

Organizational Climate in School Organizations: A Literature Review

Arif Prastiawan¹, Imam Gunawan^{1, 2, *}, Arda Purnama Putra³, Dimas Arif Dewantoro⁴,
Puri Selfi Cholifah³, Ni Luh Sakinah Nuraini³, Titis Angga Rini³, Rizqi Fajar
Pradipta⁴, Kukuh Miroso Raharjo⁵, Dedi Prestiadi¹, Ence Surahman⁶

¹ Department of Educational Administration, Faculty of Education, Universitas Negeri Malang, Malang 65145, Indonesia

² Rumah Visi Kepala Sekolah, Malang 65124, Indonesia

³ Department of Primary Teacher Education, Faculty of Education, Universitas Negeri Malang, Malang 65145, Indonesia

⁴ Department of Special Education, Faculty of Education, Universitas Negeri Malang, Malang 65145, Indonesia

⁵ Department of Non-formal Education, Faculty of Education, Universitas Negeri Malang, Malang 65145, Indonesia

⁶ Department of Educational Technology, Faculty of Education, Universitas Negeri Malang, Malang 65145, Indonesia

* Corresponding author. Email: imam.gunawan.fip@um.ac.id

ABSTRACT

Organizational culture will shape the organizational climate. Organizational climate is the perception of organizational members on various aspects that exist in the organization. If organizational culture is qualitative (because organizational culture is built from shared systems and values), then organizational climate is quantitative (because organizational climate is a perception of organizational members on existing practices in the organization). Organizational climate reflects what the members feel (perceptions) of being in an organization. A leader must create a harmonious organizational climate, so that members of the organization will be comfortable working.

Keywords: organizational climate, schools, educational institutions

1. INTRODUCTION

Organizational climate assessment can be done by extracting data from the perceptions of individuals in the organization. Owens and Valesky (2015) state that organizational climate is the study of perceptions that individuals have of various aspects of the environment in the organization. Another case with Taguiri and Litwin (2010), which defines organizational climate as a quality of the internal environment of the organization experienced by its members, affects their behavior, and can be described by the values of organizational characteristics.

Miner (2015) with this definition summarizes aspects of the definition of organizational climate, namely: (1) organizational climate is related to large units that contain certain characteristic features; (2) organizational climate describes an organizational unit rather than its assessment; (3) organizational climate comes from organizational practices; and (4) organizational climate affects the behavior and attitudes of members. Bhagat and Steers (2012) state that organizational climate can be seen from two perspectives, namely: (1) organizational climate seen from the members' perceptions of the organization; and (2) organizational climate seen from the relationship between organizational activities and management behavior.

Halpin and Croft (1999) have identified the organizational climate continuum based on the results of their research using the Organizational Climate Description Questionnaire (OCDQ). In essence, there are five classifications of organizational climate, namely: (1) open climate, which describes a situation where members are very happy to work, often work together, and there is openness; (2) autonomous climate, which is a situation where there is freedom of creative opportunities, so that members have the opportunity to satisfy their needs; (3) the controlled climate, which is characterized by an emphasis on achievement in realizing the satisfaction of social needs, everyone works hard, lacks mutual relations; (4) the familiar climate, namely the existence of a high sense of agreement between leaders and members; and (5) the closed climate, that is, which is characterized by a situation of low satisfaction and job performance as well as the social needs of the members, the leadership is very closed to its members.

Based on the classification of organizational climate, Halpin and Croft (1999) concluded that there are three classifications of organizational climate, namely: (1) open climate; (2) familiar climate; and (3) autonomous and paternal climate. In the end, Halpin and Croft (1999) classified organizational climate into two, namely: (1) open climate; and (2) closed climate. The two classifications are

not discrete sorting, but are a continuum from open to closed. The results of Miner (2015) research show that managers who work in an open organizational climate show better jobs than managers who work in a closed organizational climate. Davis (2011) states that organizational climate also affects motivation, performance, and job satisfaction. Though motivation, performance,

Therefore, organizational climate can be said to affect organizational effectiveness. Hoy and Miskel (2005) state that organizations that have an open climate work situation show a higher level of trust and effectiveness than those that use a closed climate. Heck and Marcoulides (1993) found that school achievement was influenced by the type of leadership developed and the strong school climate. Thus, organizational climate is influenced by organizational climate and leadership style. Organizational climate is also influenced by the organizational culture that develops in it.

