

## **STRATEGY AND IMPLEMENTATION OF ISLAMIC SCHOOL CLIMATE: SURVEY AMONG SECONDARY SCHOOL**

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### **ABSTRACT**

School climate has been widely studied in different contexts and dimensions based on different theories. However, the main aspects of the environment in the Islamic involving the environment, appreciation, and practice of the way of life are still less studied in Malaysia. This paper aims to identify and examine the relationship between strategy and implementation in the formation of student outcomes among religious secondary schools. A quantitative survey method was applied, the relationship was tested with a sample of 368 students from religious secondary school. The findings indicated that there are a significant positive relationship and large effect between strategy and implementation. This finding is expected to be a reference for researchers to study replication in different contexts to develop students equally. The implication of this research is essential in producing student outcomes holistically with the application in the Islamic school climate.

Keywords: Strategy, Implementation, Student Outcomes, School Climate, Survey.

### **INTRODUCTION**

The concept of school climate has remained debatable. It has emerged in western traditional literature at least two decades ago. Although, there were different terms used to describe the concept interestingly their constant exploration in this study. School climate is an overview of character in a school. The formation of a school depends on the students, teachers, parents, school experiences, and the environment. School climate also reflects the values, goals, values, and interpersonal relationships of an individual (Cohen & Thapa 2017; American Educational Research Association, 2013; Cohen & pickerel, 2009; Freiberg 1999 National School Climate Council, 2007).

A school that has a pleasant climate seems to have students who are enthusiastic, hardworking, dedicated teaching staff, trust, and support for administrators. This situation will indirectly create a positive environment. The establishment and development of a positive school climate are greatly influenced by environmental factors and a conducive school environment. The school environment can reflect social interaction, relationships, values, and beliefs held by students, teachers, administrators, and staff in a school (Rudasill, Snyder, Levinson, Adelson 2017).

More than two decades of research on school climate has begun to be studied. These school climate issues continue to be considered because it has a significant impact in determining the success of students and schools (Freiberg 1999: Lauren, Louis, and Tony 2017; Ahmed 2012). Various studies have been conducted on school climate consistently either in or outside the country. An overseas study found influence school climate provides many adverse effects. Among the causes Lesbian, gay, bisexual, and transgender (LGBT) by McGuire, Anderson, Toomey, & Russell (2010), and also Kosciw, Palmer, Kull & Greytak (2013), the impact on academic performance and work performance by Anderson and Carolyn (1982), Turkey & Novak (1996), Howard, Howell & Branerd (1987), Rudasill et al. (2017), bullying by Usman (2013); Low & Van Ryzin (2014), stress and depression for the management of student behavior. These

studies clearly show that the effect of school climate is essential for all levels, regardless of the students, teachers, staff, and others.

Next, scholars in Malaysia also believes that the environment of the school is the heart or soul of a school. The influence of the situation is an essential element in the formation of character, way of thinking, behavior, and the development of the school community (Mahi 1998; Norhisham 2015; Ridzuan 2017). Therefore, creating a climate of early Islam and the environment is an important matter to be taken prompt action to establish the identity of secondary school students a good religion. Islam's pleasant environment also affects the religious aspects of behavior and ways of life (Huda & Azizah 2014).

The school climate is also of interest in producing a superior personality and appreciation of Islamic values and way of life in addition to the pursuit of academic excellence. Students require both aspects is to create students who excel can be formed as a monolithic balanced generation. Hence, this paper explores related to the strategy and the implementation of which should be considered based on previous studies were based on the Islamic way of life.

### **Strategy in Education**

Preliminary studies on school climate are studied around the early '60s which look at the effects of school climate with solely academic achievement of students. This context of study to search the strategies used with the environmental theory of Ibn Khaldun (1993). This study will give an impact on student outcomes. Each school has its strategy in shaping the climate and culture of each school. School climate and culture were created from various factors. It was formed because of the school itself by the rules, attitudes, relationships between citizens, the physical environment, activities, curriculum, and so on. Therefore, indirectly, each school creates their climate and culture of each mold. Consequently, it requires a good strategy in planning and implementing early in the school climate.

### **Activity strategy**

Explicit and systematic planning is crucial in determining the outcome was excellent. Planning an activity must be made as the main objective to achieve it. Activities in school activities or charging extremely important in shaping the identity of students (Horton and Hunt, 1964). Identity formation of students in schools starting with the activities carried out by the school. For example, the events involving social interaction, communication, and cooperation between the school community. Indirectly, students can learn and practice for themselves if done regularly. Some benefit from these activities is to foster and nourish social skills that will affect a student's personality. Muslim scholars also concerned about the activity as a strategy to establish a pleasant atmosphere or environment in life. For example, activity at the beginning of prayers, fasts, chanting, reciting, and other activities to foster the students towards a better and blessed by Allah (Ibn Khaldun 1967, 1993).

