Impact of Effective Communication Language Strategies on Fostering a Positive School Climate

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Abstract

The purpose of this research is to explain communication language factors to improve a healthy Environment in School Climate. This research also reviews the school climate definition and why communication language is so important in improving a healthy environment in schools. The research method used was a mixed method with a sequential exploratory strategy approach, data collection was carried out by conducting interviews and distributing questionnaires via Google Forms to students in junior high schools, in Kerala. Qualitative data analysis was carried out using the Miles and Huberman model, while quantitative data analysis was carried out using descriptive statistical analysis with the help of SPSS version 22.0. The research results show that communication language is important to improve a healthy environment in School Climate which is described by 4 dimensions, namely 1) a safe environment, 2) teacher support, 3) individual social relationships and 4) family atmosphere. The impact of the results of this research is that teachers and students see the importance of using good communication language so that they are accustomed to using communication language styles to support the creation of a good school climate characterized by a healthy environment.

Keywords: environment; language; school climate

Introduction

Communication language is an important factor for building positive interactions or communication between individuals in the school environment. The strategy that can be used to improve a good school environment is through interaction and communication patterns using good communication language (Pongsapan and Patak, 2021; Ibrahim et al., 2023; Abduh et al., 2021). The use of good communication language has an impact on a good school environment which will ultimately form a good school climate. This is in line with the importance of the element of improving a healthy environment in the School Climate. Especially for schools in urban areas in kerala, where values, morals and ethics in communication sometimes no longer pay attention to language. Using appropriate communication language that suits students' conditions is also an important factor in improving students' understanding when studying at school. Students' understanding when learning inside and outside the classroom (Kusumawati, 2019; Nujaleka, 2019; Chandrawisesa et al. 2019; Sanjaya and Rosiah, 2019; Yamashita, 2020; Kusumawati, 2020; Rahayu et al., 2020; Maarif, 2021; Asmarani, 2021; Najoan, 2021; Amalia and Haristiani, 2022; Zainal et al., 2022). Apart from that, it can also increase students' understanding when they receive instructions or advice in their daily lives at school. Communication between students and teachers, and students with students, does not only occur in learning, But it also happens when

interacting in school life. It is this interaction inside and outside the classroom that will shape the school climate. School climate has an important role in mitigating negative behavior and influencing positive student behavior (Marraccini et al., 2020). Early detection of negative and positive behavior is important to anticipate the negative impacts of the school climate. School climate is also described by the school environment and the involvement of all school members to ensure the school is safe and guarantees the safety of every child (Ryberg et al, 2020). Through the formation of a good school environment, a good school climate will also be formed by itself. Then, the school climate that has been formed will influence the behavior and interactions of each individual at school. Many researches on language is related to communication and individual interaction patterns in organizations. Yue at al., (2021) states that the language displayed in a leader's communication such as joy, friendship, pride and gratitude can shape the positive behavior and culture of subordinates. Therefore, improving language skills in communication is important. One thing that can be done is to take part in training (Jabbarov, 2020).

The purpose of this research is to explain communication language factors to improve a healthy environment in School Climate (SC). This research also reviews the SC definition and why communication language is so important in improving a healthy environment in schools.

Research methods.

The research method used is a mixed method with a sequential exploratory strategy approach. The impact of the results of this research is that teachers and students see the importance of using good communication language so that they are accustomed to using communication language styles based on the Koran in supporting the creation of a good
SC characterized by a healthy environment.

Literature review

School Climate (SC) is a set of urban school attributes that give the character of a school so that it differentiates one school from another. Character differences are described in the form of the school atmosphere and environment, especially in learning (Daryanto and Tarno, 2015). SC influences the behavior and attitudes of everyone at school (Hoy and Miskel, 2014; Tubbs and Garner, 2008). SC as a distinctive school character can attract teachers and students to love the school with a sense of belonging to the school. A good SC form a conducive school work environment so that all school members carry out their duties and functions optimally, which reflects the effectiveness of the school (Suherman, 2017). Improving the pattern of interaction between school residents to make it safer and more comfortable, friendly and friendly. This will prevent the potential for violence and bullying to occur at school. There are three types of SC, namely 1) school openness climate, 2) school health climate, and 3) school academic climate. Meanwhile, related to a healthy environment at USC, an instrument has been developed as a child-friendly school (SRA) detector (Suherman and Kholik, 2019). The four dimensions of SC are safe environment, teacher support, individual social relationships and family atmosphere.

