



The Impact of School Climate on School Quality During Covid-19 Pandemic and Beyond

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Abstract. The study aims to see how a supportive school climate can survive to the school's quality and how to solve all the problems that the teaching divisions faces in the middle of expansion of covid-19. A detailed previous studies examining the school climate effect, school quality, and education quality and analyzing recent articles on the covid-19 pandemic and the Indonesian government's response to this rapidly current condition. The result of this study indicated that amid covid-19 the field of education turn significantly into working from home, online learning, as the result of school closure. Then, the crises and challenges of school principle leadership. At the time of level 3–4 lockdown, the school with the particular emergence of e-learning, management has undergone a significant transformation, and teaching is now done remotely on a digital platform. All members of the faculty, staff, and students are required to engage in remote learning activities, often known as online learning (on the internet), in conjunction with cutting-edge technology. In addition, it seems that school atmosphere has a significant effect on academic performance. All aspects of education will be altered permanently as a result of the COVID-19 pandemic; school atmosphere, principal leaderships, teacher competences, school administration, and school resources all need to be in line with the demands of the new normal. To receive a decent education, students must attend a school with a positive learning environment and clear instructions on how to deal with the post-COVID-19 world.

Keywords: School Climate · Pandemic Covid-19 · Quality Education · School Quality

1 Introduction

When teaching and learning activities are combined with school aspects, one of which is the school climate, which is a factor that might affect school quality, the results will be optimal. As a result, it appears that the success of the school climate will determine the good and bad of online learning today, so affecting school quality. Many school districts are converting to a “hybrid” school model as a result of Covid-19, which will combine face-to-face and distance instruction.

While Covid-19 has had a huge impact on Indonesian schools, one premise for hybrid learning remains the same: schools must deliver high-quality instruction to all students.

Students and staff's emotional and physical health have been impacted by Covid-19. As a result, when schools reopen, it will be necessary to focus on the instructional needs of pupils as well as the socio-emotional needs of students, staff, and families.

One of the responsibilities that can help teachers during this period of change is the existing School Climate's mobilize and take a leading position at this special moment. For schools making the switch to a hybrid learning environment, taking into account the needs and proficiency of students and instructors in two parallel learning settings would be a challenging challenge. Teachers that use distant learning will encounter new issues with assistance. On the other hand, this endeavor needs a strong basis. The right school climate and learning environment are necessary for all of this.

The school climate must be taken into consideration by educational institutions since it encompasses aspects of relationships, human development, the changes and improvement of the system, and the physical environment [1].

Observing the polarity spectrum of the impact on student welfare in schools is so wide, maintaining student welfare in schools with various strategies is absolutely necessary so that students can grow and develop as expected. Thus, the output of the educational process in the form of humans who can function fully in society can be achieved. If it fails [2], then the negative impacts as previously mentioned will occur and ultimately result in unexpected outcomes or graduates. Say no doubt, as school institutions start repatriating students and teachers because of COVID-19, more than a few academics argue on social media that this will be a boon to research productivity: the idea may be that isolation breeds creativity. Schools seem to be paying attention to the problems and challenges teachers face in a WFH setting. Some are looking for different ways to support teachers inside and outside the school who are struggling with the burden of a pandemic. Likewise, school climate is useful in building healthy relationships in schools. These will be innovative ways to improve an effective school and work environment for teachers. In some educational institutions, the school climate is changing [3].

The atmosphere of a school determines its general character and quality [4]. It is shaped by how students, parents, and staff members interact with one another and with one another in general. It represents organizational structures, educational and learning goals, standards, objectives, and values."

The term "school climate" describes [5] the standard of the learning environment that is felt by faculty, staff, students, and other members of the school community. These are the perceptions that these people have about the policies, practices, and processes of their institution.

The interaction between the principal and teachers [6], teachers and staff, teachers and students, or the relationship between students defines the school's atmosphere and sets it apart from other institutions of learning. The success of the teaching and learning process in schools may be influenced and determined by the school atmosphere. The aspects of relationships, personal growth and development, system upkeep and change, and physical environment make up the minimum set of four factors that make up school climate.

The study of organizational climate, school climate and classroom climates in Indonesia has not been widely implemented and developed for the improvement of the quality of education [7].