Further actions will be daily practice; they do not directly form a noble moral character in students. As a result of activities undertaken able to develop more independent students, the sense of fear of God, work together, and be able to act and solve the problem of a good life based on the Islamic lifestyle. According to Ibn Khaldun (1967, 1993), a way to fight lust and temptation of the devil commit is by doing and practicing activities like chanting fervently and fasts for some time. This activity can directly turn off all the physical demands that are within everyone. Thus, the soul has been tamed by the Quran recitation and will be closer to God in the spirit in every breath of life. This, in turn, will form a monolithic generation in the future.

### **Practical strategy**

Practical strategies emphasized in the theory of Ibn Khaldun (1967, 1993) as the behavior or actions surrounding environment will affect the moral development of the students. In addition to acts, events that are happening around the students also will affect their practice. If they are in a good situation, indirectly, students will also emulate the excellent method and vice versa. However, the process to teach students to form good moral character requires continuous efforts and creating practical training. It is because to familiarize themselves with admirable qualities and to avoid all the heinous nature (al-Attas, 1980; Ghazali 1997). Thus, to identify self-stigmatization is always do self-reflection. Self-reflection is to re-examine what has done during the day by doing a self-checklist. Always re-check daily practices such as chanting, read the Quran and understand its meaning, and so on. These practices are one way to achieve a good character.

All acts and behavior in Islam a daily routine follow specific procedures to be followed by all Muslims as the surah (As-Shams 91: 7-10). Soul and the (creation), Allah inspired it (the path) his wickedness and piety. Truly he succeeds that purifies it, And Lost are those who pollute. (As-Shams 91: 7-10) Based on the Quran that clearly states that in human nature, there is two way that serves good and evil. Indeed, the man himself who chose the path or the way they live each guided by discipline and the built environment. In conclusion, human beings were created in a state willing to accept the good and the evil. If the excellent education received by the child, then the child will grow up with faith, morals, and loving-kindness.

### **Implementation of school climate**

#### ***Leadership***

Operationally, an education organization is a process of interaction with each other, comprising students, teachers, administrators, and various types of service personnel in the school. Each team member has a character and a different way of thinking; each educational organization climate and the influence of unusual behavior of each school (Sergiovanni 2007). If the relationship between these organizations can be understood and generally accepted, the organizational climate of schools will function effectively. The effectiveness of the school is to start with the power of leadership, and the school climate is a good and effective communication (Kelly & Robert, 2005). Active leadership role and profoundly influence the behavior of citizens in terms of clear objectives, strategic planning and implementation, and evaluation of things.

Leadership is closely associated with the program conducted at the school. The responsibility of teachers to students, as well as the relationship between the school communities. Each school has a different vision and mission depends on the leadership of the school. The primary role of a leader is to define the mission, vision, inspiration, and goal to achieve the target. The mission and vision of the school should be clear and focused on things that are strictly related to the teaching and learning of students. Overall, these cases to determine the objectives and principles of all aspects of citizens' actions and activities of the organization. Therefore, elements of leadership, an excellent curriculum, and learning community attitudes determine the academic achievement of students' personality indirectly as well to form a well-generation monolithic way of life based on Islam.

#### ***Physical environment***

The physical environment is a school atmosphere that reflects the real Islam that emphasizes the development of the mind and the physical and spiritual enhancement. The school environment is clean, comfortable, and secure will provide an opportunity for the school community to enjoy a better quality of life and create more productive and insightful students (Zakaria 2012; Mahi

Din 1998). The physical environment plays a role in building a culture, shaping the character, thoughts, attitudes, and human development itself. God's creatures are born in a state of pure nature in his meld. Thus, students at the junior level will influence by the Islamic surrounding form that would eventually become the cultural heart and soul and applied in their daily lives.