Research method

This study uses a mix method approach with a sequential exploratory strategy, namely research conducted using a research approach that combines qualitative forms as a method of collecting and analyzing data in the first stage, followed by the second stage of collecting and analyzing quantitative data (Creswell, 2009). The qualitative research approach uses the case study method, where this method

is used to examine problems and find meaning and in-depth information about communication language in School Climate (McMillan, 2008). Meanwhile, with a quantitative approach, it is designed to obtain data about School Climate (SC). This research was conducted at Junior high school in Kerala. Participants in this research were 247 students and 15 teachers.

The participant data description is described in table 1:

Table 1. Profile of participant

	Freq.	Percent
Teacher	15	0.06
Student	247	0.94
male	163	62.21
Female	99	37.79

Data analysis: procedure and analysis

Data collection was carried out by interviewing and distributing questionnaires online using google form to randomly selected students and teachers. Qualitative data analysis was carried out using the Miles and Huberman model, which was carried out with three main steps, namely data reduction, display and verification (Miles and Huberman, 1994). Meanwhile, for the data reliability test, the Triangulation technique is used to obtain findings and interpretations (interpret or explain) data that are more accurate and credible (Denzin, 2000; Flick, 2006).Qualitative data analysis using of NVIVO 12 software. Quantitative data analysis, descriptive statistical analysis was carried out with the help of SPSS version 22.0. Meanwhile, to test the reliability of quantitative data before testing the validity and reliability of the questionnaire instrument used to collect quantitative data.

Results

The research results describe two areas, namely 1) the type of English-based communication language and 2) healthy environments in School Climate (SC).

Four fundamental forms of communication

Your communication style influences how you speak, behave, and respond in different contexts when you deal with other people. The four main forms of communication are as follows:

1. Inactive

Usually silent and unfocused, passive communicators don't look for attention. They seldom take a firm stand or make an effort to speak up during arguments and may even act apathetic. Since they don't often communicate their wants or emotions, it could be challenging to tell when they're uncomfortable or require assistance with a crucial task. These characteristics can be used to recognize a passive communicator: Incapacity to refuse, improper posture, Slack attitude Lack of eye contact, Soft voice, apologetically behaved, Fidgeting

Take into account these strategies to promote positive working relationships:

Adopt a direct strategy. Start one-on-one discussions since a passive communicator will typically feel more at ease in private situations than in a group environment. Seek their feedback. Give them plenty of time to consider their answers. Employ general language. Don't ask simple "yes" or "no" inquiries that don't require much explanation. Long pauses should be tolerated since passive people frequently take

their time considering how to respond. It's critical to improve your communication abilities if you're a passive communicator. Look for occasions where you feel free to express your opinions. Look for one-on-one sessions if you find that you are uncomfortable in groups. If you're more of a writer than a talker, consider email communication over face-to-face interactions.

2. Rude

Oftentimes at the detriment of others, aggressive communicators dominate talks by expressing their opinions and feelings on a regular basis. Additionally, they could respond without fully thinking, which can strain relationships and reduce output at work. Those that respond better to a calm approach find a forceful communication style unsettling, even though in some leadership circumstances it might be respected. Here are some indicators of an assertive communicator:

Keeping intense eye contact. Using aggressive gestures ,Attaining an imposing posture. Invading personal space Talking over others when they're speaking When dealing with someone who communicates aggressively, keep yourself composed and make an effort to be authoritative. Do not let the aggressive communicator's personality to intimidate you. Talk about a practical solution to the problem during your chat.

Talk in a professional manner. Steer the conversation away from sentimental or private matters.

Recognize when to give up. If the confrontational communicator starts to get too demanding or you're not moving forward positively, leave the situation.

Having an assertive communication style can make it difficult for you to build solid relationships at work. Acquiring more effective communication skills could aid you in conquering certain aggressive inclinations. Reducing your level of stress might also be beneficial.

