The Effect of Negative Peace in Mind to Aggressive Behavior of Students in Indonesia

Abstract: This ex-post facto research aims to identify the negative influence of peace of mind on students' aggressive behavior. Aggressive behavior of students has become a problem that has not been alleviated to the maximum and is increasingly complex. One model of education that seeks to build students' peace of mind is the peace education model. The use of this educational model can suppress the urge of students to show aggressive behavior. The research data was collected using the peace of mind scale (PoMS) and aggressive behavior scale (ABS). The population in this study was high school students in Indonesia, consisting of 9,687,676 students. The sample involved in this study was 1263 students using cluster random sampling techniques. The sample in this study was taken by considering the western part of Indonesia (East Java, the Special Region of Yogyakarta, and Lampung), the central part of Indonesia (West Nusa Tenggara and Central Sulawesi), and the eastern part of Indonesia (North Maluku). Data in this study were analyzed using simple linear regression. The results of the analysis of the study concluded that negative peace of mind has an effect of 62.9% on aggressive behavior committed by students. This study is recommended for future researchers to develop peaceful thinking training programs to reduce students' aggressive behavior.

Keywords: *aggressive behavior, peace education, peace of mind*

Introduction

Peace becomes a condition that is desired by every human being. World peace figures view peace using two methods, namely nonviolence (ahimsa) and welfare to live together (Sarvodaya) (Bose, 1981). The concept of nonviolence (ahimsa) means that every human being negates violence and injustice without violence (Kosek, 2005). Whereas the idea of welfare (Sarvodaya) views peace, not as a result, but is an ongoing revolutionary process to obtain a calm and security (Rath, 2010).

In addition to society in general, students who study at school also need a culture of peace. Maintaining, making, and building peace in schools is vital to do to encourage students to learn about conflict management and differences of opinion between students (Bickmore & MacDonald, 2010). Teaching peace through education is often referred to as peace education (Saputra et al., 2017). A culture of peace in the school environment will encourage the emergence of comfort, security, and well-being in students in the classroom (Diener, 2007; Setiadi et al., 2017).

Comfort, security, and well-being are the needs of students when they study at school. This comfort and safety are obtained by students when they have a good perception of the school climate (Bosworth et al., 2011; Kutsyuruba et al., 2015). Research states that students who have a poor perception of school climate tend to display poor academic performance and academic achievement in schools (Kutsyuruba et al., 2015; Makewa et al., 2011; Saputra, Supriyanto, Astuti, Ayriza, & Adiputra, 2020; Wang et al., 2014). Unlike the case, if students have a good perception of the school climate, then students can actualize in the academic field to the fullest without fear of something negative happening to him.

One of the sources of students' wrong perceptions of the school climate is the increasingly complex behavior of aggressive and violent students (Benbenishty et al., 2016). Students are under pressure, intimidation, unpleasant treatment from their peers. Moreover, at this time, new forms of aggressive behavior are emerging, namely, online aggression (Werner et al., 2010; Zimmerman & Ybarra, 2016). The emergence of aggressive behavior carried out by students also suppresses the existence of social support among adolescents, which also impacts the students' poor perception of the school climate.

Aggressive behavior is one of the problems that has not been overcome optimally in Indonesia. The level of aggressive behavior in junior high and vocational high school students is in the high category (Alhadi et al., 2018; Saputra & Handaka, 2018). There was not even a significant difference in the level of aggressive behavior of male and female students in Indonesia (Saputra et al., 2017). Male students tend to elicit direct aggressive behavior, while female students tend to elicit indirect aggressive behavior (Denson et al., 2018). The results showed that conflicts between peers in Indonesia were more frequent and not immediately resolved than in the United States (French et al., 2005). Children in Indonesia often come out of the conflict without a settlement on both sides of the conflict.

Aggressive behavior occurs due to certain factors. Moral disengagement becomes one of the variables that have a positive correlation with aggressive Behavior (Gini et al., 2014). Besides, aggressive behavior also arises because adolescents imitate impressions on violence-themed video games, this is the implementation of social cognitive theory initiated by Albert Bandura (Anderson et al., 2010; Gentile et al., 2014; Greitemeyer & Muegge, 2015). Emotion regulation and poor anger management also have an impact on high aggressive Behavior (Bazarnik, 2018; Roberton et al., 2012).

Various causes of aggressive behavior. Examples are moral disengagement, video games, and dysregulation of emotion. The roots of aggressive behavior lead to negative peace of mind

and the hearts of students. The results showed that the peace of mind of students created by counselors through counseling could suppress aggressive Behavior (Saputra et al., 2020; Saputra & Handaka, 2017). This explanation can be a fundamental assumption that peace of mind can predict the low level of aggressive behavior of students.