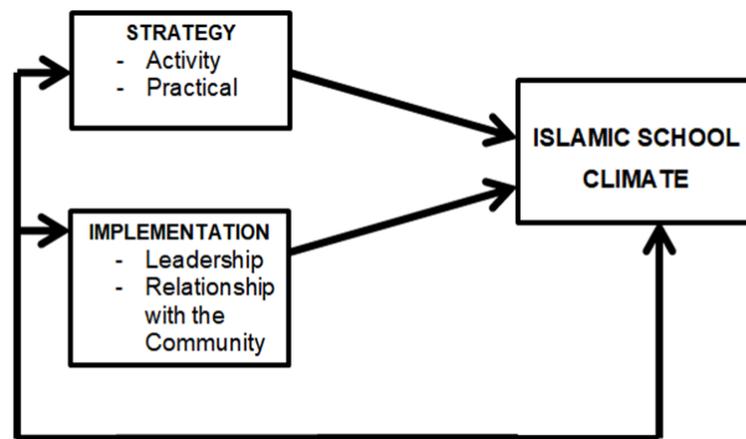
### ***Student outcomes***

The definition of student outcomes is broad for debate. In this study, the results of students in question are students who educated holistically. Management of schools efficient and able to achieve their potential fully in control of knowledge and skills, competent, honorable, responsible, and capable of achieving well-being. This item has been outlined in (SKPMg2) as planned in the Malaysian Education Blueprint (2013). The intended outcomes of students in the study Azmina, Saemah, and Ruslin (2014) involve behavior management skills ranging from management, monitoring, and evaluation. Any wise student not only judged purely academic aspect but also viewed from various perspectives. Ibn 'Abbas said: "Be Rabbani generation of smart people and experts in the understanding of religion. Hence, a balanced student outcome in terms of both worlds is needed to guide the next generation."

### ***Conceptual framework***

The conceptual framework of this study could form a basis for the Islamic school climate strategy based on an ideal environment Ibn Khaldun (1967, 1993) in shaping the students outcomes in religious schools. This theory has also adopted by Norhisham & Azmil (2017), Ridzuan & Azimah (2017), Raihan, and Abdul Hakim (2015).

Figure 1: Conceptual Framework of Islamic School Climate



## **METHODOLOGY**

This study uses a quantitative approach to collecting data related to the research topic. A questionnaire was used to collect information on the strategy and implementation of the Islamic school climate among students in religious schools in Kelantan. Selection procedures for collecting data via a survey method chosen because it involves a large sample size and thus can be generalized to the population of the study (Sekaran & Bougie 2016). A pilot study was done before the actual data collection. It aims to verify and check the reliability of the instrument. This questionnaire built on previous studies and well adapted in this study.

This study uses a quantitative approach involving survey studies. Survey research methods are often used to obtain information about attitudes, beliefs, characteristics, opinions, and attitudes. Survey studies allow researchers to obtain accurate mean data on samples and their findings can

be generalized to the entire population (Cresswell, 2009). The survey method is best used if it involves large sample, fast, cost-effective, and easy to administer. This questionnaire uses a five-point Likert scale. Data was collected through a stratified random sampling technique.

The statistical techniques used to analyze the data using SPSS is as follows-Mean and SD to find out the deviation among the group of the same sample, One-way analysis of variance was used to find out the difference, between more than two variables. Independent Sample T-Test was used to find the differences between strategy and implementation in the Islamic school climate.

## ANALYSIS AND DISCUSSION

Descriptive and inference analysis are performed. To determine the level of Islamic school climate strategy for each of these aspects, a descriptive analysis stage was carried out. There are two aspects to the stage of Islamic climate strategy namely the level of activity and practicality. Table 1 shows the mean of the overall level of Islamic school climate strategy consisting of 22 items in this study at the highest level. This analysis shows the minimum, maximum, mean, and standard deviation values. Activity strategy (M = 3.84, SD = 0.58), practice (M = 4.12, SD = 0.40). Overall, the level of Islamic school climate strategy is at a high level.

Table 1: Strategy in Islamic School Climate

Strategy	Minimum	Maximum	Mean	SD	Interpretation
Activity	1.44	5.00	3.84	0.58	High
Practice	2.31	4.92	4.12	0.40	High

Furthermore, the mean value of the overall level of Islamic school climate performance indicates that the two variables are at a high level. The implementation in terms of leadership (M = 4.30, SD = 0.57), and community relations (M = 3.88, SD = 0.71) was at a high level. In order to see in detail the level of implementation for each of these aspects, a descriptive analysis of each aspect of the implementation was performed as shown in Table 2.

Table 2: Implementation in Islamic School Climate

Implementation	Minimum	Maximum	Mean	SD	Interpretation
Kepimpinan	1.50	5.00	4.30	0.57	High
Hubungan Komuniti	1.25	5.00	3.88	0.71	High

Then, an independent sample t-test is conducted to compare strategy and implementation in the Islamic school climate. After meeting all the prerequisites of the test, t-tests were conducted to see the comparison between the two mean strategies and implementation Islamic school climate in religious high schools (Pallant 2011; Chua 2012). Table 3 shows, it is revealed that the t-value between Strategy and Implementation is -7.42 which is statistically significant with 0.000 significance value. The mean score value between strategy and implementation was high (M = 4.08 SD = 0.33) while n = 68, mean value was (M = 3.73 SD = 0.42).

