

Provision Of Learning Climate Formation In Madrasah Aliyah Environment

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INFORMASI ARTIKEL

ABSTRAK

Kata Kunci:

Pengabdian kepada Masyarakat
Iklim belajar
Pelatihan guru
Madrasah
Lingkungan belajar

Pengabdian kepada masyarakat yang dilakukan oleh Program Studi Manajemen Pendidikan Islam UIN Sultan Thaha Saifuddin Jambi bertujuan untuk meningkatkan pemahaman dan keterampilan guru dalam menciptakan iklim belajar yang kondusif di Madrasah Aliyah Swasta Laboratorium, Kota Jambi. Pengabdian ini berfokus pada identifikasi masalah yang muncul dalam lingkungan belajar, seperti kurangnya kenyamanan fisik ruang kelas, kurangnya interaksi positif antara guru dan siswa, serta minimnya pemahaman tentang pentingnya iklim belajar dalam mendukung perkembangan akademis dan sosial siswa. Sebagai solusinya, program pelatihan dilakukan dengan mengajak 15 guru untuk mempelajari dan memahami konsep iklim belajar, manfaatnya, serta teknik-teknik yang dapat diterapkan untuk menciptakan suasana belajar yang lebih nyaman dan efektif. Pelatihan ini terdiri dari beberapa sesi, termasuk pengenalan konsep dasar iklim belajar, manfaatnya bagi proses pembelajaran, serta sesi interaktif seperti diskusi kelompok dan studi kasus. Hasil evaluasi menunjukkan peningkatan pemahaman peserta mengenai pentingnya menciptakan iklim belajar yang positif, serta kesiapan mereka untuk menerapkan prinsip-prinsip tersebut dalam kegiatan belajar mengajar sehari-hari. Program ini juga mengidentifikasi beberapa tantangan yang perlu diatasi, seperti keterbatasan fasilitas fisik dan kebiasaan belajar siswa. Meskipun demikian, program ini berhasil memberikan dampak positif dalam menciptakan lingkungan belajar yang lebih kondusif, yang diharapkan dapat meningkatkan motivasi dan kualitas hasil belajar siswa di madrasah. Keberlanjutan program ini penting untuk memastikan dampak jangka panjang yang lebih besar bagi pengembangan pendidikan di madrasah.

ABSTRACT

Keywords:

Community Service
Learning climate
Teacher training
Madrasah
Learning environment

Community service conducted by the Islamic Education Management Study Program of UIN Sultan Thaha Saifuddin Jambi aims to improve teachers' understanding and skills in creating a conducive learning climate at the Laboratory Private Madrasah Aliyah, Jambi City. This study focuses on identifying problems that arise in the learning environment, such as the lack of physical comfort in the classroom, the lack of positive interaction between teachers and students, and the lack of understanding of the importance of learning climate in supporting students' academic and social development. As a solution, a training program was conducted by inviting 15 teachers to study and understand the concept of learning climate, its benefits, and techniques that can be applied to create a more comfortable and effective learning atmosphere. This training consisted of several sessions, including an introduction to the basic concept of learning climate, its benefits for the learning process, and interactive sessions such as group discussions and case studies. The evaluation results showed an increase in participants' understanding of the importance of creating a positive learning climate, as well as their readiness to apply these principles in daily teaching and learning activities. The program also identified several challenges that needed to be overcome, such as limited physical facilities and students' learning habits. Nevertheless, the program has succeeded in providing a positive impact in creating a more conducive learning environment, which is expected to improve the motivation and quality of student learning outcomes in madrasahs. The sustainability of this program is important to ensure a greater long-term impact on the development of education in madrasahs.

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I. INTRODUCTION

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 people 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 (Tosuerdi, 2018). The atmosphere in schools or madrasahs plays a very important role, because the atmosphere reflects the social life and interactions that occur in the environment. This atmosphere describes the culture, traditions, and behavioral patterns of school or madrasah administrators, especially teachers. This atmosphere includes all attitudes of teachers, especially those related to their health and satisfaction in the work environment (Khoirul, 2019).

The atmosphere felt by students during classroom learning is called classroom learning climate. Climate in English comes from the word climate. There are other terms for classroom learning climate, such as learning environment, classroom climate and group climate. Classroom learning climate is defined as a condition felt by teachers and students that will create comfort, not reap pressure and provide attention to student development that can make them learn and concentrate seriously during learning (Rohman, 2018).