3. Aggressive but passive

Although they may come seem as passive-aggressive communicators, they frequently act out of more aggressive reasons. Even while they may say pleasant things, they don't always follow through on their remarks. They have the ability to subtly influence circumstances to their advantage. Although it's not always the case, some passive-aggressive communicators adopt this strategy because they believe they are manipulative or helpless. Communicators that are passive-aggressive may employ the following strategies: muttering, using sarcasm, denying, putting on a pleasant front while they are obviously distressed, and giving the silent treatment Even after verbally assuring you that everything is OK, a passive-aggressive communicator may nonetheless undercut your efforts. When interacting with a communicator who is passive-aggressive, take into consideration the following strategies: Make precise demands. Avoid giving grounds for misunderstandings or uncertainty. Confront unfavorable conduct. Discuss their actions with them face-to-face. If your conversation doesn't result in any change, think about including a manager. Ask for their opinions. In one-on-one settings, ask people directly for their opinions in an effort to get open communicate. If you incline toward passive-aggression, seek for opportunities to express your demands and opinions in an honest and transparent manner. To make sure you feel heard and are taking proactive measures to remedy a situation, figure out how to seek honest and transparent channels of communication.

4. Confident

When communicating in the job, the forceful style is usually the most polite and effective. Confident in their beliefs and ideas, assertive communicators never compromise on decency or civility. They are not afraid to take on difficulties, but they also know when to say "no." These people are aware of their own boundaries and respect them without going too far in either direction. You'll be able to tell when

someone is an assertive communicator because of their ability to put people at ease.. You look for them because you are confident in their ability to lead a fruitful conversation. A display of assertive behavior looks like this: Broad gestures; cooperative and sharing tendencies; healthy ways to convey thoughts and emotions; proper posture; a clear voice; and friendly eye contact Encourage your team members who are forceful communicators to speak up, give them leadership roles, and ask for their assistance when handling passive, passive-aggressive, and aggressive communication styles.

Statistic description analysis: healthy environment in School Climate (SC)

A healthy environment in School Climate (SC) is described in four dimensions, namely 1) safe environment, 2) teacher support, 3) individual social relationships and 4) family atmosphere. Based on the perceptions of 247 students in urban schools, it shows that the school environment is unhealthy (average value 1.95), meaning that the school environment sometimes still tends to involve bullying, teasing and discrimination among students (see table 2). However, teacher support such as attention, help and teacher response to students is carried out well (see table 3). The relationship between seniority and arguments between students still often occurs (see table 4). However, the family atmosphere in urban schools shows a good family atmosphere (see table 5).

Table 2. Safe environment in SC

	Sum	Me.	Valid
A sense of safety for students	646	2.62	Very good
Students feel respected	602	2.44	often
Racism	470	1.90	sometimes
Physical teasing	510	2.06	often
Fashion teasing	376	1.52	sometime
Report students carrying sharp weapons	678	2.74	always
Reprimand students who teasing other students	582	2.36	often
Sexual teasing	407	1.65	sometimes
Bullying	351	1.42	rarely

The research results show that the school environment is quite safe, because sometimes teasing and racism occurs among students. However, the majority of students feel safe at school, meaning that the teasing and racism that occurs is not serious. Apart from that, students feel respected while they are in the school environment plus the school pays good attention to student

complaints and reports. There are three things that are of particular concern as signs of a safe school environment, namely racism, sartorial ridicule and sexual teasing. The research results show that these three things are sometimes experienced by students, so schools need to pay attention to cases that occur at school. Racism and ridicule are often used in communication language. This is why improving the safe environment at SC can be done by improving the language of communication between students and teachers.

Table 3. Teacher support in

	Sum	Me.	Valid
Help students who are teased by other students	612	2.48	Often
Provide an understanding of the prohibition of intimidation	665	2.69	Always
Teacher attention	577	2.34	Often
Responding to reports of oppressed students	562	2.28	Often
Discrimination against students	416	1.68	Sometimes
The teacher's attention is only on smart students	400	1.62	Sometimes
Receive student complaints	462	1.87	Sometimes

Teacher support at school shows good support. Teachers provide help and attention to students. Then the teacher quickly responds well if a student reports a negative incident at school. Teachers also always give students an understanding of the importance of respecting each other so that it is not justified to intimidate each other. All teacher support is carried out well by teachers while at school. So that students feel help and attention from the teachers. The research results also show that teachers sometimes discriminate, such as giving different attention to students. Even if it is not realized, this behavior is not justified by teachers towards students, especially if it is related to the healthy environment at SC. Efforts to improve a healthy environment can be done through good communication language by teachers. This shows that the teacher's ability to shape the school climate is very important. One of them is through teacher support for students by not discriminating in any form. Including in the form of attention through good communication language.

