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## #1893 Summary

**SUMMARY**   REVIEW   EDITING

### Submission

Authors	Wahyu Nanda Eka Saputra, Agus Supriyanto, Budi Astuti, Yulia Ayriza, Sofwan Adiputra
Title	The Effect of Student Perception of Negative School Climate on Poor Academic Performance of Students in Indonesia
Original file	<a href="#">1893-6945-1-SM.DOCX</a> 2020-01-02
Supp. files	None
Submitter	Sofwan Adiputra 
Date submitted	January 2, 2020 - 08:42 AM
Section	Articles
Editor	IJLTER .ORG 
Abstract Views	0

### Status

Status	Published   Vol 19, No 2 (2020): February 2020
Initiated	2020-03-24
Last modified	2020-03-24

### Submission Metadata

#### Authors

Name	Wahyu Nanda Eka Saputra 
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#### KEYWORDS



[COVID-19](#) [COVID-19 pandemic](#) [Higher education](#) [STEM](#) [academic achievement](#) [academic performance](#) [assessment](#) [e-learning](#) [education](#) [higher education](#) [inclusive education](#) [learning mathematics](#) [motivation](#) [online learning](#) [pre-service teachers](#) [professional development](#) [self-efficacy](#) [teacher education](#) [teachers teaching and learning](#)

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## Title and Abstract

Title The Effect of Student Perception of Negative School Climate on Poor Academic Performance of Students in Indonesia

Abstract

A conducive school climate is one of the conditions that students must have to display positive academic performance. However, juvenile delinquency often results in student perception of a negative school climate. The study reported in this paper investigated the effect of student perception of a negative school climate on their academic performance in Indonesia. This is ex-post facto research in which the effect of student perception and examined retrospectively to establish causes, relationships, associations, and or their meanings. Data was collected using the perception of negative school climate scale (PNSCS) and academic performance scale (APS). The population of this study was 9,687,676 high-school students in Indonesia. The study used cluster sampling in which about 1,263 students were sampled. During the sampling of the participants for this study, the division of region's namely Western Indonesia (East Java), Central Indonesia (West Nusa Tenggara), and Eastern Indonesia (North Maluku) were taken into account. Data were analyzed using simple linear regression. The results of the study showed that student perception of a negative school climate had an effect of 58.7% on their poor academic performance. The study recommended that schools in Indonesia should create a positive school climate to create optimal student development by creating a strong commitment to peaceful thinking for all school members.

<https://doi.org/10.26803/ijlter.19.2.17>

## Indexing

Academic discipline and sub-disciplines	Educational case studies
Keywords	student perception; negative school climate; poor academic performance
Type, method or approach	—
Language	en

## Supporting Agencies

Agencies —

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e-ISSN: 1694-2116

p-ISSN: 1694-2493

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## #1893 Review

SUMMARY **REVIEW** EDITING

### Submission



Authors	Wahyu Nanda Eka Saputra, Agus Supriyanto, Budi Astuti, Yulia Ayriza, Sofwan Adiputra 
Title	The Effect of Student Perception of Negative School Climate on Poor Academic Performance of Students in Indonesia
Section	Articles
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### Peer Review

#### Round 1

Review Version	<a href="#">1893-6946-1-RV.DOCX</a> 2020-01-02
Initiated	2020-01-24
Last modified	2020-02-07
Uploaded file	Reviewer F <a href="#">1893-7238-1-RV.DOCX</a> 2020-02-07 Reviewer F <a href="#">1893-7238-2-RV.DOCX</a> 2020-02-07 Reviewer I <a href="#">1893-7138-1-RV.DOCX</a> 2020-01-29 Reviewer P <a href="#">1893-7106-1-RV.DOCX</a> 2020-01-25 Reviewer M <a href="#">1893-7176-1-RV.DOCX</a> 2020-02-02

### Editor Decision

Decision	Accept Submission 2020-03-24
Notify Editor	 Editor/Author Email Record  2020-02-07

#### KEYWORDS

[COVID-19](#) [COVID-19 pandemic](#) [Higher education](#) [STEM](#) [academic achievement](#) [academic performance](#) [assessment](#) [e-learning](#) [education](#) [higher education](#) [inclusive education](#) [learning mathematics](#) [motivation](#) [online learning](#) [pre-service teachers](#) [professional development](#) [self-efficacy](#) [teacher education](#) [teachers teaching and learning](#)

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# The Effect of Student Perception of Negative School Climate on Poor Academic Performance of Students in Indonesia

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## Abstract

A conducive school climate is one of the conditions that students must have in order to display ~~maximum-positive~~ academic performance. However, juvenile delinquency often results in student perception of negative school climate. ~~This~~ The study ~~reported in this paper aims to identify-investigated~~ the effect of student perception of negative school climate on ~~student-their~~ academic performance in Indonesia. ~~This type of research used throughout this study~~ is ex-post facto ~~research in which, researchers tried to take~~ the effect of the dependent variable and examined ~~it~~ retrospectively to establish causes, relationships, associations, ~~and~~ or their meanings. Data ~~was collected collection-usesusing~~ perception of negative school climate scale (PNSCS) and academic performance scale (APS). The populations ~~in of~~ this study ~~were-was~~ 9,687,676 high-school students in Indonesia, ~~amounting to 9,687,676~~. The ~~study used~~ ~~sampling technique uses~~ cluster sampling ~~in which with a total sample of about~~ 1,263 students ~~were sampled~~. ~~During the Ssampling of the participants for this study,~~ ~~takes into account~~ the division of region's namely ~~western-Western~~ Indonesia (East Java), ~~central-Central~~ Indonesia (West Nusa Tenggara), and ~~eastern-Eastern~~ Indonesia (North Maluku) ~~were taken into account~~. Data were analyzed using simple linear regression. The results of the study ~~concluded-showed~~ that student perception of negative school climate had an effect of 58.7% on ~~their~~ poor academic performance ~~of students in Indonesia~~. ~~The study recommended that Schools schools in Indonesia should are-recommended to~~ create a positive school climate in order to create optimal student development (??).

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Keyword: ~~student~~ perception of negative school climate; poor academic performance

## 1- Introduction

Positive school culture is a condition desired by all school members. The occurrence of a positive school culture affects the emergence of a feeling of security and comfort for students to learn in school (Bradshaw, Waasdorp, Debnam, & Johnson, 2014). This will encourage students to obtain maximum learning achievement, in accordance with student expectations (Berkowitz, Moore, Astor, & Benbenishty, 2017; Wang et al., 2014). In addition, a sense of security is also a necessity for every human being that needs to be fulfilled in order to be able to make self-actualization to the maximum in the school (Abulof, 2017; Harrigan & Commons, 2015; Healy, 2016).

School culture is created by involving all components of the school, ranging from students, school employees, teachers, and even the school environment (Musu-Gillette et al., 2018). These components work together to create a positive school climate in supporting the convenience of students to actualize themselves at school. A positive school climate has been proven to reduce delinquency in schools (Sabia & Bass, 2017).

The expectations of school residents for a positive school climate cannot yet be felt by every student in the school. Various problems arise and contribute to the poor school climate, one of which is the behavior of aggression carried out by students (Goldstein, Young, & Boyd, 2008). The high level of aggression that arises in a school will give rise to negative perceptions of the school climate. Bullying behavior also contributes to negative perceptions of the school climate (Han, Zhang, & Zhang, 2017).

