



The Principal's Approach to Creating a Conducive Work Climate at SMK Negeri 4 Jambi City

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pendekatan konkrit yang diterapkan oleh kepala sekolah dalam meningkatkan kondisi lingkungan kerja di sekolah. Kepala sekolah harus memahami karakteristik individu dan dinamika kelompok di lingkungan sekolah untuk menentukan pendekatan yang efektif. Penelitian ini dilaksanakan di SMK Negeri 4 Kota Jambi. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan jenis studi kasus, dimana peneliti mencoba menggambarkan kondisi atau fakta berdasarkan kasus yang terjadi di lapangan. Studi kasus dilakukan sebagai upaya untuk memperoleh solusi atas permasalahan yang terjadi di lapangan. Teknik pengumpulan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Berdasarkan hasil penelitian, terdapat beberapa aspek yang menjadi fokus utama dalam menciptakan iklim kerja yang kondusif. Pendekatan kepemimpinan yang efektif dan inklusif dari kepala sekolah, komunikasi yang terbuka dan saling pengertian antar seluruh warga sekolah, serta pemberian masukan yang konstruktif terhadap kinerja guru menjadi poin penting dalam menciptakan iklim kerja yang kondusif. Dalam upaya menciptakan iklim kerja yang kondusif, diperlukan peran aktif dan kolaboratif antara kepala sekolah, guru, dan siswa. Kepala sekolah berperan besar dalam memfasilitasi kolaborasi ketiga aspek tersebut melalui pendekatan kepemimpinan inklusif dan proaktif.

Kata Kunci: Pendekatan, Kondusif, Kepala Sekolah, Iklim Kerja

Abstract

The aim of the research is to investigate the concrete approaches adopted by school principals in improving the working environment conditions in the school. Principals must understand individual characteristics and group dynamics in the school environment to determine effective approaches. This research was carried out at SMK Negeri 4, Jambi City. This research uses a descriptive-qualitative approach with a case study type, where the researcher tries to describe conditions or facts based on cases that occur in the field. Case studies are carried out in an effort to obtain solutions to problems that occur in the field. The collection techniques in this research are observation, interviews, and documentation. Based on the research results, there are several aspects that are the main focus in creating a conducive work climate. An effective and inclusive leadership approach from the school principal, open communication and mutual understanding between all school members, as well as providing constructive feedback on teacher performance, are important points in creating a conducive work climate. In an effort to create a conducive work climate, there is an active and collaborative role between school principals, teachers, and students. The school principal plays a major role in facilitating collaboration on these three aspects through an inclusive and proactive leadership approach

Keywords: Approach, Conducive, Headmaster, Work Climate

Introduction

Schools are formal educational institutions that play an important role in developing society's intelligence, the progress or decline of a country is greatly influenced by the quality of its existing human resources (Pedro et al., 2019; Rizik et al., 2021; Sahabuddin, 2022). Education aims to optimize integrated human potential through individual abilities in maintaining survival and making a positive contribution to the environment, and other individuals around him (Sugiarto & Farid, 2023). The school consists of several components that work together synergistically; each part has its own role and responsibility in carrying out every activity in the school environment to realize shared dreams and goals (Pangesti & Hanifuddin, 2021). The educational goals that are the basis for every school in demonstrating its existence are, of course, inseparable from national educational goals, institutional goals, and curricular goals in every learning process.

The school principal is a crucial component who is expected to be able to coordinate other elements in carrying out organizational activities by being able to influence team members to carry out their duties optimally in order to achieve organizational goals (Wandani et al., 2022). Apart from school principals, the role of teachers is also very significant in creating a supportive work environment as the front guard for the success of the educational process through teaching and learning activities in the classroom (Buchari Agustini, 2018; Jalil, 2020; Wahyudi, 2018). Teachers are expected to uphold the principles adhered to by the school in terms of attitudes, behavior, and performance. Teachers, as implementers of policies and decisions determined by the school principal, are expected to be able to demonstrate competence and loyalty to the principal in realizing the school's vision and mission so that a supportive and conducive work environment will be created.

By paying attention to teachers' responsibility for student success and the importance of conducive working conditions, school principals have a central role in creating an atmosphere that supports growth and learning. Principals must act as effective facilitators, ensuring that all aspects of education, from facilities to teacher professional development, are managed well (Brauckmann et al., 2023; Khaleel et al., 2021). Through inclusive and collaborative

leadership, principals can inspire staff and teachers to work together to create an environment that allows each student to develop optimally (Armiyanti et al., 2023; Efendi & Sholeh, 2023; Restu Rahayu & Sofyan Iskandar, 2023). In this way, schools can become institutions recognized by society as places that prioritize improving the quality of human resources and making a sustainable contribution to the nation's progress.

