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## POLICY FOR BUILDING A CONDUCTIVE ORGANIZATIONAL CLIMATE AT AL-HIKMAH ISLAMIC MIDDLE SCHOOL MAYONG JEPARA

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**ABSTRACT**

Penelitian ini bertujuan untuk mengetahui Kebijakan Membangun Iklim Organisasi Kondusif Di SMP Islam Al-Hikmah Mayong Jepara. Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif jenis penelitian *field research*. Adapun hasil penelitian yang telah dilakukan sebagai berikut: salah satu bentuk kebijakan yang harus di pakai kepala sekolah dalam membangun iklim organisasi kondusif yaitu: 1) Saling menghargai, 2) Saling menghormati, 3) Saling mendukung, 4) Berusaha menempatkan diri pada posisi pihak lain, 5) Melakukan tindakan yang saling menguntungkan. SMP Islam Al-Hikmah Mayong Jepara mempunyai cara dalam menerakan kebijakan membangun iklim organisasi kondusif di SMP Islam Al-Hikmah Mayong Jepara sebagai berikut: 1) Struktur organisasi yang jelas, 2) Analisis standar kinerja guru dan karyawan. 3) Tanggung jawab, 4) Pengakuan, 5) Dukungan, 6) Tujuan, 7) Komitmen, 8) Keterampilan Peserta Didik. Pemahaman iklim sekolah sebagai suatu *intangible* tetapi penting untuk sebuah organisasi dan dianalogikan dengan kepribadian seorang individu.

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**Keywords:**

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Policy, Climate,  
Organization,  
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**ABSTRACTS**

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This research aims to find out Policy for Building a Conducive Organizational Climate at Al-Hikmah Islamic Middle School, Mayong, Jepara. The method used in this research is a descriptive qualitative research method *field research*. The results of the research that has been conducted are as follows: one form of policy that must be used by the principal in building a conducive organizational climate is: 1) Mutual respect, 2) Mutual respect, 3) Mutual support, 4) Trying to put yourself in the position of the other party, 5) Taking mutually beneficial actions. Al-Hikmah Islamic Middle School, Mayong, Jepara has a way of implementing policies to build a conducive organizational climate at Al-Hikmah Islamic Middle School, Mayong, Jepara as follows: 1) Clear organizational structure, 2) Analysis of teacher and employee performance standards. 3) Responsibility, 4) Recognition, 5) Support, 6) Goals, 7) Commitment, 8) Student Skills. Understanding school climate as *aintangible* but it is important for an organization and is analogous to the personality of an individual.

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## A. INTRODUCTION

Organizational climate is closely related to the process of creating a conducive work environment so that harmonious relationships and cooperation are created among all individuals or human resources within the organization. A conducive organizational climate can be a tool for leaders to motivate employees. Motivated employees will certainly be more productive and ultimately have an impact on the performance of employees and their organizations (Mujamil Qomar, 2008: 288).

The influence of organizational climate on organizational performance is so great that many experts or specialists pay special attention to organizational climate. Many research results in the form of scientific articles and dissertations are published worldwide. Research is also conducted in all types of organizations such as business and non-business companies. Organizational climate also not only receives special attention from experts in the field of human relations and organizational behavior but also among communication experts, especially industrial and *organizational communication* (Irham Fahmi, 2014: 106).

The organizational climate of one organization with another organization will certainly be different. Differences in organizational climate are caused by the diversity of jobs in an organization or the nature of existing human resources. The importance of organizational climate is recognized as having an influence on the behavior of employees and leaders as members of the organization. Organizational climate influences employees so that they can understand the order that applies in the work environment and provide guidance to them in efforts to adjust themselves in the organization. The concept of organizational climate is considered to have a position as a bridge connecting management or leadership and employee behavior in realizing organizational performance in order to achieve organizational goals (Mulyasa, 2012: 90).

Leaders play a very big role in determining and maintaining the organizational climate by realizing the value system into a pattern of behavior in the work environment. Leader behavior can influence the organizational climate which then drives employee work motivation. Employee motivation is the main driver of performance (Wajosumidjo, 2019: 83).

School/Madrasah is a system consisting of various elements that form a complete unity. In the madrasah there are various kinds of social systems that develop from a group of humans who interact with each other according to certain patterns and goals that influence each other and are influenced by their environment so as to form behavior from the results of individual relationships with individuals and with their environment. The climate of the school or madrasah plays an important role because the climate shows the atmosphere of social life and relationships in the school or madrasah (Marrus Porter, 2018: 31).

The climate describes the culture, traditions, and ways of acting of personnel in schools or madrasahs, especially among teachers. Organizational climate is the overall attitude of teachers in schools or madrasahs, especially those related to their health and satisfaction (Salusu, 2014: 16).

