experience

## Introduction

School climate is one indicator of the organization. Several studies have documented significant variations that school climate is on individual-level factors (within school) and school-level factors (between school). At the individual level, the school climate is attached to teachers, students concerning age, gender and have been shown to have a significant effect. Meanwhile, at the school level, school climate is related to the size of the school, the type of school that also contributes to the school climate.<sup>1</sup> Because in essence, the school climate itself depends on the perceptions of each school member, such as students, teachers, staff, parents, and the community. Teachers who have a positive perception of the school climate feel more satisfied with their work.<sup>2</sup>

Madrasas, as one of the formal educational institutions, have distinctive institutional characteristics; as a place of learning and civilizing for their student.<sup>3</sup> Since its establishment, madrasas have been expected to have superior competitiveness compared to other formal educational institutions because the madrasa curriculum combines the general education curriculum with religious education.<sup>4</sup> In order to realize the expected goals of a madrasa, it is necessary to have harmonious interaction and conducive conditions among the entire madrasa community to form a school climate that supports growth.<sup>5</sup>

In recent years, madrasas have been considered to have a unique magnetic power in producing outstanding students. This makes madrasas as Islamic educational institutions begin to be widely looked at and in demand by the public. As some evidence of the presence of high achieving Madrasas, firstly, the results of the Top 1000 school rankings published by the Higher Education Entrance Test Institute (*Lembaga Tes Masuk Perguruan Tinggi/LTMPT*) based on the UTBK scores, which placed the Madrasah Aliyah Negeri for Insan Cendekia

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<sup>1</sup>Christine W. Koth, Catherine P. Bradshaw, and Philip J. Leaf, "A Multilevel Study of Predictors of Student Perceptions of School Climate: The Effect of Classroom-Level Factors," *Journal of Educational Psychology*, 100, 1 (2008), p. 96–104.

<sup>2</sup>Brian Patrick Barkley, "Teacher Perception of School Culture and School Climate in the 'Leader in Me' Schools and Non 'Leader in Me' Schools," *ProQuest LLC* (2013), [http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED554632&site=ehost-live%0Ahttp://gateway.proquest.com/openurl?url\\_ver=Z39.88-2004&rft\\_val\\_fmt=info:ofi/fmt:kev:mtx:dissertation&res\\_dat=xri:pqm&rft\\_dat=xri:pqdiss:3569714](http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED554632&site=ehost-live%0Ahttp://gateway.proquest.com/openurl?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&res_dat=xri:pqm&rft_dat=xri:pqdiss:3569714).

<sup>3</sup>Danial Danial, Muljono Damopolii, and Syamsudduha Syamsudduha, "Hubungan Antara Iklim Dan Budaya Madrasah Dengan Motivasi Kerja Guru Pada Madrasah Tsanawiyah Di Kecamatan Sinjai Barat Kabupaten Sinjai," *Manajemen Pendidikan*, 14, no. 1 (2019): 60–72.

<sup>4</sup>Rully Rina Widyasari, "Reposisi Dan Reaktualisasi Pendidikan Madrasah Dalam Memperkuat Eksistensi Pendidikan Di Era 4.0," *Edukasia: Jurnal Pendidikan dan Pembelajaran* 1, no. 1 (2020): 55–65.

<sup>5</sup>Tosuerdi, "Pengaruh Pembentukan Iklim Madrasah Dan Kinerja Guru Terhadap Hasil Belajar Peserta Didik Di Madrasah Aliyah Islamiyah Mundu Pesisir Kabupaten Cirebon," *Jurnal Pendidikan dan Studi Islam* 4, no. 2 (2018): 114–128.

(MAN IC) Serpong ranked 1st Nationally and MAN 2 Malang City.<sup>6</sup> Second, in 2021 students of Madrasah Aliyah Negeri (MAN) Malang won silver and bronze medals at the international Olympics.<sup>7</sup> Third, Madrasah Ibtidaiyah Negeri Jombang is a national child-friendly category from the Ministry of Children and Women Empowerment.<sup>8</sup> Fourth, Madrasah Aliyah Negeri (MAN) 1 Lamongan won the National 1st place in the Adiwiyata Mandiri field from the Ministry of Environment and Forestry.<sup>9</sup>

The results of madrasa school achievements prove that madrasas can compete at both the national and international levels. The success of these Madrasas' students in achieving cannot be separated from the existence of Madrasas in building school climate and madrasa culture. All madrasa residents, including principals, teachers, students and staff, strive to create a school climate. From the teacher's perspective, they play a vital role in developing quality Madrasas by presenting a positive and open view of the school climate.

