

How to Improve Healthy Environment in Urban School Climate (USC) by Communication Language Strategies? Arabic Based Communication Language and Statistic Description Analysis

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Abstract

The purpose of this research is to explain communication language factors to improve a healthy environment in an Urban School Climate (USC). This research also reviews the USC 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, Bogor. Qualitative data analysis was carried out using the Miles and Huberman model and using of NVIVO 12 software, 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 Urban School Climate (USC) which is described by 4 dimensions, namely 1) a safe environment, 2) teacher support, 3) individual social relationships and 4) family atmosphere. Arabic-based communication language styles, namely *qaulan baligha*, *qaulan maysura*, *qaulan layyinan*, *qaulan ma'arufan* and *qaulan kariman* can be used as communication language strategies to improve a healthy environment in schools. 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 Arabic-based communication language styles to support the creation of a good USC 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, 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; Najooan, 2021; Amalia and Haristian, 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 researchs 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). A study conducted in China by Zhao, et al., (2022) states that an international multilingual language policy is needed to resolve communication problems in international Non-governmental Organizations (INGO). Meanwhile, in schools, language education is one of the strategies to improve understanding of science subject

matter, especially during practicums in the laboratory (Fauziah, et al., 2021; Suherman, et. al. 2023a).

The purpose of this research is to explain communication language factors to improve a healthy environment in Urban School Climate (USC). This research also reviews the USC 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 USC characterized by a healthy environment.

Literature review

Urban School Climate (USC) 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). USC influences the behavior and attitudes of everyone at school (Hoy and Miskel, 2014; Tubbs and Garner, 2008). USC as a distinctive school character can attract teachers and students to love the school with a sense of belonging to the school.

Good USC forms 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 four types of USC, namely 1) school openness climate, 2) school health climate, school ukhuwah climate, and 4) 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 USC are safe environment, teacher support, individual social relationships and family atmosphere.

Research method

Design of the study

This study uses a mix method approach with a sequential exploratory strategy, namely research conducted using a research approach that combines or 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 Urban School Climate (McMillan, 2008). Meanwhile, with a quantitative approach, it is designed to obtain data about Urban School Climate (USC).

Participants

This research was conducted at Junior high school in Bogor. 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

Gender		
Male	163	62.21
Female	99	37.79
Education Level of Teacher		
S1	10	66.67
S2	4	26.67
S3	1	6.66

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 Arabic-based communication language and 2) healthy environments in Urban School Climate (USC).

Type of Arabic based communication language

The Arabic based communication language is a type of communication that uses various language styles according to circumstances and conditions. There are five types of communication language in the Al Qur'an, namely 1) *Qaulan Baligha*, 2) *Qaulan Maysura*, 3) *Qaulan Layyinan*, 4) *Qaulan Ma'rufa* and 5) *Qaulan Kariman* (See Figure 1).