A conducive climate will provide a comfortable and free feeling for completing their tasks or work. A positive climate is created in schools or madrasahs if there is a good and harmonious relationship between the principal and teachers, teachers and teachers, teachers and administrative staff and students. The determining factors of the organizational climate of schools or madrasahs consist of (1) Ecology, namely the physical environment such as buildings, benches, chairs, electronic devices, and others, (2) Milieu, namely social relationships, (3) Social systems, namely administration, organization, decision making and communication patterns, (4) Culture, namely values, beliefs, norms and ways of thinking of people in the organization. (Abdurrahman, 2015: 6).

An unfavorable climate in a madrasah or school can result in a competitive, contradictory, jealous, oppositional, indifferent, individualistic, and selfish relationship. A negative climate can reduce teacher work productivity. A favorable climate in a madrasah or school shows a close relationship with each other in many ways there is mutual cooperation between them, all problems that arise are resolved together through deliberation. A favorable climate can show activities running harmoniously and in a peaceful, calm atmosphere that provides a sense of calm, comfort to personnel in general and teachers in particular. The formation of a favorable climate in the workplace can be a supporting factor for improving performance, because comfort in working makes teachers think calmly and concentrate only on the task being carried out so that it can increase learning motivation which is expected to have an impact on improving student learning outcomes. The climate formed in the madrasah will affect teacher performance, and teacher performance will affect student learning outcomes (Marrus Porter, 2018: 31).

A conducive school/madrasa climate will bring students to positive motivation to learn, for example when a student feels happy with the atmosphere during the teaching and learning process, then the student will be motivated to follow the lesson happily and seriously, and vice versa. The relationship between these mutually influencing variables certainly does not happen suddenly without a process. For example, the process of creating a madrasa climate by students, begins with a conducive madrasa security atmosphere, good implementation of rules and regulations in the madrasa, a teaching and learning atmosphere that supports students' enthusiasm for learning, a good relationship between teachers and teachers, between students and students and a good relationship between teachers

and students, as well as a clean and comfortable madrasa environment for learning (Abdurrahman, 2015: 6).

Based on the results of observations at the Al-Hikmah Mayong Jepara Islamic Middle School, there is a policy of building a conducive organizational climate in schools in order to create comfort for leaders, teachers, and even students in achieving school goals. The objectives of the Al-Hikmah Mayong Jepara Islamic Middle School, Mayong, Jepara in order to create a safe, comfortable, and orderly environment, so that learning can take place effectively and enjoyably. A conducive climate is also important to foster a spirit of learning in students and improve teacher performance (Observation Results, 2025). Therefore, Based on this background, the researcher is interested in researching the policy of building a conducive organizational climate at Al-Hikmah Mayong Jepara Islamic Middle School.

## **B. METHOD RESEARCH**

This research is a field research with a descriptive qualitative approach at the Al-Hikmah Mayong Jepara Islamic Middle School. A descriptive qualitative approach, namely by using research that produces descriptive data in the form of written or spoken words. By choosing this qualitative method, the author can obtain accurate data. Judging from the nature of the data presentation, the descriptive method is a study that does not seek or explain relationships, does not test hypotheses or predictions. The type of this research is *field research* (Sugiono, 2018, 24). Definition of field research (*field research*) is research that is carried out carefully by going directly into the field to study the background of the current situation and the interactions of individuals, groups, institutions and society.

In general, this research aims to deeply study an individual, society or certain institution about the background, conditions or situations that occur in it (Wagiran, 2013, 21). The data collection techniques in qualitative research are using observation, interview and documentation methods (Sukardi, 2015, 47).

## **C. RESULT AND DISCUSSION**

The organizational climate of a school is a situation or atmosphere that arises due to the relationship between the principal and teachers, teachers and teachers, teachers and students which is a characteristic of the school which influences the teaching and learning process at school.

A conducive climate will provide a comfortable and free feeling for the completion of tasks or work of teachers and employees. This in turn will affect the success of student learning. The high and low levels of job satisfaction felt by teachers and employees will affect the commitment of teachers and employees to the organization, and that commitment will affect the job satisfaction of the employees concerned.

Based on the results of the interview with the principal of the Al-Hikmah Mayong Jepara Islamic Middle School in creating a conducive organizational climate, harmonious social relations are needed between fellow workers. Social relations include communication both vertically and horizontally, cooperation between workers, supervision, support from subordinates, and clarity of tasks carried out by each worker. One form of policy that must be used by the principal in building a conducive

organizational climate is: 1) Mutual respect, 2) Mutual respect, 3) Mutual support, 4) Trying to put yourself in the position of the other party, 5) Taking actions that are mutually beneficial.