The high bullying behavior carried out by students, will also encourage poor perception of students in the school environment. The emergence of aggression and bullying behavior committed by students one of which is caused by the lack of self-regulation of emotion owned by students (Alhadi et al., 2019). Students' perception of the school environment influences their involvement in academic activities at school (Bradshaw et al., 2014; Mehta, Cornell, Fan, & Gregory, 2013; M.-T. Wang & Holcombe, 2010).

The decline in student achievement is also due to a poor student academic performance at school (Yu, Chan, Cheng, Sung, & Hau, 2006). Academic performance of students in the class is shown by the activeness of students in discussions, giving arguments, conducting analysis, criticism, and suggestions (REF). Student performance in class, will affect student achievement in school.

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This research will provide an overview to the parties concerned about the importance of students' security and comfort in learning activities, so as to facilitate students in realizing planned achievements. A student who feels safe and comfortable in learning at school, they will be optimal in displaying academic performance in school (Kutsyuruba, Klinger, & Hussain, 2015).

Previous research has been the basis of this research. Students who have a good perception of the school climate, have an influence on students' sense of school belonging (Cemalcilar, 2010). Students' Sense of School Belonging is what can spur students to display maximum performance to obtain the desired academic performance.

The results of other studies also concluded that students' perceptions of school climate had an influence on students' academic achievement (Urick & Bowers, 2014). High academic achievement cannot be obtained without maximum academic performance (Yu, Chan, Cheng, Sung, & Hau, 2006). The results of this study can be the basis of recommendations given to stakeholders in schools in an effort to provide support to students by facilitating a safe and comfortable environment in the learning process at school.

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## 2.1. Literature Review

### **Academic performance**

Academic performance is one component that every student wants to achieve. This can be seen from the performance of students in doing the tasks given in class and at home. Student performance is influenced by the motivation and self-regulated learning of the students themselves (Pintrich & De Groot, 1990). This is supported by a variety of research results which state that learning motivation (Goodman et al., 2011; Kusurkar, Ten Cate, Vos, Westers, & Croiset, 2013; Wentzel, 2017) and self-regulation (Andrew & Vialle, 1998) affect academic student performance.

Academic performance is also often associated with juvenile delinquency. The higher the delinquency, the lower the level of academic performance, this is because many violate school rules and commit acts of violence between students (Maguin & Loeber, 1996). The more violence that occurs in the school environment, this will produce a bad perception of the school environment (Stone & Han, 2005). In addition, the more violations of school rules, adversely affect their academic performance. Smoker students have poor academic performance in learning activities in schools (Robert et al., 2019).

Academic performance in this study was measured based on three components, namely academic success, impulse control, and academic productivity (DuPaul, Rapport, & Perriello, 1990). Academic success includes things like achievement in several academic fields. Impulse control includes things such as avoiding careless work completion or starting to work carelessly. While academic productivity includes things such as completing tasks related to the academic field.

### **Perception of negative school climate on academic**

A conducive school climate is an important component in schools. School Climate is a multidimensional construction that includes physical, social, and academic measures (Loukas, 2007). The physical dimension addresses the size of the school and the ratio of students to teachers. The social dimension discusses the quality of interpersonal relationships between students, teachers and staff. While the academic dimension discusses the quality of the learning process and teacher expectations of student achievement.

Another opinion states that the school climate has four aspects, namely safety, teaching and learning, relationships, and environmental-structural (Cohen, McCabe, Michelli, & Pickeral, 2009). The first aspect, safety includes things like physical and socio-emotional security. The second aspect, teaching and learning includes things like quality of learning, learning ethics, professional development in learning, and leadership in learning. The third aspect, relationships include things like respect for differences, collaboration with the school community, relationships with peers, teachers, and staff in the school. While the fourth aspect, environmental-structural includes things such as cleanliness, comfort of the school environment, and curricular and extracurricular activities in schools.

In this study the perception of the school climate is based on students' views of three aspects, namely collegial, intimate, and supportive (Miskel & Hoy, 2013). The collegial aspect is shown based on how students' perceptions of the dynamics of student activities in discussion forums in class, or the dynamics of academic activities involving peers. The intimate aspect is shown based on students' views in friendly relations with peers at school or the conditions of hostility that occur between peers. While the supportive aspect is shown based on students' perceptions of peer support when they have problems, or support from teachers when academic problems occur.

## **3.2. Methods**

### **Research design**

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The type of research used throughout this study is ex-post facto, researchers tried to take the effect of the dependent variable and examine it retrospectively to establish causes, relationships, associations, or their meanings (Cohen, Manion, & Morrison, 2007). This study aims to determine the effect of students' perceptions about the school climate on the academic performance of high school students in Indonesia. The independent variable (X) in this study is perception of negative school climate, while the dependent variable (Y) in this study is academic performance.

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### Data collection

Data was collected using the perception of negative school climate scale (PNSCS) and academic performance scale (APS). PNSCS consists of 29 statement items with a validity level in the range of 0.335 to 0.641 and has a reliability level of 0.814 in the high category. PNSCS was developed using three aspects, namely collegial, intimate, and supportive (Miskel & Hoy, 2013). Whereas APS consists of 19 statement items with a validity level in the range of 0.319 to 0.549 and has a reliability level of 0.814 in the high category. APS was developed using three components, namely academic success, impulse control, and academic productivity (DuPaul et al., 1990).

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### Population and sample

The populations in this study were ~~9,687,676~~ high-school students in Indonesian schools, amounting to 9,687,676. The sampling technique used in this study is cluster sampling. Sampling uses the consideration of western, central and eastern Indonesia. The western part of Indonesia is represented by the province of East Java. Central part of Indonesia is represented by NTB Province. Eastern Indonesia is represented by North Maluku province. So that the sample representing each region amounted to 1,263 students.

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### Research stages

The stages of this research include: (1) The preparation phase of the research is to carry out a coordination meeting with the team; (2) The stage of formulating the research objectives; (3) Stage of arranging research data collection instruments; (4) The feasibility test stage of the research instrument; (5) Test the validity and reliability of the instrument; (6) Stage of research implementation by spreading research instruments in three provinces in Indonesia, namely East Java, West Nusa Tenggara, and North Maluku; (7) stage of administering research data that has been collected; (8) Stage of research data analysis and concluding.

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### Analysis of research data

The data analysis technique used in this study is simple regression analysis. This technique is used to identify the effects of student perception of negative school climate on poor academic performance of

students in Indonesia. Before carrying out a simple regression test, it is necessary to test the assumptions first, namely the linearity and normality assumption test.

### 4.3. Results

The analysis begins by testing the assumptions of normality and linearity. Based on the analysis of the assumption test, it was concluded that the data were normal and linear.

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**Table 1. Test for Assumption of Normality using the One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual	
N			1263
Normal Parameters <sup>a,b</sup>	Mean		.0000000
	Std. Deviation		5.82579845
	Most Extreme Differences	Absolute	.058
		Positive	.052
		Negative	-.058
Test Statistic			.058
Asymp. Sig. (2-tailed)			.054 <sup>c</sup>

The results of the analysis of normality test, it is known that the significance value is asymp. sig. (2-tailed) (0.061) is greater than 0.05. Then the data is normally distributed. The normality test uses the Kolmogorov-Smirnov test.

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**Table 2. Linear Assumption Test**

			Sum of Squares	df	Mean Square	F	Sig.
VAR00002	Between Groups	(Combined)	3332.964	63	52.904	1.580	.003
*		Linearity	650.820	1	650.820	19.435	.000
VAR00001		Deviation from Linearity	2682.144	62	43.260	1.292	.067
	Within Groups		40150.044	1199	33.486		
	Total		43483.009	1262			

Linearity test analysis results, obtained data coefficient deviation from the linearity sig. > 0.05 or 0.054 > 0.05, so it can be interpreted that there is a significantly linear relationship between the independent and dependent variables.