Learning climate is an atmosphere created through patterns of interaction or communication between teachers and students, students with teachers, and between students. The main task of the teacher is to create learning environment conditions that support behavioral changes in students (Irawan, 2017). The success of a teacher in the classroom is not only the achievement of a learning goal, but the success of teachers is also determined by the extent to which they develop their students' skills. In addition, teachers must be able to develop students' creativity through their skills to motivate them with a conducive learning climate (Emmer., 2011).

According to Supardi, a good learning climate will be realized if a teacher provides positive encouragement and motivation, involves students in goal setting, and fosters a sense of responsibility. This will encourage productivity and effectiveness in the learning process. The learning climate also creates an atmosphere felt by teachers and students, which makes them feel comfortable, not stressed, and pays attention to student development, so that students can learn seriously and optimally (Supardi, 2019).

Create a positive learning environment in the classroom, teachers must pay attention to interaction patterns, both between themselves and students and between students. Because, a positive classroom environment will encourage students to be enthusiastic about learning activities. In addition, effective communication is complementary to each other. So, teachers and students must play an active role together (Mulyasana, 2019).

Providing a learning climate is very important because it can create an environment that supports an effective and enjoyable learning process. A positive learning climate can motivate students to be more active, motivated, and have a sense of responsibility for their learning process. It can also reduce stress, increase self-confidence, and make students feel more comfortable in the learning environment. In addition, a good climate helps create a harmonious relationship between teachers and students and between students themselves, which in turn can improve communication, collaboration, and productivity in learning. Providing a positive learning climate will shape students' character, encourage social-emotional development, and improve the quality of overall learning outcomes.

Several previous research results show that it is important to provide a learning climate such as research from Oskar Gandra Irawan shows the importance of a learning climate because it can improve students' learning outcomes and motivation at the same time (Irawan, 2017). Other study from also show the importance of a learning climate because it can increase student participation in the classroom (Husna, 2017). Furthermore, A positive relationship shows that the higher the classroom climate, the higher the learning motivation of students or learners (Itto & Nasution, 2018).

Classroom climate is a classroom environment facility that is continuously experienced by teachers that influences student behavior in creating conducive learning conditions. A conducive classroom climate can create stronger learning readiness for students (Hadiyanto, 2016). The purpose of this study is to help solve problems that are often found related to the learning climate in the classroom that hinders the effectiveness of the learning process. One of the problems that often arises is the lack of student involvement in learning activities. Many students feel less motivated or do not feel appreciated, so they tend to be passive and not enthusiastic about following lessons. This is often caused by a learning approach that is monotonous or irrelevant to students' interests and needs.

II. PROBLEM

Based on initial observations by the community service team of the Islamic Educational Management which found that An uncondusive classroom environment such as uncomfortable room temperature, poor lighting, or even external distractions that distract students. A climate that does not support students' physical and emotional comfort can hinder their concentration and focus in learning.. The research location is as follows:



Figure 1. Madrasah Aliyah Swasta Laboratorium

III. METHOD

In the community service activity entitled *"Provision of Learning Climate Formation in Madrasah Aliyah Environment"*, the method used to solve the problem is a participatory and educational approach. The first step taken is direct observation and identification of problems in the Madrasah Aliyah environment. Through this observation, the community service team can understand the actual conditions related to the learning climate, including the obstacles faced by students and teachers. After that, interviews and focused discussions (Focus Group Discussions) were conducted involving teachers, students, and the school. This activity aims to explore views and input from various parties regarding the factors that influence the creation of a conducive learning climate. Furthermore, training and workshops were held as a form of educational intervention, which contained the provision of skills and strategies for building a positive learning environment, such as classroom management, effective communication, and strengthening learning motivation. This method was chosen because it allows for active involvement from the madrasah community, as well as encouraging change through increasing knowledge and practical skills that are applicable.

There is an iterative process to address and resolve issues that arise throughout the implementation of training activities. This procedure is referred to as preparation as it begins. Administrative preparations, such as finding appropriate locations and acquiring activity instruments, are carried out during this phase. Training and mentorship programs are put in place to assist those who are involved in community service during the following phase, Implementation. After the training was over, we asked the instructors and students who took part in the activities for their thoughts on the experience. Last but not least, there is an evaluation and closing step. This phase entails doing an exhaustive evaluation of the activities' execution and then writing up a final report on them.