Previous research identified the level of aggressive behavior in terms of students' negative peace of mind. The pedagogical peace model was developed in Indonesia and did not have a positive effect on the creation of a zone of peace in schools (Eliasa et al., 2019; Setiadi et al., 2017). What causes the failure of the peace pedagogical model to build a peace zone is the lack of model construction, teacher knowledge of the model, challenges in classroom management, and inadequate student participation. Other research shows different results; the peace of mind development program is effective in preventing the emergence of aggressive behavior in elementary school students (Clayton et al., 2001).

The differences in the results of research on peace of mind and aggressive behavior become the basis for empirically identifying the negative influence of peace of mind on the aggressive behavior of students in Indonesia. The results of this study can provide recommendations for schools to integrate peace education in classroom learning.

Literature Review

Aggressive Behavior

Aggressive behavior is one of the problems that is often done by students today. Aggressive behavior is a complex phenomenon that has a severity, a variety of meanings, and appears in various forms of violent Behavior (Ramirez, 2009). Another opinion states that aggressive behavior is the tendency of humans to commit acts of violence in the kind of destructive Behavior (Harding, 2006). Aggressive behavior in adolescents often appears to respond to threats originating from outside the individual or group (MacLaren et al., 2010).

The forms of aggressive behavior are also increasingly sophisticated. Even in the era of the industrial revolution 4.0, teenagers have used technology to carry out aggressive behavior. This phenomenon is online aggression or internet aggression, which is the behavior of hurting other people using internet media (Law et al., 2010; Werner et al., 2010; Zimmerman & Ybarra, 2016). This behavior is easily carried out by students because they do not worry about

the immediate impact felt after engaging in aggressive behavior. The phenomenon of online aggression is also a problem for students in Indonesia (Wiretna et al., 2020).

Aggressive behavior has received attention from all over the world, which affects the perpetrators, victims, their families, and other famous people, and has the possibility of appearing in criminal activities (Tajudeen & Aqeel, 2019). The study of aggressive behavior is the study of human behavior that harms others or themselves. Aggressive behavior can be positive because of innate behavior that helps individuals succeed in the environment (Aleyasin et al., 2018). When looking at comparisons between men and women, women tend to have indirect aggression, and men tend to have direct aggressiveness (Denson et al., 2018). Indirect aggressive behavior that women have is angry, hating, mocking, or gossiping at others, which results in hostility, whereas male aggression tends to be direct or physical aggression.

Aggressive behavior in social situations comes in several forms. First, aggressive behavior through social media is a form of aggressive behavior that occurred in the industrial era 4.0, such as trolling, cyberbullying, flaming, and hate speech (Kumar et al., 2018). The second form of aggressive behavior is physical aggression, with a tendency for men to have more physical aggression than women (Björkqvist, 2018). The third form of aggressive behavior is verbal aggression through face-to-face communication and the media, such as insulting rhetoric, discrediting opponents, demanding, blaming, threatening, and predicting negativity (Bykov & Gladchenko, 2019). The fourth form of aggressive behavior is anger that comes from cognitive behavior (A. H. Lee & DiGiuseppe, 2018). The fifth form of aggressive behavior is hatred that arises as a result of interpersonal difficulties and emotional difficulties such as depression and post-traumatic stress disorder (Berkout et al., 2019). The last form of aggressive behavior is self-aggression or self-harm. Self-aggression can occur in a kind of suicidal behavior. Things that cause self-aggression are personality disorders such as narcissistic, antisocial, paranoid, and schizotypal comorbid personality disorders, alcohol, and substance use disorders (Sher et al., 2019). Not all individuals have aggressive behavior. Individuals tend to have aggressive behavior.

Aggressive behavior in humans has several factors that can be linked to current conditions and traditional life. Individual aggressive behavior can arise due to the use of game technology, such as violent games (Przybylski & Weinstein, 2019). The next factor is the pressure from parents on children, both cognitive and affective when disciplining children (Rodriguez, 2018). Aggression behavior also arises as a result of excessive joking behavior,

such as bullying and cyberbullying (Zych et al., 2019). Another factor in the emergence of aggression is the use of alcohol, which is strongly associated with acts of violence with emotional overflow (Sanchez et al., 2019). These four factors of aggression often arise and are related to the facts of individual life.

Aggressive behavior consists of four aspects, namely, physical, verbal, anger, and hostility (Buss & Perry, 1992; García-León et al., 2002). Physical aggression is aggressive behavior in physical forms, such as hitting and kicking to hurt others. Verbal aggression is aggressive behavior in the way of rejection, threats, and difficulty controlling anger in the spoken form to disturb or endanger others. Feelings of annoyance and resentment towards others for failing to meet their expectations will form anger. Hostility takes the form of hatred or antagonism to others.