It defines “climate” in terms of external circumstances, effects, and stimuli, such as the physical, social, and intellectual pressures that have an impact on pupils [8]. According to climate, a collection of workplace priorities are those that are directly or indirectly experienced by employees and are thought to have the most impact on how they behave.

The NASSP (National Association of Secondary School Principals) defines climate as “the relatively persistent pattern of common views about the feature of an organization and its members” in relation to school climate [9].

Meanwhile, as quoted in The NASSP (National Association of Secondary School Principals) regarding school climate, the definition of climate: “Climate is the relatively enduring pattern of shared perceptions about the characteristic of an organization and its members” [10].

The preferences of the students for embracing online learning are further identified. The study’s findings can be consulted by educators to determine the best tool to utilize while adopting ODL/PJJ. The selection of the right tools is very important to ensure that no student is left behind and to ensure the success of the teaching and learning process [11].

Climate [12] is a relative form of employees’ perceptions of the characteristics of an organization and its members. Environmental climate or atmosphere in a school is defined as a set of attributes that give color or character, spirit, ethos, inner atmosphere, to each school. Operationally, as well as the understanding of climate in weather, the environmental climate in schools can be seen from factors such as the curriculum, facilities, and leadership of the principal, and the learning environment in the classroom.

Several other definitions of school climate which have almost the same meaning are presented below [13], and [14] formulate the notion of school climate as a teacher’s perception of the general school work environment. Suggests climate as the relationship between personnel, social and cultural factors that influence the behavior of individuals and groups in the school environment.

According to [15] that the school climate is a characteristic of the entire school environment which includes: the physical environment, the psychological environment, and the social environment.

From some of the definitions above, the writer can conclude that the school climate, conceptually is a set of attributes that give colour or character, spirit, ethos, inner atmosphere, of each school. While operationally, school climate is measured by using the average of the school community’s perceptions of the aspects that determine the work environment. This perception can be measured by direct observation and interviews with members of the school community, especially teachers, or in a more practical and economical but reliable way, namely by distributing a validated questionnaire.

Thus it can also be said that the school climate is a system concept that reflects the overall lifestyle of a school organization. A teacher feels that the school climate where they work is pleasant if they can do something useful and create a feeling of worth, and also provide job satisfaction.

A positive school climate is a condition where the state of the school and its environment supports teaching and learning activities safely, peacefully, and pleasantly.

School climate is either atmosphere or condition in the school created by the pattern of interpersonal relationships that apply to the school organization [16–18]. The pattern of relationships that occur stems from the relationship between teachers and other teachers or the relationship between teachers and principals or vice versa between principals and teachers. The school climate dimension refers to the theory [19]: which consists of: 1) supportive (support); 2) collegial (friendship); 3) intimate (intimacy); 4) cooperative.

School climate can be created and formed. That is, a school climate that is not good can be changed and shaped into a good one if the school really wants it. It is better if the school climate that is already positive if not maintained and maintained its existence will turn into a bad school climate.

Regarding [20] a positive school climate, he argues that the school climate is the energy contained within the school organization that can have an influence on the school, depending on how the energy is channelled and directed by the principal. The better the energy is directed and channelled, the better the effect on the school. On the other hand, the worse the energy is channelled and directed, the worse the effect on the school will be. According to him, school climate not only shows the quality of life in schools, but also has an influence on changes in schools, work habits and styles of principals, teachers, and students. The climate mainly provides positive changes to the quality of learning and teaching quality.

The school climate heightens students' expectations for better academic achievement [21]. Principals, teachers, students, and parents, according to him, are the main factors that greatly influence the learning climate in schools. They are agents in developing the learning climate, which can also be interpreted as appropriate behaviour for school members. If the school already has a positive school climate, the school community must be more responsive to the existence of the school and what it has, namely a positive learning climate.

The execution of an efficient teaching and learning process requires the creation of a supportive academic environment in the classroom. A school atmosphere that can encourage student passion for learning includes one that is safe and orderly, optimistic and high hopes/expectations from school inhabitants, school health, and student-centered activities. More focused and exclusive efforts are required because the school already has control over the school atmosphere [22].