Table 4. Individual social relationships in SC

	Sum	Me	Valid
The teacher greets students in a friendly manner	635	2.57	Always
Fellow students greet each other well	637	2.57	Always
Hitting other students for teasing	375	1.52	Sometimes
Seniority	439	1.78	Sometimes
Bullying among students	283	1.15	Rarely
School thugs are feared	345	1.39	Rarely
Fearful students are not liked	365	1.48	Rarely

SC's element that indicates a healthy environment is the social relationships of individuals at school. relationship between teacher and teacher, teacher and student and student with student. The research results show good individual social relations. This is shown by the teacher greeting students in a friendly manner, and students respecting each other. Quarrels between students rarely occur, as well as students' perceptions of students who often quarrel with other students are considered not good.

Table 5. Family atmosphere in SC

	Sum	Me	Valid
Senior students help junior students	397	1.60	Sometimes
Students do not hesitate to tell the teacher	629	2.55	Always
Teachers' slow response to bullying cases	369	1.49	Rarely
There is no distance between teachers and students	459	1.86	Sometimes
Bullying of students with disabilities	322	1.30	Rarely
Feeling unknown by the teacher	399	1.62	Sometimes

The results of research on the family atmosphere in schools show a good family atmosphere. Students help each other, students also do not hesitate to tell stories to the teacher and there is no distance between the teacher and students. This illustrates that the family atmosphere is well established at school. Even quiet students feel cared for and known by the teacher. Teachers who understand the characteristics of each student are also shown well. As a form of a good family atmosphere, it is also demonstrated by the teacher's quick response when bullying occurs at school.

Discussion

Language is a tool for human communication and good use of language is the main thing in communication in society (Beckner at al., 2009; Medani and Sakti, 2022; Kholila et al., 2023). Used to convey ideas, thoughts and concepts to the recipient of the message (Velentzas and Broni, 2014). Through language a person can interact well and negotiate to build social relationships (Haristiani and Rifai, 2021). Communication language is a description of a person's communication style. Good communication style, demonstrated by polite and respectful communication language. Likewises with discriminatory communication styles, demonstrated by an oppressive and degrading language style. The various forms of communication that occur in schools show the school climate. then ultimately influence individual attitudes and behavior at school. School climate has an important role in mitigating negative behavior and influencing positive student behavior (Marraccini et al., 2020). School climate is also described by the school

environment and the involvement of all school members to ensure the school is safe and guarantees the safety of every child (Ryberg et al, 2020). There are keywords about the influence of school climate on individuals at school, namely changes in attitudes both in the form of actions and words (communication). This shows why a person's communication style is important as a reflection of the school climate. Increasing a healthy environment at SC can be realized through the habit of using good language in communication at school. Carried out by students, teachers and the entire school community. This shows that the use of communication language in socializing at school is very important. Students and teachers will respect and care for each other and will have an impact on creating a safe, healthy and comfortable schoolenvironment. Ultimately this will have an impact on student learning outcomes and teacher performance (Voight et al., 2023).

The most important factor is the contribution of school leaders in forming a good school climate and familiarizing all school members in using communication language (Johnson et al., 2022). The principal's leadership influences the school climate which will later impact the behavior of all school members (Suherman et al., 2023b). Therefore, the school principal must act as a supervisor to ensure that violence or bullying in the form of language does not occur at school. The large number of cases of violence or bullying in schools indicates an unhealthy schoolenvironment (Gunadi and Suherman, 2021; Suherman et al., 2023c). This shows that communication language is important to pay attention to at school so that students' learning environment becomes comfortable and safe, teacher performance increases and is productive and most importantly, and the build of a good school climate (SC)

Conclusion

Based on the results and discussion, it can be concluded that communication language is important to improve a healthy environment in School Climate (SC) which is described by 4 dimensions, namely 1) safe environment, 2) teacher support, 3) individual social relationships and 4) family atmosphere. communication language strategies to improve a healthy environment in schools. The impact of the results of this research is that teachers and students who are accustomed to using communication styles.

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