Madrasa teachers with open perception will provide opportunities to become effective schools<sup>10</sup> while positive teacher views about the school climate support the achievement of teacher satisfaction in teaching and learning, especially the creation of a comfortable learning environment.<sup>11</sup> Teachers must be active catalysts for change, collaborative partners, and leaders in reforms to promote a positive school climate.<sup>12</sup>

Students' success in academic achievement cannot be separated from teachers who build the atmosphere and culture of the madrasa. Teachers who see their job not only as an obligation but also for giving students their rights, will help develop a good atmosphere in the learning and teaching process. A workplace with good conditions for learning and teaching ultimately helps students to thrive. Teachers find schools to be student-friendly and safe places, where teachers work together with students to achieve common goals.<sup>13</sup>

Even so, teachers' views on the school climate in some madrasas still need to be improved. The field study results show that the school climate in madrasas is considered to be still less than optimal. According to research, the school climate in madrasa is as much

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<sup>6</sup>Lembaga Tes Masuk Perguruan Tinggi, "Top 1000 Sekolah Tahun 2021 Berdasarkan Nilai UTBK."

<sup>7</sup>Kompas, "Siswa Indonesia Tangguh, Raih 15 Medali 3 Olimpiade Sains Di Masa PPKM."

<sup>8</sup>Radar Jombang Jawa Pos, "MIN 3 Jombang Terima Penghargaan Dari Pusat."

<sup>9</sup>kominfo.jatim, "Raih Adiwiyata Mandiri 2018, MAN I Lamongan Siap Ikuti Lomba Tingkat Asia."

<sup>10</sup>Timothy J Rafferty, "School Climate and Teacher Attitudes toward Upward Communication in Secondary Schools," *American Secondary Education* (2003): 49–70.

<sup>11</sup>Camilla A Lehr and Sandra L Christenson, "Best Practices in Promoting a Positive School Climate." (2002).

<sup>12</sup>Ibid.

<sup>13</sup>Urszula Dernowska, "Teacher and Student Perceptions of School Climate. Some Conclusions from School Culture and Climate Research," *Journal of Modern Science* 1, no. 32 (2017): 63–82.

as 3% is considered not good, 34% is considered quite good, 48% is considered good, and 15% is considered very good. The results of other research explain that 33% (20% high and 13% very high) Madrasah Ibtidaiyah or Islamic Elementary (MI) school climate, 40% (23% high and 17% very high) Madrasah Tsanawiyah (MTs) or Islamic Junior High school climate, and 27% (17% high and 10% very high) the climate of the madrasa aliyah (MA) school is perceived to be in good condition.<sup>14</sup>

For more than two decades, the school climate has been trusted by researchers and educators to be one of the essential components in the education world as a determinant of student achievement.<sup>15</sup> Although the school climate controls the success of student quality, it seems that the school climate in the madrasah environment is rarely studied.<sup>16</sup> The study of madrasah school climate is a crucial component in creating effective schools.<sup>17</sup>

In particular, the teacher can influence the success and failure of students through school depending on the strategies chosen in classroom management and communication with students by which the teacher responds to the behavior of students with different characteristics and personalities. Therefore, the relationship between students and teachers plays a central role in realizing a good school climate.<sup>18</sup>

Several studies show that teachers' perceptions of school climate are important objects of study in viewing the quality of learning.<sup>19</sup> A positive school climate for teachers will help students to thrive.<sup>20</sup> Teachers who have perceived the school climate positively will give birth to the view that school is a safe<sup>21</sup> and satisfying place,<sup>22</sup> so that teachers are

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<sup>14</sup>Ahmad Risqa Fidhaus Imanuddin, "Hubungan Iklim Madrasah dan Motivasi Berprestasi Terhadap Kepuasan Kerja Di Madrasah Satu Atap Yayasan Miftahul Ulum (MI, MTs, MA) Jombang" (UIN Sunan Ampel Surabaya, 2018).

<sup>15</sup>Giulia Cavrini et al., "School Climate: Parents', Students' And Teachers' Perceptions," *Procedia - Social and Behavioral Sciences* 191 (2015): 2044–2048.

<sup>16</sup>Danial, Damopolii, and Syamsudduha, "Hubungan Antara Iklim Dan Budaya Madrasah Dengan Motivasi Kerja Guru Pada Madrasah Tsanawiyah Di Kecamatan Sinjai Barat Kabupaten Sinjai."

<sup>17</sup>Koth, Bradshaw, and Leaf, "A Multilevel Study of Predictors of Student Perceptions of School Climate: The Effect of Classroom-Level Factors."

<sup>18</sup>Cavrini et al., "School Climate: Parents', Students' And Teachers' Perceptions."

<sup>19</sup>Ndidiama J James et al., "Gender Difference in Teachers' Perception of School Climate and Their Job Performance in Secondary Schools," *Journal of Education and Practice*, no. March (2020); Pandia and Purwanti, "Teachers' Perceptions of School Climate in Inclusive Schools"; Mitchell, M.M, Bradshaw, C.P., "Student and Teacher Perceptions of School Climate/ : A Multilevel."

<sup>20</sup>Shemon J Reaves and Jeffry Allen Cozzens, "Teacher Perceptions of Climate, Motivation, and Self-Efficacy: Is There Really a Connection," *Journal of Education and Training Studies* 6, no. 12 (2018): 48; Cavrini et al., "School Climate: Parents', Students' And Teachers' Perceptions."

<sup>21</sup>Reaves and Cozzens, "Teacher Perceptions of Climate, Motivation, and Self-Efficacy: Is There Really a Connection."