In the school climate as a system, it has, first, the dimensions of relationships, organizationally and interpersonally based on norms, goals, values, and organizational structures, as well as cultural factors that influence the behavior of human resources within the institutional environment. These two dimensions of personal growth and development greatly affect the process of teaching and learning activities so that they have an impact on the school's output. The three dimensions of system change and improvement. School climate can have a positive or negative effect. So that in a school climate that is part of the system, it is necessary to evaluate it for improvement. Finally, the dimensions of the physical environment and concepts or the internal and external environment related to students' teaching and learning activities.

2 School Climate Definition

Because the school climate encompasses dimensions of relationships, human growth and development, system change and improvement, and physical surroundings, an educational institution must pay close attention to the school climate [1].

School climate is described as a pattern of school life experiences that reflect norms, aims, values, interpersonal relationships, teaching, learning, and leadership methods, as well as organizational structures, by the National School Climate Counsel (NSCC) [23].

Because the polarity spectrum of the impact on student wellbeing in schools is so broad, it is critical to sustain student welfare in schools using a variety of ways so that kids can grow and develop as planned. As a result, the educational process can produce persons who are capable of fully functioning in society.

School climate refers to the quality and personality of school life [24], as well as the experiences of students, instructors, and other employee members in a physical school or environment of online school.

A strong and wholesome school atmosphere supports learning by providing students with positive adult-student connections, high learning standards, and a sense of mental and emotional safety and belonging among students and staffs—all of which are essential for student achievement.

We believe that it is time to broaden the phrase's definition [25] in order to more effectively convey the goal of providing every child with access to a secure learning environment. Our expanded definition recognizes that equitable school climates are crucial to educational equality in addition to urging educators and legislators to increase awareness of injustices based on race, ethnicity, gender, socioeconomic status, and location: By being culturally responsive to the patterns and wide range of norms, aims, values, interpersonal interactions, leadership styles, and organizational structures within the school and wider community, an equitable academic environment promotes each student's path toward a prosocial identity.

So What is the school climate like? The quality and personality of school life, as well as the experiences of students, instructors, and other staff members in the physical school or learning environment, comprise the school climate.

Positive learning, high academic standards, and a sense of security and mental and emotional belonging among students and staff all contribute to a strong and healthy school environment, which is vital for motivating pupils.

At the time of the Pandemic, it was expanded to reflect the goal of providing all students with equal access to a school environment, with the definition that a fair school climate is essential for educational justice, and it energizes teachers and policymakers to raise mindfulness of contrasts based on race, ethnicity, sex, financial status, and geology: With an assortment of standards, objectives, interpersonal connections, administration hones, and organizational structures within the school.

3 School Climate Dimensions

The dimensions of an organization's climate varies in types and differ from one another. Dimensions of organizational climate, include [26]:

- A. *The Physical State Of The Environment*
The physical environment refers to the environment associated with the location, equipment, and work processes. Individual perceptions of the workplace shape organizational climate.
- B. *The Social Environment's State*
Represents the interaction of organization members. Relationships can be formal, informal, familial, or professional in nature. The organizational climate is determined by all of these relationships.
- C. *Management system implementation*
The management system is the pattern of the management implementation process in the organization. There are numerous indicators of management factors that influence the work climate, such as the various organizational characteristics (educational institutions, hospitals, military) that result in different organizational climates.
- D. *Products*
Products are the things or services that the company produces. The organizational atmosphere is heavily influenced by the company's product.
- E. *Clients are served*
The organizational environment is influenced by the clients served and the product's intended audience.
- F. *The physical and emotional health of the organization's members*
Physical factors such as health, fitness, vitality, and agility, as well as psychological factors such as organizational members' dedication, morale, togetherness, and seriousness. Both of these factors have a significant impact on the organizational climate.
- G. *The corporate culture*
The environment of an organization is heavily influenced by its culture.

Furthermore, according [27] there are five aspects that determine an organization's environment, including school organizations, and according to [28] as listed below:

- 1) *The surrounding environment*
The external environment, which includes social, technological, and political aspects, is a significant factor to consider in the organizational climate.
- 2) *Strategy for the company*
The strategy (what it aspires to do), the energy personnel have to carry out the task required by the strategy (motivation), and the external conditions that govern the energy level all affect an organization's performance.
- 3) *Workplace environments*
The most powerful influence on organizational climate is the setting.
- 4) *History's Influence*
The historical strength of an organization has a greater influence the older it is. These impacts take the form of traditions and recollections, which shape organizational members' expectations and have an impact on the organization's atmosphere.
- 5) *Leadership*
The behaviour of the leader has an impact on the organizational climate, which in turn supports employee motivation [29].