This is in line with the view of DeRoche (2011) who sees the relationship between organizational culture and organizational climate. The relationship presupposes culture as a battery and climate as a nuclear plant (nuclear plan). Thus, the climate that is assumed to be a nuclear plant is influenced by the culture (presumably the battery) prevailing in the organization. Gibson, et al., (2003) suggested that organizational culture is an organizational personality that influences how individuals act in organizations. Owens and Valesky (2015) suggest that organizational culture has a strong (powerful) influence on climate development. It is further explained that organizational culture affects the attitudes and feelings of organizational members.

Kanter (1999) in his research found that in successful organizations, a culture of pride in the organization is related to the climate of success in the organization. A culture of pride is defined as an emotional commitment and commitment to values between individuals and organizations, people feel different (belong) to a meaningful organizational entity. Organizational climate is also influenced by the leadership style applied by managers or administrators or if in private universities it is called a chancellor, chairman, or director. Hoy and Miskel (2005) state that leaders who receive high support describe a favorable group climate, while leaders who receive low support describe a group climate that is less favorable.

Owens and Valesky (2015) found that the success of a leader is not due to staff achievement, but by his responsibility to develop an environment that allows student development to reach high levels. In relation to the quality of the relationship between leaders and subordinates that describes organizational climate. Owens and Valesky (2015) found that if the relationship between the leader and subordinates is good (for example, the leader trusts, appreciates, and is liked), then the leader is easier to exert influence and authority than if the relationship between the leader and subordinates is not good (for example, the leader is disliked and less give trust).

Based on this explanation, it can be concluded that leaders who use human relations orientation will more support an open climate (give trust, respect) than leaders who use task orientation. Organizational climate depends on the leadership style of a manager. Winn, et al., (2010) emphasized that the function of a leader is to create an atmosphere and climate in which employees can develop. Thus, the leadership style of a leader influences the organizational climate he leads.

Based on some of the research results and views, it can be concluded that the organizational climate is influenced by the leadership style and organizational culture. Owens (1997) argues that there are eight components of climate which are a sorting of group characteristics and leader behavior, namely:

- a. Disengagement or non-participation, which is the degree to which staff tend to be disengaged and not committed to achieving organizational goals.
- b. Hindrance or hindrance, which refers to the feeling of the staff under the leadership of burdening their work.
- c. Esprit or enthusiasm, which refers to the morale of work due to the fulfillment of social needs and a sense of accomplishment at work
- d. Intimacy or intimacy, namely the level of cohesiveness between staff in the organization, leader behavior.
- e. Aloofness or spacing, which describes the level of formal and impersonal leader behavior that indicates social distance from staff.
- f. Production emphasis or emphasis on results, which refers to the behavior of leaders so that staff work hard.
- g. Thrust or feeling of confidence, which refers to the level of leader behavior characterized by hard work to be emulated by staff.
- h. Consideration or attention, which refers to the level of leader's behavior by treating staff humanely according to their dignity.

2. SCHOOL ORGANIZATIONAL CLIMATE

Anyone who visits multiple schools will quickly be able to note how schools differ from each other in terms of how they feel. For example, in a school, teachers and principals are full of enthusiasm and show confidence in what they are doing. They find joy in working with one another. This joy is channeled to the students, who at least are given the opportunity to investigate how schools can be a happy study. In the second school for example, the teacher's displeasure was obvious, the principal tried to hide his incompetence and again he wore the robe badly, because the attitude he showed to others doubted between being self-deprecating and interfering in other people's business.

And the psychological pain that occurs in students who, in their own frustration, gives back to the teacher an atmosphere of despair. The third school was marked by not only displeasing and despair but also empty rituals. Here,

one has the feeling of seeing a complex puzzle in which the teacher, principal, and students seem to be acting off track. The action was subtle, even verbal / eloquent, but the action seemed to have little meaning to the members in a strange way that didn't seem very real. In addition, people who go to other schools find that each one shows a personality of his own.