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Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766 <sup>a</sup>	.587	.586	4.83248

Based on table 3 it can be interpreted that the magnitude of the correlation value (R) of 0.766. The coefficient of determination is calculated by squaring the correlation coefficient. From these data, a coefficient of determination (R<sup>2</sup>) of 0.587 was obtained which implies that the influence of the Perception of Negative School Climate on Poor Academic Performance was 58.7%, while the rest was influenced by other variables.

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Tabel 4. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36767.195	1	36767.195	1574.417	.000 <sup>b</sup>
	Residual	25898.355	1109	23.353		
	Total	62665.550	1110			

This regression model is proven to be used by looking at the results of the F calculated analysis. Based on table 4 shows that F arithmetic = 19,160 with a significance / probability level of 0,000 < 0.05, then the regression model can be used to predict the variable Y.

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Table 5. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	74.599	.667		111.853	.000
	Iklim sekolah	-.472	.012	-.766	-39.679	.000

The influence of independent variables on the dependent variable can be known through t arithmetic. Based on table 5, it can be seen the value of t count = 1574,417 with a significance of 0,000 < 0.05. The results of the analysis show that there is a significant influence between negative perceptions of the school climate on the academic performance of high-school students in Indonesia.

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#### 5.4. Discussion

The results of the study concluded that the negative perception of the school climate had a significant effect on the academic performance of high school students in Indonesia. Empirically negative perceptions of the school climate contributed 58.7% to the emergence of Poor student academic performance..

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Based on these studies it can be understood that the higher the students' negative perceptions of the school climate, the lower the academic performance that appears. The results of this study are consistent with research conducted in the United States involving blacks and whites. The study concluded that students' perceptions of organizations in schools had a significant impact on academic performance (Kronick, 1972). However, the research identified organizational climate in schools that had an impact on academic performance.

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The results of other studies, in Mexico also concluded that negative perceptions of the school climate had a significant effect on academic performance (Stone & Han, 2005). However, the research found that academic performance was not only predicted by students' perceptions of the school climate, but also by the level of perception of discrimination that occurred in students.

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In creating a conducive school climate, it is necessary to pay attention to the characteristics of the school environment. The creation of appropriate school environment characteristics will have an impact on the emergence of a conducive school climate. The characteristics of the classroom environment are important to consider when schools have a goal of improving school climate (Koth, Bradshaw, & Leaf, 2008). School characteristics referred to include, school size, class size, teacher characteristics, and school concentration when experiencing psychological problems (Cotton, 1996; Koth, Bradshaw, & Leaf, 2008).

Teachers, students, and school residents as a whole have a big role in building a conducive school climate, so students feel safe and comfortable in school learning activities (Cohen, McCabe, Michelli, & Pickeral, 2009; Mitchell, Bradshaw, & Leaf, 2010). Moreover, in these 21st century teachers are required to display behaviors, styles, and attitudes that have an impact on student academic performance. Behaviors, styles, and attitudes displayed by teachers such as clothing, academic qualifications, communication style in teaching, guidance style, discipline, and teacher motivation has a significant impact on students' academic performance (Dimkpa, 2015).

Students' negative perceptions of the school climate do not occur by themselves, but are caused by various factors, one of which is juvenile

delinquency (Booth, Farrell, & Varano, 2008). Delinquency in adolescents is increasingly complex and various forms, ranging from the use of alcoholic beverages, smoking in schools, acts of violence, even to murder. These forms of juvenile delinquency give rise to negative perceptions of the school climate in other students and lead to the absence of maximum academic performance because they feel threatened by a bad environment.

The number of aggressive behavior and peer violence is one of the reasons for the development of students' negative perceptions of the school climate (Espelage, Low, & Jimerson, 2014; Steffgen, Recchia, & Viechtbauer, 2013; Wilson, 2004). Aggression and violence among peers that appear affects the good or bad perception of students of the school climate. The high level of aggression and violence behavior done by students will reduce the feeling of security and comfort of students when studying in school, thus impacting on the poor school climate (Goldstein, Young, & Boyd, 2008). In fact, in the perspective of humanistic theory, security and comfort is one of the needs that must be met by humans (Pascual-Leone, Paivio, & Harrington, 2016; Winston, 2016).

Bullying is also a factor in developing students' negative perceptions of the school climate (Han, Zhang, & Zhang, 2017; Klein, Cornell, & Konold, 2012). Bullying cases that occur in a school have an impact on psychological security in students (Dollard, Dormann, Tuckey, & Escartín, 2017; Kwan, Tuckey, & Dollard, 2016; Nguyen, Teo, Grover, & Nguyen, 2017). The low feeling of security has an impact on student involvement in learning activities in schools (Mehta, Cornell, Fan, & Gregory, 2013).

Several studies have also concluded that students' perceptions of school climate have an influence on student well-being (Aldridge, Fraser, Fozdar, Ala'i, Earnest, & Afari, 2016; (Kutsyuruba, Klinger, & Hussain, 2015). Students who have a good perception of the school climate in which they study will encourage the emergence of a sense of security and comfort for learning. Well-being has a correlation with academic achievement (Berger, Alcalay, Torretti, & Milicic, 2011; Padhy, Rana, & Mishra, 2011).

The low subjective well-being has an impact on the low self-actualization of students in learning (Vittersø, 2004). Students have different perceptions about the condition of the school environment in which they conduct the learning process. The many phenomena of violence that occur in the school environment, will also encourage the development of bad perceptions of the school environment.

Students who have high self-actualization at school, are those who have a good perception of the school climate. Therefore, teachers, school counselors, and stakeholders need to provide encouragement to students to



build and create a conducive school climate, because this can facilitate the emergence of optimal academic performance in students.

Academic performance influences student academic achievement (Clifford & Cleary, 1972). When a student's academic performance is high, student achievement at school will be good. Teachers are expected to be creative and innovative in creating a school climate that can encourage students to bring up maximum academic performance (Marks & Louis, 1997; Taylor, 2010).

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### **6.5. Conclusion**

Poor academic performance is influenced by many factors, one of which is a negative perception of the school climate. More specifically, negative perceptions of the school climate contributed 58.7% to the poor academic performance of students in Indonesia. **This study recommends the stakeholders in the school to make a good management in the school, so that the school climate can be built conducive and can affect the improvement of student academic performance.**

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**GENERAL COMMENTS:** These are additional comments to those provided in the main paper in a form of track changes and comments;

**Paper Title:** The Effect of Student Perception of Negative School Climate on Poor Academic Performance of Students in Indonesia

**Originality and the contribution of the study:** The paper addresses an important issue, how student perception or students' perceptions of school climate can influence their academic performance. This is an important issue to investigate because student performance and achievement is an important issue and critical to all stakeholders of education. However, the paper has failed to demonstrate how different and unique it is when compared with the existing literature. Therefore, the paper lacks originality.

**Literature review:** The paper has somehow demonstrated that there has been an extensive review of literature in the related field and across regions and countries. The literature reviewed is relevant and sources are properly referenced and cited. However, the section in the paper titled Literature review needs to be reworked. The discussion of the literature review should demonstrate built up of argument or a discussion that end up justifying why the study should be conducted. This paper has failed to do that. The whole reporting on the literature is about how student perception of negative school climate has negative influence on their academic performance or achievement. The author has failed to state the gap in the literature and why this study is necessary and its contribution to the existing knowledge in this area.