<sup>22</sup>Ioana Emanuela Orzea, "Teachers' Perspective on School Climate," *Bulletin of the Transilvania University of Braşov, Special Issue Series VII: Social Sciences @BULLET Law @BULLET* 9, no. 2 (2016): 1–6; Reaves and Cozzens, "Teacher Perceptions of Climate, Motivation, and Self-Efficacy: Is There Really a Connection."

more active in expressing thoughts and ideas during the learning process to make changes.<sup>23</sup> When teachers feel facilitated to express themselves in making changes, students will also make changes that encourage a better learning process.<sup>24</sup> Meanwhile, the school climate, which is perceived negatively by teachers, will hinder the learning process.<sup>25</sup>

Teachers who have negative experiences in the school climate feel that the school does not provide autonomy and decision-making freedom in the learning process. This condition makes teachers think that the ideas and suggestions given are not appreciated so that teachers do not feel a sense of belonging and value in the school.<sup>26</sup> Meanwhile, the study results show that teachers' perceptions of the school climate can have an impact on job satisfaction and reduce burnout. Teachers can achieve job satisfaction through a school climate-mediated by teacher beliefs and collective beliefs.<sup>27</sup>

The concept of school climate itself refers to several similar terms, such as atmosphere, feeling, tone, atmosphere, or milieu (environment).<sup>28</sup> Although there is no definitive consensus on the concept of school climate among experts, the term school climate refers to the quality and character of school life related to norms and values, interpersonal relationships and social interaction, and organizational processes, structure, and culture.<sup>29</sup> At the same time, Bragg and Manchester identified four broad elements of school climate, including safety, physical security (consistency in responding), and emotional security, such as belief in applicable regulations, teaching and learning, such as respect for student work, relationships as well as respect for diversity, and the environment such as a healthy and adequate classroom environment.

Some studies show that the perception of school climate is related to the characteristics

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<sup>23</sup>Ndidiamaka J. James et al., "Gender Influence on School Climate and Organizational Silence Amongst Teachers in Anambra State," *European Scientific Journal ESJ* 16, no. 10 (2020): 223–237.

<sup>24</sup>Reaves and Cozzens, "Teacher Perceptions of Climate, Motivation, and Self-Efficacy: Is There Really a Connection."

<sup>25</sup>Paige Lacks, "The Relationships between School Climate, Teacher Self-Efficacy, and Teacher Beliefs" (2016); Marilyn Meristo and Eve Eisenschmidt, "Novice Teachers' Perceptions of School Climate and Self-Efficacy," *International Journal of Educational Research* 67 (2014): 1–10.

<sup>26</sup>Lacks, "The Relationships between School Climate, Teacher Self-Efficacy, and Teacher Beliefs."

<sup>27</sup>Olli Pekka Malinen and Hannu Savolainen, "The Effect of Perceived School Climate and Teacher Efficacy in Behavior Management on Job Satisfaction and Burnout: A Longitudinal Study," *Teaching and Teacher Education* 60 (2016): 144–152, <http://dx.doi.org/10.1016/j.tate.2016.08.012>.

<sup>28</sup>Jelena Pavièæ Vukièeviaè, Marko Prpiaè, and Irena Cajner Mraoviaè, "Perceptions of School Climate by Students and Teachers in Secondary Schools in Croatia," *Sodobna Pedagogika/Journal of Contemporary Educational Studies* 70, no. 4 (2019): 192–219.

<sup>29</sup>Cavrini et al., "School Climate: Parents', Students' And Teachers' Perceptions"; Mitchell, M.M, Bradshaw, C.P., "Student and Teacher Perceptions of School Climate/ : A Multilevel."

possessed by teachers (individual factor level),<sup>30</sup> such as gender,<sup>31</sup> age<sup>32</sup> and teaching experience.<sup>33</sup> On the individual gender factor, it was found that there were conflicting results of studies on its influence on the school climate. The study results show that the demographic variable of teacher gender affects perceptions of school climate.<sup>34</sup> The study results show that the demographic variable of teacher gender affects perceptions of school climate. Male teachers were found to influence deviant behavior as a form of negative school climate perception compared to female teachers.<sup>35</sup> In contrast to studies that state the influence of gender, other studies show that gender does not affect school climate.<sup>36</sup> The study results show that the gender of male and female teachers have the same perception score of the school climate.<sup>37</sup>

In terms of teacher age, the results of the study show that there is an effect of teacher's age on perceptions of school climate with indications that teachers aged 41-50 rated the overall climate significantly better than teachers aged 30 or younger, and teachers aged over 50 reported ratings of higher academic emphasis standing than the youngest group of teachers.<sup>38</sup> Furthermore, other studies also found differences between the ages of teachers in perceiving the school climate. Field findings illustrate differences between teachers under the age of 45 and those aged over 45 regarding perceptions of school climate. Teachers over 45 years old have a better perception of school climate factors than those under 45 years old.<sup>39</sup> While on the teacher experience factor, the study results show that the length of teacher teaching affects the perception of the school climate.<sup>40</sup> The study results illustrate

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<sup>30</sup>M<sup>a</sup> Belén Martínez-Fernández et al., "Student Misbehaviour and School Climate: A Multilevel Study," *Psicologia Educativa* 27, no. 1 (2021): 1–11.