To create a conducive work climate, school principals must choose the right leadership approach according to the context and needs of the school. First, principals must understand individual characteristics and group dynamics in the school environment to determine effective approaches. Second, they need to implement a participatory approach where staff and teachers are actively involved in the decision-making process and policy development. Third, the school principal must be a good example in behavior and work ethics so that he can inspire school members to follow in positive footsteps. Fourth, they need to use an empowerment-based approach, providing opportunities and support for staff and teachers to develop their skills and initiative. Fifth, it is important for school principals to build strong and trusting relationships with all school members so as to create a harmonious and collaborative work environment. Sixth, they must always communicate the school's vision, goals, and values clearly and consistently to all related parties. And finally, school principals must regularly monitor and evaluate the effectiveness of the leadership approach used and be ready to make adjustments if necessary to improve the work climate and quality of education in the school (Agustina et al., 2020; Ariyani et al., 2021; Wahyudin, 2017).

Work climate is the perception of each individual in an organization, both personally and in groups, as well as their ongoing interactions with organizational entities (such as related parties, parents, and the work environment) regarding situations or events that occur within the organization's internal environment on a regular basis, which has an impact on organizational attitudes and behavior as well as the performance of organizational members, which ultimately determines the overall performance of the organization (Fadila & Rezeki, 2023; Santiarri et al., 2020; Tian et al., 2020). Work climate refers to the psychological, social, and physical conditions in the work

environment that influence the behavior, performance, and satisfaction of organizational members. This includes factors such as employee communication, management support, career development opportunities, and organizational justice (Basalamah & As'ad, 2021; Jufri, 2020; Rahman & Nuvriasari, 2016). Thus, paying attention to and managing a conducive work climate is an important aspect of effective human resource management and organizational development. Efforts to improve the work climate must be a priority for every organizational leader who aims to achieve goals and maintain the organization's continued success.

Based on the results of initial observations at SMK Negeri 4 Jambi City, it appears that the existing work climate is still not conducive. One indication is that there are still teachers and students who arrive late to school, which can be clearly seen from the activities outside the school fence, where students have to wait outside without being allowed to enter until the morning line-up activities are finished. Apart from that, there are several other problems that the school principal also needs to pay attention to and handle. For example, the level of student participation and involvement in school activities may still be low, which can be seen from the lack of enthusiasm in teaching and learning activities or extracurricular activities. In addition, there is a lack of coordination and communication between teachers, staff, and students, which can affect the effectiveness of the learning process and the overall working atmosphere in the school. Another problem that may need to be addressed is the availability of adequate resources and facilities, such as textbooks, learning equipment, and other supporting facilities. Therefore, school principals need to take the right approach, such as increasing student awareness and discipline through consistent coaching, improving the system of monitoring and enforcing school rules, increasing student participation in decision-making, and improving communication and cooperation between all related parties in the school. By overcoming this problem systematically and purposefully, it is hoped that the work climate at SMK Negeri 4 Jambi City can become more conducive and support the success of all school members.

Observing the situation in the field, the researcher decided to conduct comprehensive research related to a conducive working

atmosphere at SMK Negeri 4 Jambi City. The title of this research is "The Principal's Approach to Creating a Conducive Working Climate at SMK Negeri 4 Jambi City." The aim of this research is to investigate the concrete approach adopted by the principal in improving the working environment conditions at the school.

Method

This research was carried out at SMK Negeri 4, Jambi City. This research uses a descriptive-qualitative approach with a case study type, where the researcher tries to describe conditions or facts based on cases that occur in the field. Case studies are carried out in an effort to obtain solutions to problems that occur in the field. Qualitative research is research in understanding phenomena about what is experienced by research objects by descriptive means in the form of words and language, in a special natural context, and by utilizing various scientific methods (Hancock et al., 2009). Strauss and Corbin in (Rijali, 2018) explain that qualitative research is a type of research that involves a procedure for finding something without using statistical procedures or quantification. In another sense, qualitative research is research about aspects of a person's life, such as stories and behavior, and also about the functions of organizations, social movements, and reciprocal relationships.

The collection techniques in this research are observation, interviews, and documentation. The data collected is related to the strategies carried out by school principals in achieving effective schools and supporting factors in improving school achievement at SMK Negeri 4, Jambi City. The data source in this research is the school principal. The collected data was analyzed descriptively through the flow of data reduction, data presentation, and drawing conclusions.