4 Challenges of Working from Home Because of Climate Change

Working from home was difficult, all Indonesian instructors concurred during the Covid 16 time. Challenges include employee relations, remuneration benefits, professional growth and promotion chances, job success, organizational policies, administration, and technical supervision, as well as physical working conditions and health problems.

In general, [30] teachers agree that establishing WFH is difficult. Working from home versus face to face has a big difference in terms of problems in the classroom environment or school climate.

According to certain statistics, the majority of instructors attend technology integration seminars provided by the city education board or their schools. This demonstrates that teachers who are motivated by external reasons rely on pre-planned support to help them integrate technology, such as sharing of examples and hands-on experiences. Teachers' intrinsic and extrinsic motivation and objectives for professional advancement were discovered.

The extent to which this learning process leads to new habits and change is less evident. In addition, teachers profit primarily from social media channels and professional groups in terms of technological integration and, at the very least, curriculum and required course materials. This demonstrates that instructors place a high value on the potential benefits of social media when it comes to forming their technology integration [31].

The challenges include work and job responsibilities, opportunities for professional growth and promotion, job recognition and achievement, organizational and administrative policies and technical supervision, employment relations and compensation benefits, as well as physical working conditions and health concerns [32]. It was discovered that the significant hurdles to teacher work and student learning posed by the abrupt move from face-to-face to virtual learning were minimal.

As a result, the challenges of ICT and social media skills are noteworthy. However, organizational and administrative policy obstacles, as well as technical oversight, were identified as slightly more difficult in their survey, indicating that administrators were having issues with emergency management and continuity plans for their institutions.

5 Universal Pandemic Results in the Education System

While this school exists, it is hard for schools to avoid the expansion of e-learning, where instruction is given remotely and through digital platforms. Anyone may observe that online education has fought the symptoms of the Corona virus, which may still be felt today.

Given the quick movement away from the classroom in many parts of the world, some are wondering if the acceptance of online learning would last after the pandemic and how such a shift would effect the global education system.

Online learning technology has grown and been used in the past. There is software for everyone, whether it be virtual applications, video conferencing software, or online learning software. Utilization has significantly increased after COVID-19.

Many online learning platforms, particularly social media learning platforms, give free access to their services in response to high demand.

6 Educational Technology Used During Climate Change Due to the Covid-19 Pandemic

Based on the prior information that has been addressed, educational technology promotes the success of learning. Some of the functions of instructional technology include the following: (1) Using educational technology as a tool to promote knowledge design, (2) as a way to access knowledge to acquire information that benefits students, (3) as a platform for students to present arguments, and (4) as a way to increase the efficacy and efficiency of the learning process. (5) Making use of educational technology to meet learning objectives.

Additionally, educational technology is essential to the learning process, especially in the midst of a pandemic like the one we are currently experiencing. All activities, including teaching and learning, must be taken out at once due to the emergence of Covid-19. All educational activities were formerly conducted face-to-face between teachers and pupils, but they are now done online in an effort to break the chain of transmission of the Covid-19 virus.

Consequently, [33] technology is crucial in promoting online learning. In this regard, it was emphasized that choosing the ideal teaching strategy utilizing technology is essential to adopting online learning since it aims to provide students with learning materials even if they do not directly interact face to face as in traditional learning. In the context of online learning, technology serves as a means of communication and the transmission of knowledge pertinent to learning.

Learning is significantly impacted by technology, whether it be software or hardware, especially in the present Covid-19 pandemic condition. Technology simplifies distance learning for both instructors and students. With the aim of making it simpler for teachers to evaluate students even when it isn't done face-to-face, various platforms are offered. These include using Google Docs as a platform for running online forums, submitting exams via Google Forms, and obtaining quizzes through the website or application.

Students can use a variety of websites and programs, such as edutafsi.com, wolframalpha.com, slide sharing, [inspigo](http://inspigo.com), and others, to get subject knowledge that might not be offered during distance learning. Technology may also spur greater creativity in teachers and pupils. For example, educators can use social media sites like Facebook, Instagram, and YouTube to innovate in the delivery of learning materials.