<sup>31</sup>Mitchell, M.M, Bradshaw, C.P, "Student and Teacher Perceptions of School Climate/ : A Multilevel."

<sup>32</sup>Paula M Short and James S Rinehart, "Teacher Empowerment and School Climate.," *Education* 113, no. Lmi (1993): 592–597; Orzea, "Teachers' Perspective on School Climate"; Mitchell, M.M, Bradshaw, C.P, "Student and Teacher Perceptions of School Climate/ : A Multilevel."

<sup>33</sup>Short and Rinehart, "Teacher Empowerment and School Climate."; Mitchell, M.M, Bradshaw, C.P, "Student and Teacher Perceptions of School Climate/ : A Multilevel."

<sup>34</sup>Nathaniel P von der Embse et al., "The Influence of Test-Based Accountability Policies on School Climate and Teacher Stress across Four States," *Teaching and Teacher Education* 59 (2016): 492–502.

<sup>35</sup>Martínez-Fernández et al., "Student Misbehaviour and School Climate: A Multilevel Study."

<sup>36</sup>James et al., "Gender Influence on School Climate and Organizational Silence Amongst Teachers in Anambra State"; Vukièeviã, Prpiã, and Mraoviã, "Perceptions of School Climate by Students and Teachers in Secondary Schools in Croatia."

<sup>37</sup>Orzea, "Teachers' Perspective on School Climate."

<sup>38</sup>Mitchell, M.M, Bradshaw, C.P, "Student and Teacher Perceptions of School Climate/ : A Multilevel."

<sup>39</sup>Orzea, "Teachers' Perspective on School Climate."

<sup>40</sup>von der Embse et al., "The Influence of Test-Based Accountability Policies on School Climate and Teacher Stress across Four States."

that teachers with a lower length of teaching have deviant behavior in lower schools as a form of perception of the school climate that is more positive than more senior teachers.<sup>41</sup> Young teachers tend to have little teaching experience, so they feel less supported and less effective in their work, so they perceive their environment as unfavorable compared to their experienced colleagues.<sup>42</sup>

Bandura's social cognitive theory perspective explains that individuals tend to react to experiences subjectively, and experiences are not always judged objectively. As a result, teachers' perceptions of the school environment are likely to have a significant impact on teacher behavior in schools, which could potentially be used to make school improvements in order to improve achievement.<sup>43</sup> Based on this explanation, the purpose of this study was to explore individual teacher factors such as gender, age, and length of teaching on perceptions of school climate in madrasas.

## Methodology

Quantitative research uses correlational surveys to predict the factors of gender, age, and length of teaching with teachers' perceptions of school climate. The teachers involved as respondents are 370 teachers from State and Private Madrasah Tsanawiyah East Java. Respondents consisted of teachers of State and Private Madrasah Tsanawiyah covering the districts of Jombang, Kediri, Lamongan, Gresik, Sidoarjo, Madura, Probolinggo and Lumajang.

Of the 370 subjects, the details of the respondents consisted of 205 male teachers and 105 female teachers. In terms of age, there were 36 teachers aged less than 26 years old, 139 people aged 26 to 40 years old, 192 people aged 41 to 56 years old, and three people over 56 years old, while teachers who had taught 0 to 5 66 people a year, 64 teachers who have taught 6 to 10 years and 240 teachers who have taught more than ten years.

Madrasa teachers were given a scale on school climate consisting of 13 question items from four aspects: safety, teaching and learning, relationships, and environment. Teachers are asked to fill in the school climate scale through the google form because this research was carried out in a Covid 19 pandemic situation. The school climate scale response is started from strongly agree, agree, disagree, and strongly disagree. The scale used was adapted from the Comprehensive School Climate Inventory (NSCC) developed byCohen<sup>44</sup>

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<sup>41</sup>Martínez-Fernández et al., "Student Misbehaviour and School Climate: A Multilevel Study."

<sup>42</sup>Mitchell, M.M, Bradshaw, C.P, "Student and Teacher Perceptions of School Climate/ : A Multilevel."

<sup>43</sup>Norris M Haynes, Christine Emmons, and Michael Ben-Avie, "School Climate as a Factor in Student Adjustment and Achievement," *Journal of educational and psychological consultation* 8, no. 3 (1997): 321–329.

<sup>44</sup>Jonathan Cohen, Terry Pickeral, and Molly McCloskey, "How to Measure Climate" (2009).

with Cronbach's Alpha reliability results of 0.700. In order to obtain information on the results of the analysis, this research uses a non-parametric statistical analysis of the Kruskal-Wallis formula.

