

THE RELATIONSHIP BETWEEN ISLAMIC VALUE-BASED SCHOOL REGULATION COUNSELING AND THE ACADEMIC ATMOSPHERE IN SCHOOLS

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ABSTRACT

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| Background | The academic atmosphere in schools is influenced by regulations and organizational practices that foster a safe, inclusive learning environment while supporting students' character development through the integration of Islamic values and consistent disciplinary policies. |
| Purpose | This study aims to analyze the influence of Islamic value-based school regulation counseling on the academic atmosphere at MTs. Mambaul Hikam. |
| Research Methodology | A quantitative correlational method was employed, with a population of 130 and a sample of 98 respondents. Data were collected using a questionnaire and analyzed using SPSS to perform a hypothesis test (t-test). |
| Result | The calculated t-value was 6.969 with 98 samples and 96 degrees of freedom. At a significance level of 0.05, the critical t-value was 1.985. Since the calculated t-value exceeds the critical value, the relationship between school regulations and the academic atmosphere is statistically significant. The R Square value of 0.336 indicates that school regulations influence the academic atmosphere by 33.6%, while the remaining 66.4% is affected by other variables. |
| Conclusion | Effective counseling on school regulations supported by appropriate tools, timing, materials, and conditions plays a crucial role in creating a conducive academic environment, enhancing students' sense of safety, social relationships, and the overall quality of learning |
| Keywords | Counseling, School Regulations, Academic Atmosphere, Islamic Values |

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INTRODUCTION

The academic atmosphere in schools reflects the quality of school life, encompassing aspects such as emotional and physical safety, connectedness, support, academic challenge, and student engagement (Lewno-Dumdie et al., 2020). Supportive practices at both the school and classroom levels are particularly crucial for children vulnerable to chronic stress or traumatic experiences (Osher et al., 2016). A positive school climate is correlated with higher academic achievement, mental health, attendance, and graduation rates (Voight et al., 2024), although the correlation is relatively weak ($r = 0.178$) (Demirtas-Zorbaz et al., 2021). Such an environment also positively influences student behavior and psychological well-being (Shumakova et al., 2023), and serves as a protective factor for students living with one or no parents (Huang et al., 2017). Nevertheless, measuring school climate remains a methodological challenge (Kearney et al., 2020). The academic climate scale assesses teacher support, high standards, and peer support (Spring & Ochoa, 2024). Positive relationships between teachers and high expectations also strengthen school climate (Delgado-Galindo et al., 2025).

The academic atmosphere in schools is significantly influenced by school regulations and organizational practices. A positive school climate reflects the quality of the learning environment, social interactions, and effective organizational processes, all of which contribute directly to student learning outcomes (Klugman, 2017). Clear rules and consistent discipline shape a learning-supportive environment by upholding values such as respect, equity, and inclusion (Longobardi et al., 2022). Moreover, structured rules can mediate the effects of socioeconomic background on academic achievement (Bravo-Sanzana et al., 2020). Implementing school regulations that support the academic climate helps foster a conducive environment and enhances students' psychosocial well-being by preventing bullying and violence, and by creating a safe learning space (Kutsyuruba et al., 2015). A positive school climate also contributes to reducing achievement gaps among students from different socioeconomic backgrounds (Berkowitz et al., 2017). Therefore, school leaders must develop regulations that promote inclusivity and respect for student diversity (Adu, 2015).

The urgency of Islamic value-based school regulations lies in their capacity to shape holistic individuals intellectually, spiritually, emotionally, and physically (Khalid, 2017). Values such as honesty, discipline, responsibility, and social awareness can be instilled through religious activities such as Qur'an recitation, congregational prayer, and programs like "Clean Friday" and "Blessed Friday" (Tsani et al., 2024). Effective educational practices emphasize the integration of Islamic values within structured activities and a supportive school climate (Kurniawan et al., 2025). Integrative approaches within subjects like mathematics and science further enhance students' spiritual and intellectual development (Isaac, 2025). While challenges such as limited resources and academic pressures persist (Salim et al., 2024), opportunities for contextual and innovative learning remain open (Jasiah et al., 2024). Islamic values have also been shown to strengthen character education, promote empathy, and build resilience (Bakti et al., 2025). Thus, this approach must be designed with careful planning and evaluation (Ferdinan et al., 2025).