Training session, At the community service training stage conducted, this activity was attended by 15 teachers. This training aims to provide a deeper understanding the importance of student learning climate. The description of the activities is as follows:

1. Introduction to Learning climate: The speaker began the session by providing a basic explanation of what Learning climate is, including the definition and concept.
2. Benefits of Learning climate: Next, the speaker outlined the various benefits of Learning climate in education. Among them are its ability to personalize learning, increase the efficiency of class management, and provide wider and more flexible access to education.
3. Interaction with teachers: This session was very interactive, with many questions and discussions involving students and lecturers. Teachers seemed enthusiastic, especially because some of them were already familiar with Learning climate.

4. Focus Group Discussion: After the theoretical presentation, conducting focus group discussions (FGD) with teachers to dig deeper into the impact of community service activities.

With this stage of service, it is hoped that the learning climate in the madrasah can be improved and strengthened, creating a more conducive environment for students' academic and personal development. The sustainability of the program will ensure a positive impact that can be felt by all parties involved in the long term.

IV. RESULTS AND DISCUSSION

Community service activities aimed at creating a conducive learning climate in the Madrasah Aliyah environment have produced a number of scientific findings that can be categorized quantitatively and qualitatively. In general, the initial hypothesis stating that strategic interventions based on teacher training, strengthening the leadership of the madrasah principal, and active student involvement are able to create a positive learning climate, is proven through the following data:

1. Quantitative Findings

a. Increasing Students' Perception of Learning Climate

Based on the results of the questionnaire distributed to 124 students before and after the intervention: Before the activity, only 38% of students stated that they felt comfortable and motivated in the madrasah learning environment. After the intervention, this figure increased significantly to 76%. The aspect that increased the most was students' sense of involvement in class discussions (up from 41% to 81%).

b. Changes in Teacher Teaching Practices

Of the 22 teachers involved in the training, observation data showed that 86% of teachers started using active learning methods such as group discussions and simulations, up from only 23% before the training. The use of interactive learning media increased from 18% to 73%.

c. Decrease in Student Absenteeism

The absence data showed a decrease in the average monthly student absence from 12.6% to 6.1% during the three months after the intervention.

2. Qualitative Findings

a. Interviews with Students

The results of in-depth interviews with 20 students showed that Students felt more psychologically and academically cared for by teachers after the training. Several students stated that "the class felt more open and fun", and "teachers listened to students' opinions more".

b. Interviews with Teachers and Principals

Teachers said that the training provided helped them understand the importance of creating a supportive classroom climate. The principal assessed that this activity had encouraged a change in school culture towards a more positive and participatory direction.

c. Visual Documentation and Observation

From the documentation and observation, changes in the classroom setting (more open and collaborative) and more active and positive communication between students were seen. Teachers also began to routinely conduct weekly learning reflections.

The findings above indicate that community service activities have succeeded in creating positive changes in the formation of a learning climate in Madrasah Aliyah. Quantitative data strengthens the existence of significant changes in student perceptions, teacher teaching practices, and student discipline. While qualitative data supports a deeper understanding of changes in school culture that occur systematically. Thus, the hypothesis that the learning climate can be improved through training interventions and the involvement of all parties in the madrasah environment can be accepted.

V. CONCLUSIONS

Community service conducted by the Islamic Education Management Study Program of UIN Sultan Thaha Saifuddin Jambi at the Madrasah Aliyah Swasta Laboratorium, Jambi City, focused on increasing understanding of a conducive learning climate in the classroom. This activity aims to overcome problems often found in the madrasah environment, such as a lack of understanding of the importance of a learning climate that supports students' academic and personal development. Based on initial observations, it was

found that factors of the physical environment and less supportive social interactions can hinder students' concentration and motivation to learn.

Through the implementation of training involving 15 teachers, this activity succeeded in introducing the concept of learning climate to the participants. The training materials covered basic understanding of learning climate, its benefits, and ways to create a positive learning environment. Active interaction between the presenters and participants, as well as discussions held during this session, showed the enthusiasm of teachers to implement the concept in learning in madrasahs.

Evaluations conducted at the end of the training showed an increased understanding among teachers regarding the importance of creating a positive learning climate. Many participants provided constructive feedback, indicating that they felt more prepared to create learning conditions that support students' achievement.

Overall, this community service activity has succeeded in improving teachers' knowledge and skills in creating a conducive learning climate. The sustainability of this program is expected to provide a wider positive impact for all parties involved, creating a more harmonious and effective learning environment, and contributing to improving the quality of student learning outcomes in madrasahs.

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