## Results and Discussion

The results of data analysis on the madrasa teacher's perception of the school climate using the Kruskal-Wallis formula can be informed as follows;

Table 1  
Results of Individual Factor Data Analysis with Perceptions of School Climate

|                     | Individual Factor |       |                 |
|---------------------|-------------------|-------|-----------------|
|                     | Gender            | Age   | Teaching length |
| <b>Chi-Kuadrat</b>  | 0.009             | 9.217 | 10.731          |
| <b>Deviation</b>    | 1                 | 3     | 2               |
| <b>Significance</b> | 0.926             | 0.027 | 0.005           |

Based on table 1 shows that of the three individual factors, it is proven that two individual factors (age and teaching experience (long) influence perceptions of school climate, while one individual factor has no impact on school climate. The results show that the gender variable has a significant value of 0.926 greater than 0.05 ( $p > 0.05$ ) with a Chi-Square value of 0.009 and a deviation of 1. It means that the individual gender factor does not affect the teacher's school climate perception, while the individual age factor has a significance value of 0.027 with a Chi-Square value of 9.217 and a deviation of 3. Thus, the age factor is proven to affect the teacher's school climate perception, while the individual factor of teaching length has a significance value of 0.005 with a Chi-Square value of 10,731 and a deviation of 2. Thus, the length of teaching factor is proven to affect the teacher's school climate perception.

Furthermore, a comparative analysis of the mean value of school climate perceptions was carried out based on the category of each individual factor being measured. The results of the analysis can be informed as follows:



Table 2  
Description of the Comparison of Each Individual Factor

|                       | <b>Individual Factor</b>      |                        | <b>Frequency</b> | <b>Mean</b> |
|-----------------------|-------------------------------|------------------------|------------------|-------------|
| <b>School Climate</b> | Gender                        | Male                   | 205              | 185.96      |
|                       |                               | Female                 | 165              | 184.92      |
|                       | Age                           | Less than 26 years old | 36               | 139.46      |
|                       |                               | 26 – 40 years old      | 139              | 189.03      |
|                       |                               | 41 – 56 years old      | 192              | 190.22      |
|                       |                               | More than 56 years old | 3                | 272.00      |
|                       | Length of Teaching Experience | 0 – 5 years            | 66               | 154.19      |
|                       |                               | 6 – 10 years           | 64               | 169.20      |
|                       |                               | More 10 years          | 240              | 198.46      |

The results of the analysis shown in Table 2 are based on individual gender factors. It was found that the average value between male and female gender was 185.96 and 184.92, almost the same. In the next individual factor in the form of age, the difference in the average value at each age illustrates that the more mature the teacher's age, the higher the perception of the school climate. Teachers who are less than 26 years were found to have the lowest mean score on the perception of school climate of 139.46, while teachers who are more than 56 years had the highest mean score of the perception of school climate, which is 272.00. The last individual factor, namely the length of teaching, has the results of the study describing that the longer the teacher's experience in teaching, the higher the perception of the school climate. Teachers with teaching years of 0 to 5 years were found to have the lowest average school climate perception score of 154.19, while teachers with teaching experience of more than ten years were reported to have the highest school climate mean score of 198.46.

### ***The Urgency of Teachers' Views on Madrasah Climate***

The resulting research seeks to explore how madrasa teachers view the school climate. It is a manifestation of Madrasahs as a place for students to achieve achievement towards effective schools. An effective school is a sign of proof that a madrasa is a quality Islamic educational institution. Through research on perceptions of school climate, teachers are a vital force in promoting quality madrasah. For this reason, this research reveals the views of madrasa teachers in terms of age, gender, and length of teaching.

A school organization must have rules based on school conditions, then agreed upon by all school members, and implemented regularly. The rules that all madrasah residents agree upon are part of an orderly atmosphere. The orderly atmosphere of madrasah schools depends on and is influenced by the school climate<sup>45</sup>. The madrasah school climate is a

<sup>45</sup>Angus J. MacNeil, Doris L. Prater, and Steve Busch, "The Effects of School Culture and

manifestation of high expectations and commitment to academic success. The school climate helps shape the success of teachers and students. School climate influences teacher behavior, identity, retention, and professional development on an ongoing basis.<sup>46</sup>

The school climate is the best supplement for madrasas in achieving quality Islamic education towards educational reform, interwoven in a collegial culture<sup>47</sup> that reflects a commitment to a shared vision for the school, gives teachers clear goals and directions, and has the potential to have strong morals.

### ***Individual level factors and teachers' views on school climate***

Based on the results of data analysis, it was found that male and female teachers did not differ in perceiving the school climate in Madrasas. These findings corroborate previous research on gender and perceptions of school climate that are not different,<sup>48</sup> and are in line with research that shows the same score for men and women in perceiving school climate.<sup>49</sup> It is not in line with the opinion that female teachers tend to be more consistent and fair in following school rules.<sup>50</sup> In this case, there is a tendency for both male and female teachers to experience ease in conveying the perceived environmental conditions and situations.<sup>51</sup> This condition is supported by the collectivistic culture of madrasah residents, which may influence their shared perception of the school climate. Collective culture or conformity moves all madrasa teachers to express their views on the school climate openly. Conversely, the perception of the same for both male and female teachers raises speculation that there is a sense of distrust among school members regarding the perceived school climate.<sup>52</sup>

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Climate on Student Achievement,” *International Journal of Leadership in Education* 12, no. 1 (2009): 73–84.