The dissemination of school regulations based on Islamic values represents a strategic approach to character formation by integrating Islamic principles into daily school activities. Activities such as Qur'an recitation, congregational prayer, and programs like "Clean Friday" and "Blessed Friday" have been shown to cultivate values such as discipline, honesty, responsibility, and social awareness (Tsani et al., 2024). In the context of inclusive education, values such as empathy and resilience are also developed through routine worship and social activities (Bakti et al., 2025). Educational practices in Islamic schools demonstrate that the implementation of Islamic values can align with national regulations, as seen in Islamic schools in the UK that integrate "British values" with Islamic principles (Lahmar, 2020). However, challenges arise in aligning Islamic values with broader societal norms, as experienced by Muslim adolescents in the Netherlands (Altinyelken,

2022). To address this, teacher collaboration and extracurricular programs serve as effective strategies (Ok et al., 2022).

Previous studies have mostly explored the relationship between school regulations and the academic atmosphere in general terms. However, in-depth investigations on the influence of regulation counseling—especially in relation to the use of counseling tools, appropriate timing, and relevant content—on the academic climate remain limited. Additionally, within the context of Islamic schools, research on the integration of Islamic values into school regulations to foster a conducive academic atmosphere is scarce, particularly in addressing the challenges posed by global socio-cultural diversity. This study offers an innovative approach by examining the technical aspects of school regulation counseling alongside the integration of Islamic values as an effort to shape student character and create an inclusive and harmonious academic environment. The objectives of this study are to analyze the influence of school regulation counseling on the academic atmosphere and to explore the integration of Islamic values into school policies. The findings are expected to contribute to the development of effective counseling mechanisms and the creation of adaptive and culturally responsive learning environments.

RESEARCH METHODOLOGY

This study employed a quantitative approach with a correlational design to examine the relationship between Islamic value-based school regulation counseling and the academic atmosphere at MTs. Mambaul Hikam. The study involved a population of 130 respondents, consisting of teachers, educational staff, and students. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in the following calculation: $n = N / (N \cdot d^2 + 1) = 130 / (130 \cdot (0.05)^2 + 1) = 98.11 \approx 98$ respondents (random sampling).

Data collection was conducted using a Likert-scale questionnaire distributed via Google Forms. The research instrument is detailed as follows:

Table 1. Research Instrument

| Variable | Indicator | Research Statements |
|--|-------------------------------|--|
| School Regulation Counseling (X) (Maulana et al., 2016) | Condition of Counseling Tools | The media used align with the school regulations content and are easy to understand. The counseling media help me better understand Islamic values in the school regulations. |
| | Suitability of Time and Place | Counseling is conducted at times that do not interfere with class activities. The counseling location is comfortable and easily accessible to all students. The timing and setting support a conducive learning environment. |
| | Counseling Content | The content is relevant to students' needs in understanding school regulations. The regulations presented address common issues occurring within the school environment. Counseling on Islamic-based school regulations is delivered clearly and practically. |
| | Contextual Appropriateness | Regulations are adapted to students' level of understanding of religious values and discipline. Counseling uses language that is easy to understand and suited to the characteristics of MTs students. Counseling helps students accept and apply school regulations more effectively. |
| Academic Atmosphere (Y) (Lewno-Dumdie et al., 2020) | Safety | The school provides a safe environment free from violence or bullying. Disciplinary actions are applied fairly and consistently. |
| | Relationships | Student–teacher relationships are respectful and well-established. Teachers and staff are open and attentive to students' problems. |
| | Teaching and Learning | I receive sufficient academic support when facing difficulties at school. Learning in this school encourages me to think critically and actively. |

| | |
|------------------------------|--|
| Institutional Environment | School facilities (classrooms, library, laboratories, etc.) adequately support teaching and learning activities. The school's social environment fosters positive and religious behavior aligned with Islamic values. |
| School Improvement Processes | School development programs (e.g., spiritual guidance, study motivation) are conducted regularly and are beneficial. |

Instrument validity was tested using item-total correlation analysis in SPSS, where an item is considered valid if the calculated r-value exceeds the critical r-value. Reliability testing was conducted using Cronbach's Alpha, with an alpha value > 0.60 indicating that the instrument is reliable. Descriptive analysis was performed by calculating the mean and standard deviation for each variable to determine data tendencies. Normality testing used significance values (sig.), where data are considered normally distributed if sig. > 0.05. Homogeneity testing employed Levene's Test; data were considered homogeneous if Sig. > 0.05. Hypothesis testing was conducted by comparing the t-calculated and t-critical values. If t-calculated > t-table, the alternative hypothesis (Ha) is accepted. Research Hypothesis: There is a positive relationship between Islamic value-based school regulation counseling and the academic atmosphere at MTs. Mambaul Hikam.