**Study background and Problem statement:** The introduction of the paper is too long and not focused. There is a lot of repetition of ideas. The paper has not stated the research problem of this study, research questions, objectives and or hypothesis. It is not clear what the author wanted to achieve in this paper.

**Methodology:** The paper has been able to identify the type and the design of study conducted. However, the descriptions of the methods and the instruments used to collect data are not provided. Only a demonstration of a detailed analysis of the findings are provided. There is a need to rework the methodology part of the paper.

**Evaluation of results:** The paper demonstrates a good application of statistical analysis of quantitative data and the interpretation of the results. However, because the analysis and interpretation of the results are to a certain extent influenced by the research problem and questions or hypothesis, the report of the finding of the study in this paper do not make much sense. The focus of the research problem should be clarified to enhance the reader's comprehension.

**Research implications:** recommendations are made in this study and somehow the implications are also described. However, these could be improved by a clear statement of a research problem.

**Language:** There is a serious problem in the quality of the language used. The paper is full of grammatical and punctuations (see track changes in the main document). The author needs to pay attention to issues of tense, articles and determiners, and prepositions, sentence structure, and some sentences are which incomplete. Example of a grammatically problematic sentences

P.2 of 14 last but one paragraph):

"The emergence of aggression and bullying behavior committed by students one of which is caused by the lack of self-regulation of emotion owned by students (Alhadi et al., 2019)".

P.3 of 14 paragraph 1):

"This research will provide an overview to the parties concerned about the importance of students' security and comfort in learning activities, so as to facilitate students in realizing planned achievements".

**References:** Some of the claims made in this paper have not been supported with references from the literature (this is indicated in the main document). In some instances, et al. has been improperly used. Some of the references listed in the REFERENCE section do not appear in the main text of the paper.

**Quality of communication:** The quality of communication has been seriously affected by the quality of the language used. In some cases, it is very difficult to understand the text. It is advised that the authors find a good editor to assist with English and other language issues.

**General views:**

- The paper should be reworked to enhance focus, cohesion, and coherence. In its current form, it is very difficult to establish the focus of the study particularly the research problem and or the purpose.
- There is also a need to re-arrange some paragraphs and discuss ideas in a logical way to enhance readability.
- There is unnecessary repetition of ideas and issues in the paper. This could be reduced by improving the external and internal structure of the paper.
- To avoid unnecessary language errors and mistakes, the paper should be subjected to the language editor.

**Formatting:**

- Use APA style for formatting the paper, paragraphs and tables;
- Number the pages

The paper is too short and there are linkages that are not made throughout. For example, the constructs included in the study are not clearly explained in the literature review. Furthermore, the literature review lacks a connection between academic success, impulse control, and academic productivity.

The conclusion does not meet the requirement for the number of words.

The authors did not clearly articulate a difference between academic achievement and academic performance.

There are several grammatical and formatting errors throughout. Some examples include: indent lacking, too many spaces between sections, words capitalized without explanation for their capitalization, two periods at the end of a sentence, and commas missing throughout. There are instances that the sentences do not make sense to the reader. The word while is used throughout. While refers to time and should not be used in the context in which the authors used that particular word. The paper moves between past and present tense and should instead be consistent throughout. There are times that the researchers refer to inanimate objects doing things. One example includes, "The analysis begins by testing the assumptions of normality and linearity." The analysis can't begin or can't test anything. The researchers conducted the analyses. There are other instances of statements such as this throughout.

The researchers mention smokers; however, it is unclear why this is mentioned when it seemingly has nothing to do with the study.

The researchers mention perceptions about collegial, intimate and supportive views. However, there is no explanation about why these are relevant. They are not included in the literature review.

Numbers to represent validity are included. However, there is no explanation as to what type of validity those numbers represent. Furthermore, the alpha symbol is missing for the reliability estimates.

What is a significantly linear relationship? Do the authors mean there is a significant relationship between something? Or, do the authors mean there is no violation of linearity?

There is no mention of a theory that undergirds this research.

There are many confusing statements throughout. A few examples are below:

The decline in student achievement is also due to a poor student academic performance at school.

A student who feels safe and comfortable in learning at school, they will be optimal in displaying academic performance in school.

The higher the delinquency, the lower the level of academic performance, this is because many violate school rules and commit acts of violence between students.

The type of research used throughout this study is ex-post facto, researchers tried to take the effect of the dependent variable and examine it retrospectively to establish causes, relationships, associations, or their meanings.



# The Effect of Student Perception of Negative School Climate on Poor Academic Performance of Students in Indonesia

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## Abstract

A conducive school climate is one of the conditions that students must have in order to display maximum academic performance. However, juvenile delinquency often results in student perception of negative school climate. This study aims to identify the effect of student perception of negative school climate on student academic performance in Indonesia. The type of research used throughout this study is ex-post facto, researchers tried to take the effect of the dependent variable and examine it retrospectively to establish causes, relationships, associations, or their meanings. Data collection uses perception of negative school climate scale (PNSCS) and academic performance scale (APS). The populations in this study were high-school students in Indonesia, amounting to 9,687,676. The sampling technique uses cluster sampling with a total sample of 1,263 students. Sampling takes into account the division of region's namely western Indonesia (East Java), central Indonesia (West Nusa Tenggara), and eastern Indonesia (North Maluku). Data were analyzed using simple linear regression. The results of the study concluded that student perception of negative school climate had an effect of 58.7% on the poor academic performance of students in Indonesia. Schools are recommended to create a positive school climate in order to create optimal student development.

Keyword: perception of negative school climate; poor academic performance

## 1. Introduction

Positive school culture is a condition desired by all school members. The occurrence of a positive school culture affects the emergence of a feeling of security and comfort for students to learn in school (Bradshaw,

Waasdorp, Debnam, & Johnson, 2014). This will encourage students to obtain maximum learning achievement, in accordance with student expectations (Berkowitz, Moore, Astor, & Benbenishty, 2017; Wang et al., 2014). In addition, a sense of security is also a necessity for every human being that needs to be fulfilled in order to be able to make self-actualization to the maximum in the school (Abulof, 2017; Harrigan & Commons, 2015; Healy, 2016).

School culture is created by involving all components of the school, ranging from students, school employees, teachers, and even the school environment (Musu-Gillette et al., 2018). These components work together to create a positive school climate in supporting the convenience of students to actualize themselves at school. A positive school climate has been proven to reduce delinquency in schools (Sabia & Bass, 2017).

The expectations of school residents for a positive school climate cannot yet be felt by every student in the school. Various problems arise and contribute to the poor school climate, one of which is the behavior of aggression carried out by students (Goldstein, Young, & Boyd, 2008). The high level of aggression that arises in a school will give rise to negative perceptions of the school climate. Bullying behavior also contributes to negative perceptions of the school climate (Han, Zhang, & Zhang, 2017).

The high bullying behavior carried out by students, will also encourage poor perception of students in the school environment. The emergence of aggression and bullying behavior committed by students one of which is caused by the lack of self-regulation of emotion owned by students (Alhadi et al., 2019). Students' perception of the school environment influences their involvement in academic activities at school (Bradshaw et al., 2014; Mehta, Cornell, Fan, & Gregory, 2013; M.-T. Wang & Holcombe, 2010).

The decline in student achievement is also due to a poor student academic performance at school (Yu, Chan, Cheng, Sung, & Hau, 2006). Academic performance of students in the class is shown by the activeness of students in discussions, giving arguments, conducting analysis, criticism, and suggestions. Student performance in class, will affect student achievement in school.