<sup>46</sup>Scott R. Sweetland and Wayne K. Hoy, “School Characteristics and Educational Outcomes: Toward an Organizational Model of Student Achievement in Middle Schools,” *Educational Administration Quarterly* 36, no. 5 (2000): 703–729; Jennifer Harrison, Sue Dymoke, and Tony Pell, “Mentoring Beginning Teachers in Secondary Schools: An Analysis of Practice,” *Teaching and Teacher Education* 22, no. 8 (2006): 1055–1067; Sharon Kukla-Acevedo, “Leavers, Movers, and Stayers: The Role of Workplace Conditions in Teacher Mobility Decisions,” *The Journal of Educational Research* 102, no. 6 (July 2009): 443–452.

<sup>47</sup>David H. Hargreaves, “School Culture, School Effectiveness and School Improvement,” *School Effectiveness and School Improvement* 6, no. 1 (1995): 23–46.

<sup>48</sup>James et al., “Gender Influence on School Climate and Organizational Silence Amongst Teachers in Anambra State”; Vukièeviæ, Prpiæ, and Mraoviæ, “Perceptions of School Climate by Students and Teachers in Secondary Schools in Croatia.”

<sup>49</sup>Orzea, “Teachers’ Perspective on School Climate.”

<sup>50</sup>Koth, Bradshaw, and Leaf, “A Multilevel Study of Predictors of Student Perceptions of School Climate: The Effect of Classroom-Level Factors.”

<sup>51</sup>Ilhan Gunbayi, “School Climate and Teachers’ Perceptions on Climate Factors: Research into Nine Urban High Schools,” *The Turkish Online Journal of Educational Technology-TOJET* 6, no. 3 (2007): 1303–6521.

<sup>52</sup>Gulsum Bastug et al., “Organizational Silence in Sports Employees,” *Journal of Education*

It supports the view of that negative perceptions of school climate will arise from organizational silence.<sup>53</sup> The organizational silence stems from distrust between employees and administrators.<sup>54</sup> School organizations that have distrust between staff members and management make people remain silent rather than communicate directly even when the school has an open school climate.<sup>55</sup> Teachers feel that they cannot trust the principal and will not get help from school members. In addition to distrust, another possibility is that the school applies a closed school climate.

In a closed school climate, the principal does not communicate openly with staff members but dictates what is to be done and maintains control over all aspects of the school organization. This finding is in line with<sup>56</sup> that a closed climate is an atmosphere that isolates humans, curbs freedom of socializing and communication. The findings of this study are also supported by who note that the closed school climate includes; no cooperation between staff, lack of commitment, unsupportive staff, and intolerance.<sup>57</sup>

The research results contribute to school climate for education research and school reform because school climate is connected to many significant outcomes. Studies have shown that a positive school climate is associated with academic achievement, motivation to learn, reduced aggression, and positive student outcomes.<sup>58</sup> A positive school climate has also been associated with lower stress perceptions and job satisfaction among teachers.<sup>59</sup> In addition, the study of suggested that a positive school climate could be a way to strengthen teacher retention.<sup>60</sup> Thus the perception of the madrasa school climate is constructive in leading to quality Islamic education.

Achieving quality Islamic education requires the existence of a good school climate. The school climate becomes the spirit of the madrasa to develop and have quality. In addition, the school climate is also a prerequisite for realizing the quality and effective madrasas

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*and Learning* 5, no. 4 (2016): 126; Gunbayi, "School Climate and Teachers' Perceptions on Climate Factors: Research into Nine Urban High Schools"; Mitchell, M.M, Bradshaw, C.P, "Student and Teacher Perceptions of School Climate/ : A Multilevel."

<sup>53</sup>Gül dan Özcan (2011)

<sup>54</sup>Gulsun Eriguc et al., "Organizational Silence among Nurses: A Study of Structural Equation Modeling," *International Journal of Business, Humanities and Technology* 4, no. 1 (2014): 150–162.

<sup>55</sup>James et al., "Gender Difference in Teachers' Perception of School Climate and Their Job Performance in Secondary Schools."

<sup>56</sup>Nwangwu (2017)

<sup>57</sup>Igbokwe (2016)

<sup>58</sup>Jonathan Cohen, "School Climate/ : Research , Policy ," no. October 2017 (2009); Amrit Thapa et al., "A Review of School Climate Research," *Review of Educational Research* 83, no. 3 (2013): 357–385.

<sup>59</sup>Rebecca J Collie, Jennifer D Shapka, and Nancy E Perry, "School Climate and Social-Emotional Learning: Predicting Teacher Stress, Job Satisfaction, and Teaching Efficacy," *Journal of educational psychology* 104, no. 4 (2012): 1189.