The analysis in this research was carried out by investigating the phenomenon or event as a whole, as well as its components. The analysis process begins after relevant data is collected. At this stage, the researcher aims to organize the data that has been collected, both through field notes and documentation (Dierckx de Casterlé et al., 2012; Lacey, A., & Luff, 2009; Reich, 1994). The qualitative data analysis process in this research follows the approach proposed by Miles and his colleagues, which emphasizes interactivity and the continuation of the analysis process until the data is declared saturated. The aim is to gain in-

depth understanding and obtain sufficient data to answer the objectives of this research (Mataputun, 2020; Sriwahyuni et al., 2019)

Result and Discussion

A supportive working atmosphere certainly occurs through collaboration between the principal as the leader of the organization and the teaching staff, staff, and students, who also have individual roles in creating a safe and enjoyable learning environment. The conditions of the work environment are closely related to the communication and interaction that takes place between the principal and staff members. Therefore, the principal plays an important role in management and has responsibility for organizational direction. Effective leadership skills are required to influence organizational members. School principals are expected to be the driving force for their institutions to compete and follow technological developments for the advancement of education in Indonesia. To make a school competitive, the principal has greater duties, roles, and responsibilities than other staff members. The school principal must be able to mobilize all members, especially teachers, to actively participate in achieving educational goals and national aspirations. School principals and teachers are inseparable working partners and must always have a consistent vision and mission for creating a harmonious work environment.

A conducive work climate is also inseparable from the principal's approach to managing and leading the school organization. The leadership approach applied by the school principal will greatly influence the atmosphere and work dynamics in the school environment. School principals need to adopt an inclusive approach where they encourage the active participation of all school members in decision-making and planning activities. In addition, a leadership approach that is oriented towards coaching and empowerment will provide opportunities for staff and teachers to develop professionally and contribute more to achieving school goals. School principals also need to have skills in building good interpersonal relationships so they can establish effective communication with all related parties, including teachers, staff, students, and parents. Apart from that, the school principal also needs to have a clear vision and be able to inspire and motivate all school members to work towards this vision. With the right

leadership approach, school principals can create a conducive work climate in the school where every member feels valued, supported, and motivated to contribute to improving the quality of education.

The Principal's Approach in Creating a Conducive Work Climate at SMK Negeri 4 Jambi City

Based on an interview with the principal of SMK Negeri 4 Jambi City, the principal's approach to creating a conducive work climate is through a participatory and coaching approach. Even though there are still challenges in creating a conducive working climate, school principals continue to strive for a leadership approach that is proactive and responsive to organizational needs and dynamics. The principal ensures that every member of the school feels heard and valued and is given the opportunity to play an active role in the decision-making and implementation of school policies. In addition, the coaching approach is carried out through continuous training, guidance, and motivation for staff and teachers to improve their skills, motivation, and performance. The principal also ensures that effective communication is maintained at all levels of the organization so that information and direction can be conveyed clearly and in a timely manner. Thus, through this approach, the principal aims to create a positive, collaborative, and productive work environment at SMK Negeri 4 Jambi City in order to improve the quality of education and welfare of all school members.

As said Ibnu Syaakir & Donal Devi Amdanata, (2023) the role of the principal in creating a work climate is vital in motivating teachers to carry out their duties well, which in turn will improve the quality of their work. A conducive work climate provides teachers with a sense of comfort so that they can work optimally and unleash all their abilities. There are several approaches that can be used by school principals to create a conducive work climate so that they play an active role in achieving school goals and improving the overall quality of education. One way is to implement a participatory approach, where the principal involves teachers in decision-making and planning school activities (Aldridge & Fraser, 2016; Edo & Nwosu, 2018; Suriansyah, 2020). Apart from that, a coaching and empowerment approach is also important, where school principals provide support, guidance, and motivation to teachers to continue to develop

themselves and improve their performance. Effective communication is also key, and the school principal must be able to maintain open and transparent communication channels with all school members (Gülbahar, 2020; Tyler, 2016). Furthermore, giving awards and appreciation for good teacher performance can also be an effective approach to creating a conducive work climate. Thus, through these approaches, school principals can help create a positive and supportive work environment for all school members.

Work climate is the working conditions or atmosphere in an organization (Sundari & Priya, 2020). A pleasant work atmosphere will be created when relationships between people develop harmoniously. This harmonious climate really supports a person's performance, which will also have an impact on their work ethic. A conducive work atmosphere allows individuals to feel comfortable, appreciated, and supported by colleagues and superiors, so that they are more motivated to work well and contribute optimally to achieving organizational goals (Basalamah & As'ad, 2021; Insan & Yuniawan, 2016; Parashakti et al., 2020). Apart from that, a harmonious work climate also creates an environment that is open to collaboration, innovation, and learning, which will ultimately increase the productivity and creativity of all members of the organization. Thus, it is important for every organization to maintain and create a conducive work climate as a basis for achieving mutual success and progress.