Students, like educators, can use a variety of social media platforms to complete their assignments. In this scenario, technology can help promote the effectiveness of online learning in the middle of a pandemic like the one we're seeing right now.

Internet technology's involvement in online learning is influenced not only by its function, but also by the caliber of Human Resources. HR will have minimal influence if they lack the necessary expertise and abilities to manage and use technology as users or operators.

As a result, technical proficiency is essential to the success of online learning. Online learning depends on internet technology since, if not used appropriately, it might impede it. Students can utilize the internet to find learning resources that they do not grasp. There are several advantages to using the internet for educational purposes.

Good schools distinguish between knowledge, understanding, skills, and competencies—and assist students in doing the same. A good school is a happiness to learn,

teach, visit, and otherwise be a part of. A good school is a joy to learn, teach, visit, and otherwise be a part of. Good schools seek to develop great teachers, who in turn seek to develop all students in order to shape and change their world.

It is critical to understand whether the school where you teach is the best fit for you. There are many ways to learn before accepting a position there, as well as important traits of a successful institution. You can decide whether your school is of good quality by using these ten straightforward observations.

When you go into a school, the office staff is the first thing you see. They act as the school's model citizens. The school administration prioritizes customer service if the front desk is friendly to instructors, parents, and kids. However, if the office staff is unsatisfied and unkind, you should wonder whether the school as a whole, including the principal, has the right attitude toward pupils, parents, and instructors.

Be aware of institutions where the administration is difficult to reach. Locate a school with an office staff that is friendly, efficient, and eager to assist you, just as you would with any other business.

There is a good chance that you will get to meet the principal before beginning work at a school. You and the school as a whole depend on his attitude. A good teacher's leader should be personable, supportive, and imaginative. He should consider the learner when making judgments. The administrator should empower teachers while giving them the assistance and education they require to advance each year.

If you accept a position at a school with a principal who is seldom there or who is not receptive to new ideas, it will be challenging to work for them, leading to angry staff members, including you.

New teacher or instructors arrive at a school motivated and fired up to instruct and experiment. Many people think they can influence things. They typically have a lot to learn about classroom management and how the educational system functions at the same time. Veteran teachers, on the other hand, may be leery of change since they have years of experience and a thorough grasp of how to manage their classrooms and get things done in the school. You may develop as a teacher by working with a mix of seasoned professionals and newbies.

A principal has to build a set of fundamental principles that the entire staff adheres to in order to be genuinely effective. In order to do this, she will need to include the faculty and staff. A student-centered approach to education should be a recurring theme in all of the core values. What is best for the pupils should always be the main consideration while making decisions at school. There will be less infighting and the school will be able to concentrate on its core mission of teaching when everyone shares this conviction.

Most school systems pair up new teachers with a mentor during their first year of employment. Others offer more casual advice to new teachers while some have established mentorship programs. Each school should assign new teachers with a mentor, regardless of whether the educator is fresh out of college or moving from another school district. Mentors may help new teachers understand school culture and get around school bureaucracy in areas as different as planning field trips and buying materials for the classroom.

Politics and drama are both present in almost every department at a school. For instance, there may be math department instructors who desire more authority or a

bigger chunk of the budget. When choosing courses for the upcoming year or allocating spots at particular conferences, a seniority system will almost probably be in place. A decent school won't let this kind of behavior to compromise the main objective of instructing kids. To foster a collaborative environment with a minimum of politics, the school's administrators should work together with the department heads and be clear about the goals for each department.

A degree of trust arises when administrators offer faculty members the freedom to make decisions that are supported by the administration, which promotes more creativity and more efficient instruction. An instructor who feels engaged and motivated in decision-making will be more satisfied with his job and more willing to accept decisions with which he may disagree. Again, this begins with the principal and shared core values that are related to determining what is best for students.

Unsatisfied teachers who do not want to put as much effort into their teaching will result from a school where there is no space for teachers' opinions and they feel weak to give their opinions. You can tell if a school is of this type if you hear phrases like "Why bother?"

Even in the best schools, there will be teachers who refuse to share their knowledge with others. They will be the ones who arrive at school, lock themselves in their room, and do not leave except for mandatory meetings. If the majority of the teachers at the school are doing this, you should avoid it.