<sup>60</sup>Richard M. Ingersoll, "Teacher Turnover and Teacher Shortages: An Organizational Analysis," *American Educational Research Journal* 38, no. 3 (2001): 499–534.

in creating graduates who can contribute to the community.<sup>61</sup> The roles of female and male teachers are essential in creating the school climate. When both can collaborate as a form of a good school climate, it will bring significant benefits and impacts on their professional development.<sup>62</sup> Teachers who collaborate are more innovative in the classroom, have better performance and firmer self-efficacy beliefs. In addition, teachers who work in schools with a good school climate show more satisfaction and commitment to work, are oriented towards sustainable and progressive academic excellence, and always have professional development.<sup>63</sup>

The analysis of age-related data indicates that the more mature the teacher's age, the higher the perception of school climate. This result corroborate the results of previous studies regarding age and perceptions of school climate.<sup>64</sup> Younger teachers have little teaching experience, feel less supported or less efficient at work.<sup>65</sup> As a result, they see their work environment as less favorable than their more mature counterparts. In addition, younger teachers have high expectations for awards in their early years and are more idealistic than older teachers. As a result, stress levels tend to increase. Not to mention the level of stress due to failure in realizing high expectations. These conditions can negatively affect the school climate perceived by younger teachers.<sup>66</sup>

Older Madrasa teachers are expected to provide modeling for young teachers to build Madrasas as Islamic educational institutions. In addition to having more experience, older Madrasah teachers also have better maturity of thought and personality than younger teachers.<sup>67</sup> Teachers with younger ages should master strategies to solve problems with

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<sup>61</sup>Daniel Hamlin, "Can a Positive School Climate Promote Student Attendance? Evidence From New York City," *American Educational Research Journal* 58, no. 2 (2021): 315–342.

<sup>62</sup>Katrien Vangrieken et al., "Teacher Collaboration: A Systematic Review," *Educational Research Review* 15 (2015): 17–40.

<sup>63</sup>Jill Aldridge and Barry Fraser, "Teachers' Perceptions of the Organisational Climate: A Tool for Promoting Instructional Improvement," *School Leadership and Management* 38, no. 3 (2018): 323–344.

<sup>64</sup>Jessica L. Grayson and Heather K. Alvarez, "School Climate Factors Relating to Teacher Burnout: A Mediator Model," *Teaching and Teacher Education* 24, no. 5 (2008): 1349–1363; von der Embse et al., "The Influence of Test-Based Accountability Policies on School Climate and Teacher Stress across Four States"; Orzea, "Teachers' Perspective on School Climate"; James et al., "Gender Difference in Teachers' Perception of School Climate and Their Job Performance in Secondary Schools"; Koth, Bradshaw, and Leaf, "A Multilevel Study of Predictors of Student Perceptions of School Climate: The Effect of Classroom-Level Factors."

<sup>65</sup>Orzea, "Teachers' Perspective on School Climate"; Koth, Bradshaw, and Leaf, "A Multilevel Study of Predictors of Student Perceptions of School Climate: The Effect of Classroom-Level Factors"; Mitchell, M.M, Bradshaw, C.P., "Student and Teacher Perceptions of School Climate/ : A Multilevel."

<sup>66</sup>Gunbayi, "School Climate and Teachers' Perceptions on Climate Factors: Research into Nine Urban High Schools."

<sup>67</sup>Barbara M. Byrne, "Burnout: Investigating the Impact of Background Variables for Elementary, Intermediate, Secondary, and University Educators," *Teaching and Teacher Education* 7, no. 2 (1991): 197–209.

maximum efficiency and minimal errors with extensive knowledge of the subject matter to be taught.<sup>68</sup> To achieve this, a continuous learning and professional development process for teachers is needed that combines formal, non-formal, and informal learning.

Informal activities can be done by interacting and discussing with others, practicing, experimenting, learning by observing others, consulting with information sources, reflecting on actions, and engaging in extracurricular activities.<sup>69</sup> Thus, younger teachers have an excellent opportunity to develop their professionalism by observing and interacting with older teachers a lot.<sup>70</sup> The realization of these interactions has an excellent opportunity to create perceptions of a good school climate and positively impact the development of madrasahs.<sup>71</sup>

Towards quality education makes the school climate mandatory for madrasahs. It is because the perception of the environment can significantly affect behavior. School climate has also been associated with increased academic achievement and reduced disciplinary problems and is thus a frequent target of school improvement initiatives.<sup>72</sup> If so, the school climate will have a positive effect in efforts to improve quality madrasah schools.

For experienced teachers, the results of the analysis show that a long period in teaching madrasah teachers has a significant impact on teachers' views of the madrasah climate. The longer the teacher's experience in teaching, the higher the perception of the school climate. Teachers with little teaching experience are at risk of emotional exhaustion due to perceptions of unmet or unrealistic goals and lack of professional achievement development.<sup>73</sup> If left unchecked, negative attitudes towards students will emerge, negative affectivity, low self-actualization, and loss of professionalism.<sup>74</sup> These negative reactions lead to decreased teaching quality, lack of flexibility about student needs, and poor teacher-student interactions. In addition, teachers who have less teaching experience tend to feel less supported and

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<sup>68</sup>D. C. Berliner, "Learning about and Learning from Expert Teachers," *International Journal of Educational Research* 35 (2001): 463–482.

<sup>69</sup>Eva Kyndt et al., "Teachers' Everyday Professional Development: Mapping Informal Learning Activities, Antecedents, and Learning Outcomes," *Review of Educational Research* 86, no. 4 (2016): 1111–1150.