The personality depicted in the illustration is the organizational climate of the school. Analogically, personality is for the individual, while organizational climate is for the organization. This observation of how schools differ in terms of organizational climate provides the impetus for research today. It can be seen from direct experience that schools are distinguished in their feelings. That is not a new investigation. However, it can be seen. It is necessary to map the domain of the school organization climate to identify and describe its dimensions and measure it in a certain way that will minimize the limitations that exist in each instrument, which ultimately must be considered in the form of objective considerations.

The second driving force is dissatisfaction with the concept of spirit in the disordered way it is used in specific studies of schools and the school system. Statements about enthusiasm in a school fail to explain the organizational climate of the school. The third driving force is the result of direct growth from experience with the Leader Behavior Description Questionnaire (LBDQ) study. Experience has shown how the neglect of principals with high scores in both the consideration and initiating structure in schools where members are not particularly prepared to accept a leader.

The group may not mobilize the leader, especially in situations where the teachers have permanent positions and the principal does not. Obviously, some sort of mix is made between the style of the leader and how prepared group members are to accept that style. Information such as LBDQ should provide leaders with what is needed to supplement the relevant information about the organization itself. The fourth driving force is interest in organizational climate, whether it be in schools, in hospitals, in military units, or in business corporations.

The coincidence of circumstances led to the initiation of studies of organizational climate in schools. It can be presumed that starting with a business corporation, it must identify a common set of subtests and a common climate unit. However, universally, organizational climate has the same characteristics between organizations, namely the perception of the working atmosphere of the members. The difference is in the fields that are carried out by different organizations, so that it will cause different climatic differences. A leader has a duty to create a strong organizational climate in his organization.

3. ORGANIZATIONAL CULTURE AND ORGANIZATIONAL CLIMATE

The results of research by Miner (2015) show that managers who work in an open organizational climate

show better jobs than managers who work in a closed organizational climate. Organizational climate also affects, motivation, performance, and job satisfaction. Whereas motivation, performance and job satisfaction are part of the effectiveness components for the organization. Therefore, it can be concluded that organizational climate has a direct effect on organizational effectiveness.

Organizations that work with an open climate show a higher level of trust and effectiveness than those that use a closed climate (Hoy and Miskel, 2005). Heck and Marcoulides (1993) found that school (organizational) achievement was influenced by the type of leadership developed and the strong school climate. Thus, organizational effectiveness is influenced by organizational climate and leadership behavior. Organizational climate is also influenced by the organizational culture that develops in it. This is in line with DeRoche (2011) view which states that organizational culture has a relationship or relationship with organizational climate. The linkage presumes that culture is the battery and climate as a nuclear plant. Thus, the organizational climate (presumably the battery) prevails in the organization.

Organizational culture is an organizational personality that affects how individuals act in organizations (Gibson, et al., 1996). Owens and Valesky (2015) suggest that organizational culture has a strong influence on climate development. It is further explained that organizational culture affects the attitudes and feelings of organizational members. Kanter (1999) in his research found that in successful organizations, a culture of pride in the organization is related to the climate of success in the organization. A culture of pride is defined as an emotional commitment and value commitment between individuals and organizations, people feel they belong to a meaningful organizational entity (Kanter, 2004). Several research findings made by experts further strengthen that organizational culture affects organizational climate.

Owens and Valesky (2015) suggest that organizational culture has a strong influence on climate development. It is further explained that organizational culture affects organizational attitudes and feelings. This view is reinforced by Kanter (1999) who in his research found that in successful organizations, a culture of pride in the organization is related to the climate of success in the organization. A culture of pride is defined as emotional commitment and people's commitment between individuals and organizations, people feel they belong to a meaningful organizational entity, while the climate of success is characterized by openness between organizational members in carrying out their duties.

Based on some of the views that have been presented, it can be concluded that organizational culture is influenced by leadership behavior, while organizational culture affects organizational climate and organizational effectiveness. A strong organizational culture is followed by an increasingly open organizational climate, which in turn will increase organizational effectiveness.

4. CONCLUSION

Organizational climate is a quality of the organization's internal environment experienced by its members, influencing their behavior, and can be described by the values of the characteristics of the organization. The organizational climate is influenced by the organizational culture that develops in it, the organizational climate is also influenced by the leadership style applied by the manager or administrator. Organizational culture has a strong influence on climate development. Organizational culture influences organizational attitudes and feelings.

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