Search a high-quality school that strives to create an environment in which educators want to share with one another. This is what the school and department leadership should endeavour to emulate. Schools which encourage intra- and inter-departmental collaboration will look a significant improvement in classroom teaching quality.

A quality school's leadership communicates frequently with educators, staffs, learners, and parents about what is going on. Rumours and gossip are common in schools where officers fail to inform the reasons for decision's result or forthcoming changes in a timely manner. School leaders should communicate with staff on a regular basis; the principal and administrators should maintain an open door policy so that teachers and staff can come forward with questions and concerns as they arise.

Many middle and high schools do not emphasize parental involvement, despite the fact that they should. It is the responsibility of the school to bring parents in and help them understand what they can do. The greater the involvement of parents in a school, the better students will behave and perform. Many parents want to know what is going on in class but have no idea how to do so.

Over time, a school that emphasizes parental contact for both positive and negative reasons will become more effective. Fortunately, even if the school as a whole does not encourage such involvement, each teacher can implement it. The Characteristics of Effective School.

A well-defined and shared focus

Everybody knows where the place they go and the reason why they go there. The focus is on reaching a shared vision, and everyone comprehends their role in doing so. The focus and vision are determined from shared convictions and values, coming about in a reliable heading for all parties included.

High expectations and standards for all students

Educators and school employees believe that all learners are capable of learning and meeting high expectations. While it is acknowledged that some students must overcome significant obstacles, these obstacles are not regarded as insurmountable. Students are given a challenging and rigorous course of study.

Effective school administration

To implement change processes, effective instructional and administrative leadership is required. Effective chiefs are proactive for seeking a help when it is required. They cultivate an instructional program and a school culture that promotes learning and professional development. Effective leaders have a variety of styles and roles; teachers and other staff are frequently in positions of leadership.

Extensive collaboration and communication

All staff individuals, over all grades and subject zones, work well together. Everyone is involved and connected to one another, including parents and community members, to identify problems and work on solutions.

Alignment of curriculum, instruction, and assessments with state standards

The curriculum were developed in accordance with the fundamental standards for academic learning. Research-based instructional techniques and materials are employed. The purpose of classroom and state assessments, as well as what they measure and how student work is assessed, are all understood by the staff.

Regular evaluation of learning and teaching

Students that need help are identified through a constant cycle of various tests. Students that need more help are given extra help and instructional time, either during the school day or beyond regular school hours. On the basis of constant monitoring of student progress and needs, instruction is changed often. The outcomes of evaluations are used to concentrate and enhance educational initiatives.

Professional development that is laser-focused

In regions of highest need, staff training is prioritized heavily. For thorough and continuing professional development, the feedback from teaching and learning is employed as a focal point. Additionally, the help is consistent with the district's or school's vision and goals.

A welcoming learning environment

The school's environment is conducive to study and is peaceful, healthy, and intellectually engaging. Because they respect and identify with the professor, students are appointed in learning. Small class sizes and individualized education improve student-teacher interaction.

Involvement in family and community at a high level

Students' families, companies, social service groups, community colleges, and universities all play important roles in educating them, in addition to their instructors and other school personnel.

7 Conclusion

Globally, e-learning has increased as a result of the COVID-19 pandemic. Since learning is done online and through a digital medium, so is teaching. One indication of the alterations brought on by the coronavirus is a rise in memory retention and a reduction in

learning time as a result of online learning. There is a perception that a hasty transition to online learning with insufficient planning would ultimately lead to a subpar user experience that will hinder stability and development. On the other hand, some people think that a brand-new hybrid model of education may surface and offer important advantages.

Finally, as a result of our concerns with school climate change in learning activities, some essential elements from the literature review and opinion above must be mentioned.

There are at least seven components to a school atmosphere that can effect learning results as well as school quality. Consider the physical environment, which consists of both physical elements and processes. If the physical is the same as the mean in a system, the process, dimension product, clients, organization and culture, and other educational learning factors or dimensions will be affected.

So, in terms of educational institutions, there are at least two major challenges arising from changes in the school environment: physical resource changes, such as ICT skills and facilities. Another factor is conceptual resource changes that affect communication flow, such as retrieval and dissemination of information resources between internal and external organizations [33].

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