RESULT AND DISCUSSION

Descriptive Data Analysis

Descriptive Statistics

| | N | Mean | Std. Deviation | Variance |
|---------------------|----|---------|----------------|----------|
| School Regulations | 98 | 45.2551 | 4.95820 | 24.584 |
| Academic Atmosphere | 98 | 36.3265 | 3.86306 | 14.923 |
| Valid N (listwise) | 98 | | | |

The table above presents descriptive statistics for the two variables: School Regulations and Academic Atmosphere, based on a sample of 98 respondents. The mean score for School Regulations is 45.26 with a standard deviation of 4.96, while the mean score for Academic Atmosphere is 36.33 with a standard deviation of 3.86. The variance of School Regulations (24.58) is higher than that of Academic Atmosphere (14.92), indicating that the data for School Regulations have a wider spread of values.

Data Validity

Correlations

| | | School Regulations | Academic Atmosphere | Total |
|---------------------|---------------------|--------------------|---------------------|--------|
| School Regulations | Pearson Correlation | 1 | .580** | .916** |
| | Sig. (2-tailed) | | .000 | .000 |
| | N | 98 | 98 | 98 |
| Academic Atmosphere | Pearson Correlation | .580** | 1 | .858** |
| | Sig. (2-tailed) | .000 | | .000 |
| | N | 98 | 98 | 98 |
| Total | Pearson Correlation | .916** | .858** | 1 |
| | Sig. (2-tailed) | .000 | .000 | |
| | N | 98 | 98 | 98 |

**. Correlation is significant at the 0.01 level (2-tailed).

The critical r-value (r-table) for a sample of 98 at a 0.05 significance level is 0.1986. This value was compared to the Pearson Correlation (PC) values of each indicator. The PC value for the School Regulations variable was 0.916, and for Academic Atmosphere, it was 0.858. Since both values are significantly higher than the critical r-value of 0.1986, the indicators are empirically declared valid.

Data Reliability

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .720 | 2 |

The result of the Cronbach's Alpha reliability test yielded a value of 0.720. As this exceeds the acceptable threshold of 0.70 (which is also above the minimum benchmark of 0.60), the instrument used in this study is deemed reliable. This indicates that the items in the questionnaire possess adequate internal consistency in measuring the intended variables.

Normality Test

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---------------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| School Regulations | .090 | 98 | .051 | .980 | 98 | .153 |
| Academic Atmosphere | .086 | 98 | .071 | .977 | 98 | .087 |

a. Lilliefors Significance Correction

The normality test results show significance values of 0.51 for the School Regulations variable and 0.71 for the Academic Atmosphere variable. Since both significance values exceed the 0.05 threshold, it can be concluded that both variables are normally distributed. Thus, the assumption of normality is fulfilled, allowing for the use of parametric statistical methods in further analysis.

Homogeneity Test

Test of Homogeneity of Variances

| | | Levene Statistic | | | |
|---------------------|--------------------------------------|------------------|-----|--------|------|
| | | Statistic | df1 | df2 | Sig. |
| Academic Atmosphere | Based on Mean | 1.575 | 19 | 77 | .084 |
| | Based on Median | .936 | 19 | 77 | .543 |
| | Based on Median and with adjusted df | .936 | 19 | 49.261 | .546 |
| | Based on trimmed mean | 1.539 | 19 | 77 | .096 |

Levene's Test was conducted to determine whether the variances among groups are homogeneous an essential assumption for parametric tests such as ANOVA. The significance values (Sig.) from the four methods based on the mean, median, median with adjusted degrees of freedom, and trimmed mean were 0.084, 0.543, 0.546, and 0.096, respectively. All significance values exceed the 0.05 threshold, indicating no significant variance differences among the groups. Therefore, the variable Academic Atmosphere is considered to have homogeneous variance, and the assumption of homogeneity is satisfied for further statistical analysis.