<sup>70</sup>Hannu L T Heikkinen, "Beginning Teachers' Transition from Pre-Service Education to Working Life Theoretical Perspectives and Best Practices" (2011): 11–33.

<sup>71</sup>Hamlin, "Can a Positive School Climate Promote Student Attendance? Evidence From New York City."

<sup>72</sup>Mitchell, M.M, Bradshaw, C.P, "Student and Teacher Perceptions of School Climate/ : A Multilevel."

<sup>73</sup>Will J.G. Evers, Welko Tomic, and André Brouwers, "Burnout among Teachers: Students' and Teachers' Perceptions Compared," *School Psychology International* 25, no. 2 (2004): 131–148; Grayson and Alvarez, "School Climate Factors Relating to Teacher Burnout: A Mediator Model."

<sup>74</sup>Moshe Tatar and Gabriel Horenczyk, "Diversity-Related Burnout among Teachers," *Teaching and Teacher Education* 19, no. 4 (2003): 397–408.

thus perceive their environment as less pleasant than their more experienced peers.<sup>75</sup> This condition is likely to trigger the emergence of a negative school climate perception.

A positive teacher's perspective on the madrasa school climate encourages madrasas to become quality madrasas. Madrasa and school quality are related to student achievement, which is the primary goal of all educational institutions. This achievement is realized when teachers diversify their teaching strategies and collaborate to produce stronger academic performance in students. Collaboration between teachers to achieve common goals is the result of a positive perspective on the school climate. Madrasas with a good school climate can only be realized when teachers work together and exchange ideas to get the best strategy for realizing Madrasa's goals. This opinion is reinforced by that collaboration, collegial support, and learning partnerships between all school components, including teachers, are the key to realizing a good school climate.<sup>76</sup> The support provided among teachers includes aspects such as emotional, informational, instrumental, and encouragement.<sup>77</sup>

Based on the previous explanation, teacher collaboration and collegial support play a role in building the madrasa climate. Cooperation between experienced and inexperienced teachers, both young and old, is the main door to quality madrasah. Teachers must be active distributors (catalysts) for change and collaborative partners to make changes or reforms to improve a positive school climate.<sup>78</sup> As a distributor of change, teachers can share experiences, become role models for fellow teachers.

It is confirmed by Bandura's socio-cognitive theory. According to this theory,<sup>79</sup> the experience of old teachers in teaching can be imitated by younger teachers. Inexperienced teachers can pay attention to behavior that is considered good, in this case, for example, how experienced teachers are in implementing consistency of rules. Next, retention what has been noticed from the exemplified model. So that it can reproduce or practice on what has been stored to be implemented. Further, the process of self-motivating to carry out the rituals and good practices of experienced teachers.

## Conclusion

In realizing the quality of Islamic education, the perspective of experienced teachers in teaching and the age of teachers is significant in encouraging the madrasa school

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<sup>75</sup>Mitchell, M.M, Bradshaw, C.P, "Student and Teacher Perceptions of School Climate/ : A Multilevel."

<sup>76</sup>Thapa et al., "A Review of School Climate Research."

<sup>77</sup>Amanda Datnow, "Collaboration and Contrived Collegiality: Revisiting Hargreaves in the Age of Accountability," *Journal of Educational Change* 12, no. 2 (2011): 147–158.

<sup>78</sup>Lehr and Christenson, "Best Practices in Promoting a Positive School Climate."

<sup>79</sup>Haynes, Emmons, and Ben-Avie, "School Climate as a Factor in Student Adjustment and Achievement."

climate. Teachers' views on school climate are related to age and length of teaching in Madrasahs. Younger madrasah teachers feel that their environment is less supportive, so they tend to perceive the school climate as unfavorable (negative). Meanwhile, experienced teachers with a long teaching experience feel satisfaction with their professionalism so that they perceive the school climate openly and positively compared to younger teachers. Meanwhile, both male and female teachers in madrasah have the same views about the school climate.

The teacher's perspective on the school climate has a positive effect on realizing the quality of madrasah. Madrasah quality is an essential part of making school changes to become effective schools. Teachers who are old and easy are needed to collaborate and work together in improving the quality of Islamic education, in this case, madrasahs. It is hoped that more experienced teachers will work together to create an open and positive school or madrasah climate, thus making madrasahs a place of learning with a safe, comfortable learning environment that can support student and teacher achievement since the achievements of teachers and students are born from a positive school climate that supports school change.

Overall, our findings underscore the importance of assessing teacher perceptions to understand school climate better. The teacher's perspective on the madrasah climate impacts satisfaction in teaching, increasing student achievement as a manifestation of quality Islamic education. A positive teacher's perspective leads to madrasah reform in the context of efforts to improve quality madrasahs.

In connection with the urgency of the teacher's view of the school climate, the results of this study recommend that it is necessary to increase the professionalism of teachers in creating an open and positive perception of a school climate in supporting school organizations towards quality Islamic education. As a final note, for researchers interested in exploring the school climate to explore what aspects of the school climate make teachers open and positive.

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