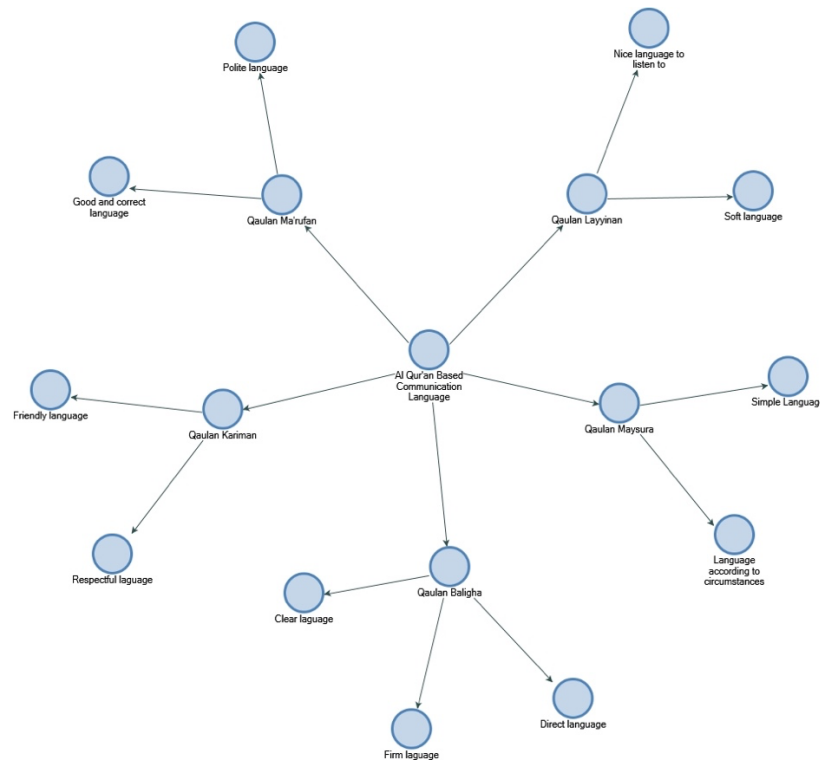


Figure 1. Arabic based communication language

- *Qaulan Baligha* is communication that uses a clear, firm and direct language style. This type of communication leads to a person's language style being accurate in expressing meaning precisely. If every school member can use the *qaulan baligha* type of communication, it can create an atmosphere full of concern for each other, reducing errors in understanding the intent and purpose of the message conveyed.
- *Qaulan Maysura* is communication that uses a simple language style and is appropriate to the situation. This means that the language style a person uses when communicating adapts to the person they are speaking to. Apart from that, the language used is also appropriate to the situation and conditions being faced. Effective learning will occur when the teacher uses language that is appropriate to the student's level of ability both intellectually and psychologically. The *qaulan maysura* type of communication is useful for helping someone more easily understand the meaning and meaning of the message material being conveyed.
- *Qaulan layyinan* is communication that uses language that is pleasing to the ear and soft. This type of communication refers to the language style a person uses in communicating with other people that prioritizes calmness of heart. This language style is suitable for use when advising students who violate school rules. If teachers use the *qaulan layyinan* language style, they will be able to create a pleasant school climate for students. It is very important for teachers to have this communication skill so that when they reprimand students who make mistakes or break school rules, they do so gently.
- *Qaulan ma'rufan* is communication that uses polite and good language. Communication that shows someone is kind and wise. So that the message conveyed contains wisdom and knowledge. Sometimes someone who has this communication ability rarely speaks complicated and long language. The term that appears to describe this type of communication

is "silence is golden". The understanding that someone who talks a lot means a lot is wrong, so this type of communication only speaks when needed.

- *Qaulan kariman* is communication that uses respectful and friendly language. This type of communication is suitable for use by students with teachers or with people who are older. A language style that shows respect for teachers will produce a comfortable school atmosphere. This type of communication can build a healthy and friendly school climate.

Statistic description analysis: healthy environment in Urban School Climate (USC)

A healthy environment in Urban School Climate (USC) 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 USC

Safe Environment	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	Sometime
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	Sometime
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 USC can be done by improving the language of communication between students and teachers.

Table 3. Teacher support in USC

Teacher Support	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	Sometime
The teacher's attention is only on smart students	400	1.62	Sometime
Receive student complaints	462	1.87	Sometime

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 USC. 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 USC

Individual Social Relationships	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	Sometime
Seniority	439	1.78	Sometime
Bullying among students	283	1.15	Rarely
School thugs are feared	345	1.39	Rarely
Fearful students are not liked	365	1.48	Rarely

USC'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 USC

Family atmosphere	Sum.	Me.	Valid
Senior students help junior students	397	1.60	Sometime
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	Sometime
Bullying of students with disabilities	322	1.30	Rarely
Feeling unknown by the teacher	399	1.62	Sometime

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 et 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. Likewise 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.

Type of Arabic-based communication language taken from the Qur'an has its own characteristics. In accordance with the conditions, psychology and atmosphere of the person who will receive the message. If this is used by everyone in the school, the school environment and atmosphere will be healthy as an illustration of a good Urban School Climate (USC). Every message conveyed can be well received by the people who will receive the message (Dzulhusna, et al., 2022). The concept of *qaulan* in the Qur'an can also be used in teaching and learning (Ainissyifa, et al., 2022), students can more easily understand learning material and teachers can more easily understand students' characteristics so they can provide solutions to students' problems (Hasanah and Munif, 2023).

Increasing a healthy environment at USC 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 school environment. 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 school

environment (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 urban school climate (USC).

Conclusion

Based on the results and discussion, it can be concluded that communication language is important to improve a healthy environment in Urban School Climate (USC) which is described by 4 dimensions, namely 1) safe environment, 2) teacher support, 3) individual social relationships and 4) family atmosphere. Communication language styles based on the Qur'an, namely *qaulan baligha*, *qaulan maysura*, *qaulan layyinan*, *qaulan ma'arufan* and *qaulan kariman* can be used as 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 based on the Qur'an will support the creation of a good USC characterized by a healthy environment.

Declaration of conflicting interest

Authors declare no conflict of interest for study.

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