This research will provide an overview to the parties concerned about the importance of students' security and comfort in learning activities, so as to facilitate students in realizing planned achievements. A student who feels safe and comfortable in learning at school, they will be optimal in displaying academic performance in school (Kutsyuruba, Klinger, & Hussain, 2015).

Previous research has been the basis of this research. Students who have a good perception of the school climate, have an influence on students' sense of school belonging (Cemalcilar, 2010). Students' Sense Of School Belonging is what can spur students to display maximum performance to obtain the desired academic performance.

The results of other studies also concluded that students' perceptions of school climate had an influence on students' academic achievement (Urick & Bowers, 2014). High academic achievement cannot be obtained without maximum academic performance (Yu, Chan, Cheng, Sung, & Hau, 2006).

The results of this study can be the basis of recommendations given to stakeholders in schools in an effort to provide support to students by facilitating a safe and comfortable environment in the learning process at school.

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## 2. Literature Review

### Academic performance

Academic performance is one component that every student wants to achieve. This can be seen from the performance of students in doing the tasks given in class and at home. Student performance is influenced by the motivation and self-regulated learning of the students themselves (Pintrich & De Groot, 1990). This is supported by a variety of research results which state that learning motivation (Goodman et al., 2011; Kusrkar, Ten Cate, Vos, Westers, & Croiset, 2013; Wentzel, 2017) and self-regulation (Andrew & Vialle, 1998) affect academic student performance.

Academic performance is also often associated with juvenile delinquency. The higher the delinquency, the lower the level of academic performance, this is because many violate school rules and commit acts of violence between students (Maguin & Loeber, 1996). The more violence that occurs in the school environment, this will produce a bad perception of the school environment (Stone & Han, 2005). In addition, the more violations of school rules, adversely affect their academic performance. Smoker students have poor academic performance in learning activities in schools (Robert et al., 2019).

Academic performance in this study was measured based on three components, namely academic success, impulse control, and academic productivity (DuPaul, Rapport, & Perriello, 1990). Academic success includes things like achievement in several academic fields. Impulse control includes things such as avoiding careless work completion or starting to work carelessly. While academic productivity includes things such as completing tasks related to the academic field.

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### Perception of negative school climate on academic

A conducive school climate is an important component in schools. School Climate is a multidimensional construction that includes physical, social, and academic measures (Loukas, 2007). The physical dimension addresses the size of the school and the ratio of students to teachers. The social dimension discusses the quality of interpersonal relationships

**Commented [U3]:** Recommendation  
<https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8624.2009.01348.x>  
<https://www.inderscienceonline.com/doi/pdf/10.1504/IJWB.2019.101046>

between students, teachers and staff. While the academic dimension discusses the quality of the learning process and teacher expectations of student achievement.

Another opinion states that the school climate has four aspects, namely safety, teaching and learning, relationships, and environmental-structural (Cohen, McCabe, Michelli, & Pickeral, 2009). The first aspect, safety includes things like physical and socio-emotional security. The second aspect, teaching and learning includes things like quality of learning, learning ethics, professional development in learning, and leadership in learning. The third aspect, relationships include things like respect for differences, collaboration with the school community, relationships with peers, teachers, and staff in the school. While the fourth aspect, environmental-structural includes things such as cleanliness, comfort of the school environment, and curricular and extracurricular activities in schools.

In this study the perception of the school climate is based on students' views of three aspects, namely collegial, intimate, and supportive (Miskel & Hoy, 2013). The collegial aspect is shown based on how students' perceptions of the dynamics of student activities in discussion forums in class, or the dynamics of academic activities involving peers. The intimate aspect is shown based on students' views in friendly relations with peers at school or the conditions of hostility that occur between peers. While the supportive aspect is shown based on students' perceptions of peer support when they have problems, or support from teachers when academic problems occur.

### **3. Methods**

#### **Research design**

The type of research used throughout this study is ex-post facto, researchers tried to take the effect of the dependent variable and examine it retrospectively to establish causes, relationships, associations, or their meanings (Cohen, Manion, & Morrison, 2007). This study aims to determine the effect of students' perceptions about the school climate on the academic performance of high school students in Indonesia. The independent variable (X) in this study is perception of negative school climate, while the dependent variable (Y) in this study is academic performance.

#### **Data collection**

Data was collected using the perception of negative school climate scale (PNSCS) and academic performance scale (APS). PNSCS consists of 29 statement items with a validity level in the range of 0.335 to 0.641 and has a reliability level of 0.814 in the high category. PNSCS was developed using three aspects, namely collegial, intimate, and supportive (Miskel &

Hoy, 2013). Whereas APS consists of 19 statement items with a validity level in the range of 0.319 to 0.549 and has a reliability level of 0.814 in the high category. APS was developed using three components, namely academic success, impulse control, and academic productivity (DuPaul et al., 1990).

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### Population and sample

The populations in this study were high-school students in Indonesia, amounting to 9,687,676. The sampling technique used in this study is cluster sampling. Sampling uses the consideration of western, central and eastern Indonesia. The western part of Indonesia is represented by the province of East Java. Central part of Indonesia is represented by NTB Province. Eastern Indonesia is represented by North Maluku province. So that the sample representing each region amounted to 1,263 students.

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### Research stages

The stages of this research include: (1) The preparation phase of the research is to carry out a coordination meeting with the team; (2) The stage of formulating the research objectives; (3) Stage of arranging research data collection instruments; (4) The feasibility test stage of the research instrument; (5) Test the validity and reliability of the instrument; (6) Stage of research implementation by spreading research instruments in three provinces in Indonesia, namely East Java, West Nusa Tenggara, and North Maluku; (7) stage of administering research data that has been collected; (8) Stage of research data analysis and concluding.

### Analysis of research data

The data analysis technique used in this study is simple regression analysis. This technique is used to identify the effects of student perception of negative school climate on poor academic performance of students in Indonesia. Before carrying out a simple regression test, it is necessary to test the assumptions first, namely the linearity and normality assumption test.

## 4. Results

The analysis begins by testing the assumptions of normality and linearity. Based on the analysis of the assumption test, it was concluded that the data were normal and linear.

**Table 1. Test for Assumption of Normality using the One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		1263
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.82579845
	Most Extreme Differences	
	Absolute	.058
	Positive	.052
	Negative	-.058
Test Statistic		.058
Asymp. Sig. (2-tailed)		.054 <sup>c</sup>

The results of the analysis of normality test, it is known that the significance value is asymp. sig. (2-tailed) (0.061) is greater than 0.05. Then the data is normally distributed. The normality test uses the Kolmogorov-Smirnov test.

**Table 2. Linear Assumption Test**

			Sum of Squares	df	Mean Square	F	Sig.
VAR00002	Between Groups	(Combined)	3332.964	63	52.904	1.580	.003
*		Linearity	650.820	1	650.820	19.435	.000
VAR00001		Deviation from Linearity	2682.144	62	43.260	1.292	.067
	Within Groups		40150.044	1199	33.486		
	Total		43483.009	1262			

Linearity test analysis results, obtained data coefficient deviation from the linearity sig. > 0.05 or 0.054 > 0.05, so it can be interpreted that there is a significantly linear relationship between the independent and dependent variables.

**Table 3. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766 <sup>a</sup>	.587	.586	4.83248

Based on table 3 it can be interpreted that the magnitude of the correlation value (R) of 0.766. The coefficient of determination is calculated by squaring the correlation coefficient. From these data, a coefficient of determination (R<sup>2</sup>) of 0.587 was obtained which implies that the influence of the Perception of Negative School Climate on Poor Academic Performance was 58.7%, while the rest was influenced by other variables.