Furthermore, based on the results of the author's interview with the school principal, he explained that the efforts made to create a conducive work climate include two main aspects, namely the physical climate and work processes. In terms of physical climate, the school strives to create a comfortable, safe, and supportive environment for all school members. This includes maintaining and arranging adequate and clean classrooms, facilities, and infrastructure. Meanwhile, in the work process aspect, the school principal prioritizes efforts to improve the efficiency, effectiveness, and quality of carrying out the duties and responsibilities of each individual in the school. This includes a clear division of tasks, good coordination between staff and teachers, as well as increasing the involvement of all school members in decision-making and planning activities. Thus, the combination of these two aspects is expected

to create a conducive work climate in schools, which will have a positive impact on the performance and welfare of all school members.

Based on the results of the author's interview with the school principal, he explained that the school principal's approach to creating a conducive work climate includes:

1. Build effective communication between all school members to strengthen interpersonal relationships and collaboration.
2. Provide encouragement and motivation to staff and students to increase participation in school activities.
3. Provide adequate resources and infrastructure to support the teaching and learning process and extracurricular activities.
4. Provide clear and consistent direction for carrying out the school's vision and mission.
5. Create an inclusive and supportive environment for all school members to participate in decision-making and planning school programs.
6. Encourage the exchange of ideas and collaboration between school members through regular meetings and discussion forums.
7. Organizing activities that strengthen solidarity and a sense of togetherness in the school community

Factors that Influence the Creation of a Conducive Work Climate at SMK Negeri 4 Jambi City

Factors that influence the creation of a conducive work climate refer to various aspects that play a role in forming a positive and productive work atmosphere in an organization. This includes factors such as effective leadership, where the head of the organization provides clear direction and supports and is able to motivate team members. Good and open communication is also an important factor, enabling mutual understanding and coordination between all parties in the organization. Apart from that, fairness in treatment, giving awards, and objective assessments also contribute to creating a conducive working atmosphere. A comfortable and safe physical environment also influences individual comfort and work performance. An organizational culture based on ethical values, mutual respect, and solid teamwork also supports

the creation of a conducive work climate. Support from superiors and colleagues in overcoming problems and facing challenges is also important to maintain harmony in the work environment. Lastly, the opportunity for career development and skill improvement also motivates organizational members to contribute optimally to creating a conducive work climate (Azizah et al., 2018; Julianto & Agnanditiya Carnarez, 2021; Meraku, 2017).

Principals, teachers, and students are the three main elements that have a significant role in shaping the factors that create a conducive work climate in an educational institution (Dian et al., 2021; Dutta & Sahney, 2022; Kilag et al., 2023). As an organizational leader, the principal is responsible for creating a school vision, mission, and culture that support collaboration and cooperation (Tinjak, 2023). Teachers, as the main actors in the learning process, have a role in creating a positive classroom environment, providing motivation, and supporting student growth and development (Lubis et al., 2024). Students, as recipients of education, also have an important role in creating a conducive work climate with a participatory attitude, active involvement in school activities, and respect for differences and diversity in the learning environment (Sari, 2024). Good collaboration between these three elements, supported by open communication and mutual understanding, will help create a harmonious, creative, and productive work atmosphere in schools. Thus, continued cooperation between school principals, teachers, and students is the key to achieving a work climate that is conducive and supports better educational goals.

(Ritonga, 2020) a conducive work climate has the following characteristics:

Schools have ethical values and ethos, which are considered very crucial.

- The principal, teachers, and employees, as well as students, show a caring attitude and have loyalty to the cultural values and goals of the school.
- The school provides a pleasant, exciting, and comfortable environment and atmosphere for teachers and students.
- There is an attitude of mutual trust and mutual respect between teachers and students; in this case, there is an open flow of communication.
- The principal, teachers, and students have high enthusiasm and work together to achieve high learning achievements.

- Students pay more attention to each other and to their belongings.
- There is discipline and opportunity for students to take responsibility at school.
- Low grade repetition rate and low cases of juvenile delinquency.
- There is a sense of happiness and a high fighting spirit among teachers, so they do not need to move to another school.