Hypothesis Testing (t-Test)

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
|-------|--------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | t | |
| 1 | (Constant) | 15.890 | 2.950 | | 5.387 | .000 |
| | School Regulations | .452 | .065 | .580 | 6.969 | .000 |

a. Dependent Variable: Academic Atmosphere

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .580 ^a | .336 | .329 | 3.16438 |

a. Predictors: (Constant), School Regulations

Based on the results of the t-test, the calculated t-value was 6.969 with a sample size of 98, resulting in degrees of freedom (df) = 96. At a 0.05 significance level (two-tailed test), the critical t-value was 1.985. Since

the calculated t-value (6.969) is greater than the critical value (1.985), the result is statistically significant. This indicates a significant positive relationship between School Regulations and the Academic Atmosphere. This finding is further supported by the R Square value of 0.336, indicating that 33.6% of the variance in Academic Atmosphere is explained by School Regulations, while the remaining 66.4% is influenced by other variables. This suggests that components such as the condition of counseling tools, appropriateness of time and location, counseling content, and the alignment of regulations with student characteristics all contribute positively to shaping an academic atmosphere characterized by safety, positive relationships, teaching and learning quality, institutional environment, and school improvement processes.

The relationship between school regulations and the academic atmosphere can be understood within the framework of school climate, which encompasses the overall physical, social, and emotional environment. A positive school climate, including factors such as a sense of safety, teaching quality, and peer relationships, has been shown to contribute to higher academic achievement (Demirtas-Zorbaz et al., 2021; Erdem & Kaya, 2024). Classroom climate, as a subset of school climate, also demonstrates a positive albeit smaller impact on student performance (Barksdale et al., 2021). Students' perceptions of safety and moral order play a critical role in learning outcomes, as regulations that ensure a safe and supportive environment tend to enhance academic performance (Hyseni Duraku & Hoxha, 2021). Additionally, adequate teacher support and manageable workloads are crucial; excessive teacher workload can negatively impact teacher mental health and, consequently, the learning process (Ateeq, 2025).

Emotion regulation strategies also play a role: positive strategies such as problem-solving are strongly linked to academic achievement, while negative strategies like avoidance may reduce learning outcomes (Romo et al., 2025; Mattar et al., 2020). Effective school regulations should not only enforce discipline but also promote the development of internal student factors, such as self-efficacy and learning motivation, which mediate the relationship between school climate and academic performance (Wang, 2025). The teacher student relationship is a vital component of a positive academic atmosphere. Supportive teacher-student interactions have been shown to improve student engagement, especially for vulnerable student populations (Di Lisio et al., 2025). Therefore, school regulations should foster healthy and constructive relationships between educators and learners. Furthermore, the implementation of integrated support systems that address both academic and psychological needs can help create a more comprehensive and conducive learning environment (Hazan-Liran & Walter, 2025). One proven strategy is the implementation of school-based mentoring programs, particularly those involving trained mentors, which have been shown to enhance self-regulation skills and academic achievement (Martins et al., 2022). Thus, well-designed school regulations can effectively shape a healthy academic atmosphere and support educational success.

CONCLUSION

There is a positive and significant relationship between school regulation counseling and the academic atmosphere in schools. This finding indicates that the counseling efforts conducted by the school play a crucial role in creating a conducive academic environment. Effective counseling involves several key aspects, including the availability of appropriate counseling tools, the suitability of the time and place of implementation, the relevance of the materials delivered, and alignment with the students' conditions and characteristics. When regulation counseling is implemented effectively and systematically, students are more likely to understand and internalize the applicable rules. This, in turn, fosters positive behavioral development within the school environment. The impact is reflected in improvements across various dimensions of the academic atmosphere such as enhanced feelings of safety, healthier social relationships among school members, and better teaching and learning processes. Moreover, a supportive institutional environment and continuous school improvement

efforts further strengthen the development of a positive academic climate. These findings underscore the importance of regulation counseling programs as an integral component of strategies aimed at enhancing the quality of the school learning environment. They also highlight the need for the active involvement of all school stakeholders in cultivating a healthy, inclusive, and productive academic atmosphere.

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AUTHORS' CONTRIBUTION

- Author 1 : Conceptualization, Data Curation, Investigation, Validation
Author 2 : Conceptualization, Project Administration, Translator
Author 3 : Researcher, Methodology, Writing Draft, Project Administration, Translator

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