**Tabel 4. ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36767.195	1	36767.195	1574.417	.000 <sup>b</sup>
	Residual	25898.355	1109	23.353		
	Total	62665.550	1110			

This regression model is proven to be used by looking at the results of the F calculated analysis. Based on table 4 shows that F arithmetic = 19,160 with a significance / probability level of 0,000 <0.05, then the regression model can be used to predict the variable Y.

**Table 5. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	74.599	.667		111.853	.000
	Iklim sekolah	-.472	.012	-.766	-39.679	.000

The influence of independent variables on the dependent variable can be known through t arithmetic. Based on table 5, it can be seen the value of t count = 1574,417 with a significance of 0,000 <0.05. The results of the analysis show that there is a significant influence between negative perceptions of the school climate on the academic performance of high-school students in Indonesia.

## 5. Discussion

The results of the study concluded that the negative perception of the school climate had a significant effect on the academic performance of high school students in Indonesia. Empirically negative perceptions of the school climate contributed 58.7% to the emergence of Poor student academic performance..

Based on these studies it can be understood that the higher the students' negative perceptions of the school climate, the lower the academic performance that appears. The results of this study are consistent with research conducted in the United States involving blacks and whites. The study concluded that students' perceptions of organizations in schools had a significant impact on academic performance (Kronick, 1972). However, the research identified organizational climate in schools that had an impact on academic performance.

The results of other studies, in Mexico also concluded that negative perceptions of the school climate had a significant effect on academic performance (Stone & Han, 2005). However, the research found that

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academic performance was not only predicted by students' perceptions of the school climate, but also by the level of perception of discrimination that occurred in students.

In creating a conducive school climate, it is necessary to pay attention to the characteristics of the school environment. The creation of appropriate school environment characteristics will have an impact on the emergence of a conducive school climate. The characteristics of the classroom environment are important to consider when schools have a goal of improving school climate (Koth, Bradshaw, & Leaf, 2008). School characteristics referred to include, school size, class size, teacher characteristics, and school concentration when experiencing psychological problems (Cotton, 1996; Koth, Bradshaw, & Leaf, 2008).

Teachers, students, and school residents as a whole have a big role in building a conducive school climate, so students feel safe and comfortable in school learning activities (Cohen, McCabe, Michelli, & Pickeral, 2009; Mitchell, Bradshaw, & Leaf, 2010). Moreover, in these 21st century teachers are required to display behaviors, styles, and attitudes that have an impact on student academic performance. Behaviors, styles, and attitudes displayed by teachers such as clothing, academic qualifications, communication style in teaching, guidance style, discipline, and teacher motivation has a significant impact on students' academic performance (Dimkpa, 2015).

Students' negative perceptions of the school climate do not occur by themselves, but are caused by various factors, one of which is juvenile delinquency (Booth, Farrell, & Varano, 2008). Delinquency in adolescents is increasingly complex and various forms, ranging from the use of alcoholic beverages, smoking in schools, acts of violence, even to murder. These forms of juvenile delinquency give rise to negative perceptions of the school climate in other students and lead to the absence of maximum academic performance because they feel threatened by a bad environment.

The number of aggressive behavior and peer violence is one of the reasons for the development of students' negative perceptions of the school climate (Espelage, Low, & Jimerson, 2014; Steffgen, Recchia, & Viechtbauer, 2013; Wilson, 2004). Aggression and violence among peers that appear affects the good or bad perception of students of the school climate. The high level of aggression and violence behavior done by students will reduce the feeling of security and comfort of students when studying in school, thus impacting on the poor school climate (Goldstein, Young, & Boyd, 2008). In fact, in the perspective of humanistic theory, security and comfort is one of the needs that must be met by humans (Pascual-Leone, Paivio, & Harrington, 2016; Winston, 2016).

Bullying is also a factor in developing students' negative perceptions of the school climate (Han, Zhang, & Zhang, 2017; Klein, Cornell, & Konold, 2012). Bullying cases that occur in a school have an impact on psychological security in students (Dollard, Dormann, Tuckey,

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& Escartín, 2017; Kwan, Tuckey, & Dollard, 2016; Nguyen, Teo, Grover, & Nguyen, 2017). The low feeling of security has an impact on student involvement in learning activities in schools (Mehta, Cornell, Fan, & Gregory, 2013).

Several studies have also concluded that students' perceptions of school climate have an influence on student well-being (Aldridge, Fraser, Fozdar, Ala'i, Earnest, & Afari, 2016; (Kutsyuruba, Klinger, & Hussain, 2015). Students who have a good perception of the school climate in which they study will encourage the emergence of a sense of security and comfort for learning. Well-being has a correlation with academic achievement (Berger, Alcalay, Torretti, & Milicic, 2011; Padhy, Rana, & Mishra, 2011).

The low subjective well-being has an impact on the low self-actualization of students in learning (Vittersø, 2004). Students have different perceptions about the condition of the school environment in which they conduct the learning process. The many phenomena of violence that occur in the school environment, will also encourage the development of bad perceptions of the school environment.

Students who have high self-actualization at school, are those who have a good perception of the school climate. Therefore, teachers, school counselors, and stakeholders need to provide encouragement to students to build and create a conducive school climate, because this can facilitate the emergence of optimal academic performance in students.

Academic performance influences student academic achievement (Clifford & Cleary, 1972). When a student's academic performance is high, student achievement at school will be good. Teachers are expected to be creative and innovative in creating a school climate that can encourage students to bring up maximum academic performance (Marks & Louis, 1997; Taylor, 2010).

## 6. Conclusion

Poor academic performance is influenced by many factors, one of which is a negative perception of the school climate. More specifically, negative perceptions of the school climate contributed 58.7% to the poor academic performance of students in Indonesia. This study recommends the stakeholders in the school to make a good management in the school, so that the school climate can be built conducive and can affect the improvement of student academic performance.

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# The Effect of Student Perception of Negative School Climate on Poor Academic Performance of Students in Indonesia

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## Abstract

A conducive school climate is one of the conditions that students must have in order to display maximum academic performance. However, juvenile delinquency often results in student perception of negative school climate. This study aims to identify the effect of student perception of negative school climate on student academic performance in Indonesia. The type of research used throughout this study is ex-post facto, researchers tried to take the effect of the dependent variable and examine it retrospectively to establish causes, relationships, associations, or their meanings. Data collection uses perception of negative school climate scale (PNSCS) and academic performance scale (APS). The populations in this study were high-school students in Indonesia, amounting to 9,687,676. The sampling technique uses cluster sampling with a total sample of 1,263 students. Sampling takes into account the division of region's namely western Indonesia (East Java), central Indonesia (West Nusa Tenggara), and eastern Indonesia (North Maluku). Data were analyzed using simple linear regression. The results of the study concluded that student perception of negative school climate had an effect of 58.7% on the poor academic performance of students in Indonesia. Schools are recommended to create a positive school climate in order to create optimal student development.

Keyword: perception of negative school climate; poor academic performance

## 1. Introduction

Positive school culture is a condition desired by all school members. The occurrence of a positive school culture affects the emergence of a feeling of security and comfort for students to learn in school (Bradshaw,

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Waasdorp, Debnam, & Johnson, 2014). This will encourage students to obtain maximum learning achievement, in accordance with student expectations (Berkowitz, Moore, Astor, & Benbenishty, 2017; Wang et al., 2014). In addition, a sense of security is also a necessity for every human being that needs to be fulfilled in order to be able to make self-actualization to the maximum in the school (Abulof, 2017; Harrigan & Commons, 2015; Healy, 2016).