Based on the results of the research conducted, the factors that influence a conducive work climate at SMK Negeri 4 Jambi City can be identified as follows:

1. Good communication

Effective communication plays an important role in creating a good working climate in the school environment. In particular, smooth communication between school members and between the school and the community can help monitor and manage the progress and development of every activity carried out by school members. The principal's skills in providing direction, providing constructive input, and listening well are the main factors in creating effective communication. A school principal who is able to be a good communication facilitator can open communication channels, respect the opinions and ideas of all school members, and resolve conflicts in a constructive way. Thus, good communication not only strengthens interpersonal relationships within the school environment but also strengthens the school's relationship with the community, which will ultimately support the creation of a harmonious and productive work climate.

The school principal seeks to create a communicative environment through an effective and collaboration-oriented leadership approach. In his efforts, the principal acts as a leader who facilitates interaction between school members by encouraging open communication and mutual understanding. A principal's approach that is inclusive and responsive to the needs and input of all staff and students is the key to creating a communicative environment. Apart from that, the school principal also builds an organizational culture that prioritizes effective communication by holding regular meetings, creating discussion forums, and providing open communication channels for all school members. With this approach, the principal not only becomes a leader but also a facilitator who strengthens interpersonal relationships and collaboration in the school environment. Thus, a communicative environment can help increase the effectiveness

and welfare of all school members, as well as support the achievement of better educational goals.

2. Principal's Approach

The principal's approach has an important role in determining the factors that create a conducive work climate in a school. When the school principal applies an effective approach, such as providing clear directions, providing constructive feedback, and encouraging collaboration and participation from all school members, a conducive work climate can be formed. School principals who are able to create an inclusive work environment and motivate school members to contribute actively will help increase the productivity and welfare of all staff and students. However, if the school principal does not take the right approach, a less conducive work environment could result. Lack of effective communication, lack of clarity in setting tasks and expectations, and inability to handle conflicts or internal problems can hinder the formation of a conducive work climate. As a result, the productivity and motivation of school members can decrease, and the quality of learning and the learning environment can be disrupted. Therefore, the role of the school principal in implementing an appropriate approach is very important to creating a work climate that is conducive and has a positive impact on the entire school community.

3. Providing feedback on the teacher's work results

Providing feedback on teacher work results has a significant role in creating a conducive work climate in a school. In this case, giving rewards or appreciation in the form of praise or recognition can be an important factor in motivating teachers and improving the quality of their work. When teachers feel appreciated and recognized for the work they achieve, this not only increases their self-confidence but also builds high work morale. Appreciation given openly and fairly by the principal or fellow colleagues will create a positive work environment and trigger encouragement to achieve better. Apart from that, giving rewards can also form a work culture that supports each other and strengthens bonds between school members. Thus, consistent and transparent appreciation practices can be an effective strategy for creating a conducive and productive work climate in the school environment.

4. Learner Skills

Apart from creating a conducive working climate for teachers, student success is also an important indicator in assessing whether a school has a good working climate or not. As the main output of the educational process, student achievement and development are significant benchmarks for evaluating school effectiveness. When students achieve success in learning and personal development, this reflects the support and good learning environment at school. Therefore, the role of students is very important in efforts to create a productive and quality school. Teachers and educational staff need to pay serious attention to the needs and potential of each student to ensure that they can achieve optimal results. Thus, student success not only reflects the quality of education provided but also reflects the effectiveness of management and the work climate that exists at the school.

Conclusion

Based on the results of interviews with school principals and a review of the factors that influence a conducive work climate at SMK Negeri 4 Jambi City, there are several aspects that are the main focus in creating a positive learning environment. An effective and inclusive leadership approach from the school principal, open communication and mutual understanding between all school members, as well as providing constructive feedback on teacher performance, are important points in creating a conducive work climate. Apart from that, student success is also an important indicator in evaluating a school's effectiveness in creating a good learning environment. Thus, good collaboration between school principals, teachers, and students is the key to achieving a work climate that is conducive and supports better educational goals.

In an effort to create a conducive work climate, an active and collaborative role between school principals, teachers, and students is very important. The school principal plays a major role in facilitating collaboration on these three aspects through an inclusive and proactive leadership approach. Through open communication and mutual understanding, the principal encourages active participation from all school members in decision-making and planning activities. Apart from that, providing constructive feedback on teacher performance is one strategy for creating a conducive work climate. On the other hand, teachers need to

actively involve students in the learning process, pay attention to students' individual needs, and create a safe and enjoyable learning environment. Students, as recipients of education, also have a role in maintaining a conducive work climate with a participatory attitude, active involvement

in school activities, and respecting differences and diversity in the learning environment. Good collaboration between these three elements will help create a positive, creative, and productive work environment in schools, as well as support the achievement of better educational goals

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