The results of the study were significant ( $t = -7.42$ ,  $df = 367$ ,  $p < 0.05$ ). The mean score value between strategy and implementation was high (M = 4.08 SD = 0.33) while n = 68, mean value was (M = 3.73 SD = 0.42) as shown in Table 1. However, the results of the implementation level analysis higher was needed based on Table 1 (M = 4.75, SE = 0.03) than the Islamic school climate strategy (M = 4.02, SE = 0.02),  $t(367) = -27.22$ ,  $p < 0.05$ ,  $r = 0.82$ .

Table 3: Independent Sample T-test Between Strategy and Implementation.

	N	Mean	SD	SE	t- Value	Sig.
Moderate	68	3.73	0.42	0.04	-7.42	0.00
High	300	4.08	0.33	0.02		
Total	368				-7.42	0.00

There is a statistically significant difference, a real difference for mean scores between the group is very large, exceeding from 0.14 as proposed by Cohen (1988) as shown in Table 4. The calculation of the effect size for eta squared is 0.67. Although SPSS does not generate for this analysis, the valuation is significant to determine the effect size. These results using the formula number of squares between groups divided by the total number of squares (Cohen, 1988; Pallant, 2011; Field, 2009). The results show that the strategy used eta squared gives enormous influence by 67% against the implementation of school climate in religious high schools.

$$\frac{t^2}{t^2 + (df)}$$

Table 4: Effect Size Interpretation

Eta Squared Value	Effect Size Interpretation
0.01	Small
0.06	Medium
0.14	Large

The overall of the result is strategy play an important role to create a comfortable learning environment at school with various activities among students. The activities can contribute to social development and give a positive influence on a student's personalities and spirituality. According to the Ab. Halim (2003) religious activities can create a positive social interaction environment among students.

Norhisyam (2015) also found that religious activities have indeed influenced the student's behavior, which means the formation of student character is more influenced by the positive school environment. While the implementation includes leadership and community relation can be effected on the school climate. Leadership is closely related to the school climate at school and relationships with the community can be defined as the quality of relationships between school members (teachers, students, administrators, and staff) who influence student behavior and achievement. Therefore, it can be concluded that strategy and implementation have a significant impact on the Islamic school's climate.

## IMPLICATION

The measurement of school climate was less precise in the definitions, models, and taxonomies used by each school. Most schools in Malaysia are still low regard school climate issues as an essential factor in shaping student outcomes as Rabbani generation in the future. The studies to date looking at the western school climate as a cause or an important factor in shaping the individual as a meld problem lesbian, gay, bisexual, and transgender (LGBT) also viewed stems from the influence of the schools in the study of climate McGuire et al., (2010).

In the survey, discuss the impact of climate-related schools is also able to give a negative impression to the students of the school. Improvements in the measurement of school climate should be adjusted so that each school has clear procedures or guidelines in the governance of a school. There are things in these variables that should be studied and monitored better to be conceptualized and measured as the construction of various dimensions. It can be drawn from multiple perspectives (teachers, students, staff, community, and others).

School climate able to respond to the character of an individual in the school community group, which can produce different outcomes (Rudasill et al. 2017). Therefore, based on previous studies related to the climate of the school is very important and should be continued studies to see more other influences impact of school climate such as academic achievement, behavioral problems of bullying at school, depression, problems 'transgender', and more again.

The present study may help the teachers and administrators to know the strategy and implementation of the Islamic school climate to help them in building a well-balanced behavior for their students. Behavior development is one of the major aspects of human growth and development. High moral students of Islamic values will be able to be a human according to require by Allah s.w.t. The study will benefit the postgraduates and research scholars to have kind attention towards students' behavior development and will make them aware of the important Islamic school climate in the present fast-changing global world.

## CONCLUSION

The study and implementation of the school climate strategy in the school hopefully can give a clear definition of the model in forming a pleasant school climate. The primary purpose of this paper is to study on previous models and empirical studies. Previous studies have investigated from researchers east and west to implement schools in Malaysia, which has a majority Muslim population. Conceptualization bright school climate is indispensable in building the construct validity and reliability for use in this model. As this case very clearly demonstrates, it is vital that the data in the field and record this statistical test can guide a clear concept of school climate in the future.

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