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School culture is created by involving all components of the school, ranging from students, school employees, teachers, and even the school environment (Musu-Gillette et al., 2018). These components work together to create a positive school climate in supporting the convenience of students to actualize themselves at school. A positive school climate has been proven to reduce delinquency in schools (Sabia & Bass, 2017).

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The expectations of school residents for a positive school climate cannot yet be felt by every student in the school. Various problems arise and contribute to the poor school climate, one of which is the behavior of aggression carried out by students (Goldstein, Young, & Boyd, 2008). The high level of aggression that arises in a school will give rise to negative perceptions of the school climate. Bullying behavior also contributes to negative perceptions of the school climate (Han, Zhang, & Zhang, 2017).

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The high bullying behavior carried out by students, will also encourage poor perception of students in the school environment. The emergence of aggression and bullying behavior committed by students one of which is caused by the lack of self-regulation of emotion owned by students (Alhadi et al., 2019). Students' perception of the school environment influences their involvement in academic activities at school (Bradshaw et al., 2014; Mehta, Cornell, Fan, & Gregory, 2013; M.-T. Wang & Holcombe, 2010).

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The decline in student achievement is also due to a poor student academic performance at school (Yu, Chan, Cheng, Sung, & Hau, 2006). Academic performance of students in the class is shown by the activeness of students in discussions, giving arguments, conducting analysis, criticism, and suggestions. Student performance in class, will affect student achievement in school.

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This research will provide an overview to the parties concerned about the importance of students' security and comfort in learning activities, so as to facilitate students in realizing planned achievements. A student who feels safe and comfortable in learning at school, they will be optimal in displaying academic performance in school (Kutsyuruba, Klinger, & Hussain, 2015).

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Previous research has been the basis of this research. Students who have a good perception of the school climate, have an influence on students' sense of school belonging (Cemalcilar, 2010). Students' Sense Of School Belonging is what can spur students to display maximum performance to obtain the desired academic performance.

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The results of other studies also concluded that students' perceptions of school climate had an influence on students' academic achievement (Urick & Bowers, 2014). High academic achievement cannot be obtained without maximum academic performance (Yu, Chan, Cheng, Sung, & Hau, 2006).

The results of this study can be the basis of recommendations given to stakeholders in schools in an effort to provide support to students by facilitating a safe and comfortable environment in the learning process at school.

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## 2. Literature Review

### Academic performance

Academic performance is one component that every student wants to achieve. This can be seen from the performance of students in doing the tasks given in class and at home. Student performance is influenced by the motivation and self-regulated learning of the students themselves (Pintrich & De Groot, 1990). This is supported by a variety of research results which state that learning motivation (Goodman et al., 2011; Kusurkar, Ten Cate, Vos, Westers, & Croiset, 2013; Wentzel, 2017) and self-regulation (Andrew & Vialle, 1998) affect academic student performance.

Academic performance is also often associated with juvenile delinquency. The higher the delinquency, the lower the level of academic performance, this is because many violate school rules and commit acts of violence between students (Maguin & Loeber, 1996). The more violence that occurs in the school environment, this will produce a bad perception of the school environment (Stone & Han, 2005). In addition, the more violations of school rules, adversely affect their academic performance. Smoker students have poor academic performance in learning activities in schools (Robert et al., 2019).

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Academic performance in this study was measured based on three components, namely academic success, impulse control, and academic productivity (DuPaul, Rapport, & Perriello, 1990). Academic success includes things like achievement in several academic fields. Impulse control includes things such as avoiding careless work completion or starting to work carelessly. While academic productivity includes things such as completing tasks related to the academic field.

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### Perception of negative school climate on academic

A conducive school climate is an important component in schools. School Climate is a multidimensional construction that includes physical, social, and academic measures (Loukas, 2007). The physical dimension addresses the size of the school and the ratio of students to teachers. The social dimension discusses the quality of interpersonal relationships



between students, teachers and staff. While the academic dimension discusses the quality of the learning process and teacher expectations of student achievement.

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Another opinion states that the school climate has four aspects, namely safety, teaching and learning, relationships, and environmental-structural (Cohen, McCabe, Michelli, & Pickeral, 2009). The first aspect, safety includes things like physical and socio-emotional security. The second aspect, teaching and learning includes things like quality of learning, learning ethics, professional development in learning, and leadership in learning. The third aspect, relationships include things like respect for differences, collaboration with the school community, relationships with peers, teachers, and staff in the school. While the fourth aspect, environmental-structural includes things such as cleanliness, comfort of the school environment, and curricular and extracurricular activities in schools.

In this study the perception of the school climate is based on students' views of three aspects, namely collegial, intimate, and supportive (Miskel & Hoy, 2013). The collegial aspect is shown based on how students' perceptions of the dynamics of student activities in discussion forums in class, or the dynamics of academic activities involving peers. The intimate aspect is shown based on students' views in friendly relations with peers at school or the conditions of hostility that occur between peers. While the supportive aspect is shown based on students' perceptions of peer support when they have problems, or support from teachers when academic problems occur.

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### 3. Methods

#### Research design

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The type of research used throughout this study is ex-post facto, researchers tried to take the effect of the dependent variable and examine it retrospectively to establish causes, relationships, associations, or their meanings (Cohen, Manion, & Morrison, 2007). This study aims to determine the effect of students' perceptions about the school climate on the academic performance of high school students in Indonesia. The independent variable (X) in this study is perception of negative school climate, while the dependent variable (Y) in this study is academic performance.

#### Data collection

Data was collected using the perception of negative school climate scale (PNSCS) and academic performance scale (APS). PNCS consists of 29 statement items with a validity level in the range of 0.335 to 0.641 and has a reliability level of 0.814 in the high category. PNCS was developed using three aspects, namely collegial, intimate, and supportive (Miskel &

Hoy, 2013). Whereas APS consists of 19 statement items with a validity level in the range of 0.319 to 0.549 and has a reliability level of 0.814 in the high category. APS was developed using three components, namely academic success, impulse control, and academic productivity (DuPaul et al., 1990).

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### **Population and sample**

The populations in this study were high-school students in Indonesia, amounting to 9,687,676. The sampling technique used in this study is cluster sampling. Sampling uses the consideration of western, central and eastern Indonesia. The western part of Indonesia is represented by the province of East Java. Central part of Indonesia is represented by NTB Province. Eastern Indonesia is represented by North Maluku province. So that the sample representing each region amounted to 1,263 students.

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### **Research stages**

The stages of this research include: (1) The preparation phase of the research is to carry out a coordination meeting with the team; (2) The stage of formulating the research objectives; (3) Stage of arranging research data collection instruments; (4) The feasibility test stage of the research instrument; (5) Test the validity and reliability of the instrument; (6) Stage of research implementation by spreading research instruments in three provinces in Indonesia, namely East Java, West Nusa Tenggara, and North Maluku; (7) stage of administering research data that has been collected; (8) Stage of research data analysis and concluding.

**Commented [a24]:** Please rewrite by focusing on revising sentence, uses of capitals, and parallel structure

### **Analysis of research data**

The data analysis technique used in this study is simple regression analysis. This technique is used to identify the effects of student perception of negative school climate on poor academic performance of students in Indonesia. Before carrying out a simple regression test, it is necessary to test the assumptions first, namely the linearity and normality assumption test.

## **4. Results**

The analysis begins by testing the assumptions of normality and linearity. Based on the analysis of the assumption test, it was concluded that the data were normal and linear.