Based on the results of the interview with the principal of Al-Hikmah Islamic Middle School, Mayong Jepara, Al-Hikmah Islamic Middle School, Mayong Jepara has a way of implementing policies to build a conducive organizational climate at Al-Hikmah Islamic Middle School, Mayong Jepara as follows:

1. Clear organizational structure. The principal of the Al-Hikmah Mayong Jepara Islamic Middle School every new school year always holds a meeting with teachers and staff about the organizational structure and tasks to be carried out for the next 1 school year. The goal is for teachers to always immediately prepare the tasks to be carried out by teachers and staff. A clear organizational structure reflects the feeling that teachers and staff are well organized and have a clear definition of their roles and responsibilities. The existence of clear instructions from the principal/madrasah will create a feeling that the teachers and staff of the Al-Hikmah Mayong Jepara Islamic Middle School are very much needed in order to advance and achieve the common goals of the Al-Hikmah Mayong Jepara Islamic Middle School.
2. Analysis of teacher and employee performance standards. The principal of the Al-Hikmah Mayong Jepara Islamic Middle School has an assessment of the performance of teachers and employees in the madrasah/school environment. As the principal of the madrasah/school, he must be able to measure the work pressure of teachers and employees in their duties, if teachers and employees have work constraints as the principal of the madrasah, he must be able to help and find solutions for the teachers and employees.
3. Responsibility. As the head of the madrasah/school must be able to coordinate and organize all the implementation of the organization and its work programs. In addition, the head of the madrasah also monitors the responsibilities assigned to teachers and employees as a form of duty from the head of the madrasah so that its work program can be implemented properly.
4. Recognition. As the head of the madrasah/school, recognizing the hard work and giving awards to teachers and employees is important for them and the common interests of the madrasah. This can motivate teachers and employees in the madrasah environment to improve their teamwork and work productivity. In addition, recognition can become a culture in the workplace to create a conducive and comfortable work environment because the head of the madrasah supports and gives reward or recognize a teacher or employee for completing a job.
5. Support. Organizational support is the employee's perception of how the educational institution values the contribution of teachers and employees and cares about their welfare. An educational institution must be able to appreciate the contribution of employees to the progress of the organization and the attention given to teachers and employees for their lives and needs.
6. Objectives. Clearly define tasks and realize the school's vision and mission. The vision and mission will determine the direction of school development. Schools must clearly stating the overall vision, mission, policies, goals and targets is a joint decision between the principal, teachers, students and if necessary parents.

The vision, mission, policies, goals and targets are a joint commitment of the school community which is reflected in real behavior and actions to realize it.

7. Commitment. Commitment in an organization can be interpreted as an attitude or behavior displayed by a person towards an organization by proving loyalty to achieve the vision, mission, values, and goals of the educational institution. Organizational commitment arises gradually within the individual employee, starting from personal needs for the organization, then moving into shared needs, and a sense of belonging from members of the teachers and employees towards the educational institution organization.
8. Student Skills. In addition to creating a working climate for teachers, *as output education*, student success is also a supporting indicator in determining whether a school's work climate is conducive or not, therefore students have an important position in realizing a productive school. In this case, the principal encourages teachers to always see and develop the potential of students through extracurricular activities, skills are the center of attention of the principal in creating quality and competitive students.

Based on the results of the interview with the principal of the Al-Hikmah Mayong Jepara Islamic Middle School, In creating an organizational climate, harmonious social relations are needed between fellow workers. Social relations include communication both vertically and horizontally, cooperation between workers, supervision, support from subordinates, and clarity of tasks carried out by each worker. The factors that influence organizational climate: 1) job satisfaction, 2) employee performance, 3) work motivation.

Monitoring in the implementation of building a conducive organizational climate can be done as follows:

- a. Create a workplace that is as comfortable as possible.
- b. Put people in the right positions and portions.
- c. Build good communication.
- d. Building togetherness.

In addition, the evaluation of the madrasah principal in establishing a conducive organizational climate can be done by always paying attention to the environment of teachers and employees in carrying out their duties and a conducive work environment greatly influences the satisfaction of teachers and employees in the Al-Hikmah Mayong Jepara Islamic Middle School environment.

Understanding school climate as *aintangible* but it is important for an organization and is analogous to an individual's personality. School climate refers to the heart and soul of a school, the psychological and institutional attributes that give the school a relatively enduring personality and are experienced by all members who explain the collective perception of routine behavior and will influence the school's attitudes and behaviors.

## D. CONCLUSION

A conducive school organizational climate will provide a comfortable and free feeling for the completion of tasks or work of teachers and employees. This in turn will affect the success of student learning. The high and low levels of job satisfaction felt by teachers and employees will affect the commitment of teachers and employees to the organization, and that commitment will affect the job satisfaction of the employees concerned. One form of policy that must be used by the head of the madrasah in building a conducive organizational climate is: 1) Mutual respect, 2) Mutual respect, 3) Mutual support, 4) Trying to put oneself in the position of the other party, 5) Taking actions that are mutually beneficial.

Al-Hikmah Mayong Jepara Islamic Middle School has a way of implementing policies to build a conducive organizational climate at the Al-Hikmah Mayong Jepara Islamic Middle School as follows: 1) Clear organizational structure, 2) Analysis of teacher and employee performance standards. 3) Responsibility, 4) Recognition, 5) Support, 6) Goals, 7) Commitment, 8) Student Skills. Understanding school climate as *aintangible* but it is important for an organization and is analogous to the personality of an individual.

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