**Table 1. Test for Assumption of Normality using the One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		1263
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.82579845
	Most Extreme Differences	
	Absolute	.058
	Positive	.052
	Negative	-.058
Test Statistic		.058
Asymp. Sig. (2-tailed)		.054 <sup>c</sup>

The results of the analysis of normality test, it is known that the significance value is asymp. sig. (2-tailed) (0.061) is greater than 0.05. Then the data is normally distributed. The normality test uses the Kolmogorov-Smirnov test.

**Table 2. Linear Assumption Test**

			Sum of Squares	df	Mean Square	F	Sig.
VAR00002	Between Groups	(Combined) Linearity	3332.964	63	52.904	1.580	.003
*			650.820	1	650.820	19.435	.000
VAR00001		Deviation from Linearity	2682.144	62	43.260	1.292	.067
	Within Groups		40150.044	1199	33.486		
	Total		43483.009	1262			

Linearity test analysis results, obtained data coefficient deviation from the linearity sig. > 0.05 or 0.054 > 0.05, so it can be interpreted that there is a significantly linear relationship between the independent and dependent variables.

**Commented [a25]:** Rewrite by focusing on revising sentence pattern and the word "significantly"

**Table 3. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766 <sup>a</sup>	.587	.586	4.83248

Based on table 3 it can be interpreted that the magnitude of the correlation value (R) of 0.766. The coefficient of determination is calculated by squaring the correlation coefficient. From these data, a coefficient of determination (R<sup>2</sup>) of 0.587 was obtained which implies that the influence of the Perception of Negative School Climate on Poor Academic Performance was 58.7%, while the rest was influenced by other variables.

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**Tabel 4. ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36767.195	1	36767.195	1574.417	.000 <sup>b</sup>
	Residual	25898.355	1109	23.353		
	Total	62665.550	1110			

This regression model is proven to be used by looking at the results of the F calculated analysis. Based on table 4 shows that F arithmetic = 19,160 with a significance / probability level of 0,000 <0.05, then the regression model can be used to predict the variable Y.

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**Table 5. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	74.599	.667		111.853	.000
	Iklim sekolah	-.472	.012	-.766	-39.679	.000

The influence of independent variables on the dependent variable can be known through t arithmetic. Based on table 5, it can be seen the value of t count = 1574,417 with a significance of 0,000 <0.05. The results of the analysis show that there is a significant influence between negative perceptions of the school climate on the academic performance of high-school students in Indonesia.

## 5. Discussion

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The results of the study concluded that the negative perception of the school climate had a significant effect on the academic performance of high school students in Indonesia. Empirically negative perceptions of the school climate contributed 58.7% to the emergence of Poor student academic performance..

Based on these studies it can be understood that the higher the students' negative perceptions of the school climate, the lower the academic performance that appears. The results of this study are consistent with research conducted in the United States involving blacks and whites. The study concluded that students' perceptions of organizations in schools had a significant impact on academic performance (Kronick, 1972). However, the research identified organizational climate in schools that had an impact on academic performance.

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The results of other studies, in Mexico also concluded that negative perceptions of the school climate had a significant effect on academic performance (Stone & Han, 2005). However, the research found that

academic performance was not only predicted by students' perceptions of the school climate, but also by the level of perception of discrimination that occurred in students.

In creating a conducive school climate, it is necessary to pay attention to the characteristics of the school environment. The creation of appropriate school environment characteristics will have an impact on the emergence of a conducive school climate. The characteristics of the classroom environment are important to consider when schools have a goal of improving school climate (Koth, Bradshaw, & Leaf, 2008). School characteristics referred to include, school size, class size, teacher characteristics, and school concentration when experiencing psychological problems (Cotton, 1996; Koth, Bradshaw, & Leaf, 2008).

Teachers, students, and school residents as a whole have a big role in building a conducive school climate, so students feel safe and comfortable in school learning activities (Cohen, McCabe, Michelli, & Pickeral, 2009; Mitchell, Bradshaw, & Leaf, 2010). Moreover, in these 21st century teachers are required to display behaviors, styles, and attitudes that have an impact on student academic performance. Behaviors, styles, and attitudes displayed by teachers such as clothing, academic qualifications, communication style in teaching, guidance style, discipline, and teacher motivation has a significant impact on students' academic performance (Dimkpa, 2015).

Students' negative perceptions of the school climate do not occur by themselves, but are caused by various factors, one of which is juvenile delinquency (Booth, Farrell, & Varano, 2008). Delinquency in adolescents is increasingly complex and various forms, ranging from the use of alcoholic beverages, smoking in schools, acts of violence, even to murder. These forms of juvenile delinquency give rise to negative perceptions of the school climate in other students and lead to the absence of maximum academic performance because they feel threatened by a bad environment.

The number of aggressive behavior and peer violence is one of the reasons for the development of students' negative perceptions of the school climate (Espelage, Low, & Jimerson, 2014; Steffgen, Recchia, & Viechtbauer, 2013; Wilson, 2004). Aggression and violence among peers that appear affects the good or bad perception of students of the school climate. The high level of aggression and violence behavior done by students will reduce the feeling of security and comfort of students when studying in school, thus impacting on the poor school climate (Goldstein, Young, & Boyd, 2008). In fact, in the perspective of humanistic theory, security and comfort is one of the needs that must be met by humans (Pascual-Leone, Paivio, & Harrington, 2016; Winston, 2016).

Bullying is also a factor in developing students' negative perceptions of the school climate (Han, Zhang, & Zhang, 2017; Klein, Cornell, & Konold, 2012). Bullying cases that occur in a school have an impact on psychological security in students (Dollard, Dormann, Tuckey,

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& Escartín, 2017; Kwan, Tuckey, & Dollard, 2016; Nguyen, Teo, Grover, & Nguyen, 2017). The low feeling of security has an impact on student involvement in learning activities in schools (Mehta, Cornell, Fan, & Gregory, 2013).

Several studies have also concluded that students' perceptions of school climate have an influence on student well-being (Aldridge, Fraser, Fozdar, Ala'i, Earnest, & Afari, 2016; (Kutsyuruba, Klinger, & Hussain, 2015). Students who have a good perception of the school climate in which they study will encourage the emergence of a sense of security and comfort for learning. Well-being has a correlation with academic achievement (Berger, Alcalay, Torretti, & Milicic, 2011; Padhy, Rana, & Mishra, 2011).

The low subjective well-being has an impact on the low self-actualization of students in learning (Vittersø, 2004). Students have different perceptions about the condition of the school environment in which they conduct the learning process. The many phenomena of violence that occur in the school environment, will also encourage the development of bad perceptions of the school environment.

Students who have high self-actualization at school, are those who have a good perception of the school climate. Therefore, teachers, school counselors, and stakeholders need to provide encouragement to students to build and create a conducive school climate, because this can facilitate the emergence of optimal academic performance in students.

Academic performance influences student academic achievement (Clifford & Cleary, 1972). When a student's academic performance is high, student achievement at school will be good. Teachers are expected to be creative and innovative in creating a school climate that can encourage students to bring up maximum academic performance (Marks & Louis, 1997; Taylor, 2010).

## 6. **Conclusion**

Poor academic performance is influenced by many factors, one of which is a negative perception of the school climate. More specifically, negative perceptions of the school climate contributed 58.7% to the poor academic performance of students in Indonesia. This study recommends the stakeholders in the school to make a good management in the school, so that the school climate can be built conducive and can affect the improvement of student academic performance.

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