Peace of mind

Peace becomes an integral part of individual desires in life. Peace in individuals includes inner peace that is useful for gathering family, community, nation, and the world (Harris & Morrison, 2012). Build inner human peace through the process of education and lifelong learning. Build sustainable peace through means of enforcing rules, overcoming bullying, facilitating dispute resolution, engaging in consultations, rejecting bias, and marginalization (Bickmore & MacDonald, 2010).

Peace is a character that has an essential value in the life of millennial society. Form of peace in individuals is the way individuals have peace of mind and inner peace that shapes individual behavior to live peacefully in the family, community, nation, and world. Peace in the individual in the peace education program provides space for students to listen to all ideas and participate (Duckworth et al., 2012). Implementation of peace through continuing peace education programs. Peace education promotes academic activities to encourage democratic participation, reflection, critical awareness, and commitment to broader social change (Hantzopoulos, 2011).

The five stages of gaining peace are adolescents being able to admit mistakes, show remorse, repent, ask and give forgiveness, and pay compensation as a start of reconciliation (Murithi, 2009). The meaning of this peace is the intention of the adolescent's attitude to think and feel that all problems can be solved. Individual peace comes from a unique mindset. Indicators of peace also have relevance with the peaceful mindset that has three patterns of developing an

idealistic mind that is humble, self-controlled, and tolerates disapproval (Saputra & Rohmadheny, 2018).

Relationship between peace of mind and aggressive behavior

The discussion on peace of mind has a significant impact because peace of mind complements conceptualization and measures of well-being (Sikka et al., 2018). The establishment of peace of mind as one of the strategies to suppress negative behavior. This strategy changes the mindset of humans, not only positive thinking but more than that, to be able to calm down and make yourself more peaceful. One way to form peace of mind through a process of meditation that affects peace and inner harmony, love as thoughts, words, and acts of kindness extends to all surrounding beings (Ariyabuddhiphongs & Pratchawittayagorn, 2014).

The formation of peace of mind can suppress, prevent, or reduce aggressive behavior as maladaptive or negative behavior. Aggressive behavior hurts individual stress levels (van Gink et al., 2018). Therefore the formation of a peaceful mindset can suppress, prevent, or reduce their aggressive behavior. Changing the mindset of peace in individuals who have aggressive behavior requires great motivation or is called the concept of reversal of mind (Toates, 2019). Meditation is the right strategy to form a peaceful mindset (Kreplin et al., 2018).

Methodology

Research design

This study uses an ex-post-facto type that aims to identify the influence and contribution of negative peace of mind to the aggressive behavior of secondary school students in Indonesia. The dependent variable in this study is aggressive behavior, while the independent variable in this study is negative peace of mind.

Data collection

Data in this study were collected using two instruments. The first instrument used the peace of mind scale (PoMS), which had been developed previously and consisted of 7 items (Y. C. Lee et al., 2013). The reliability and validity of this instrument are categorized as useful and appropriate to be used to identify the negative level of students' peace of mind. The reliability coefficient of this instrument is 0.91. It is in the very high category, while the validity

coefficient is between 0.76 to 0.85. PoMS was developed by considering two indicators, namely the internal state of peacefulness and harmony. The PoMS grid is as follows. In this study, what is the coefficient value?

Table 1. Peace of mind scale (PoMS)

Variable	Indicator	Item	
		Favorable	Unfavorable
Peace of mind	The internal state of peacefulness	3, 4, 6	7
	The internal state of harmony	1, 2	5

While the second instrument adapted the aggressive behavior scale (ABS) instrument consisting of 29 statement items (Buss & Perry, 1992). The validity coefficient is between 0.65 to 0.71. The reliability coefficient of this instrument is 0.91, which is in the very high category. ABS was developed by considering four indicators, namely physical aggression, verbal, anger, and hostility. ABS lattices are as follows. In this study, what is the coefficient value?

Table 2. Aggressive behavior scale (ABS)

Variable	Indicator	Item
Aggressive	Physical aggression	1, 2, 3, 4, 5, 6, 7, 8, 9
Behavior	Verbal aggression	10, 11, 12, 13, 14
	Anger	15, 16, 17, 18, 19, 20, 21
	Hostility	22, 23, 24, 25, 26, 27, 28, 29

Population and sample

This study involved 9,687,676 high school and vocational high school students in Indonesia. This study used a sample of 1,263 students through cluster random sampling techniques. Sampling takes into account the territory of Indonesia, namely western Indonesia, central Indonesia, and eastern Indonesia. The provinces of East Java, Central Java, West Java, and the Special Region of Yogyakarta represent west Indonesia. West Nusa Tenggara and Central Sulawesi represent central Indonesia. North Maluku represents Eastern Indonesia. The distribution of samples in this study is in table 3.

Table 3. Distribution of Research Samples

The region	Province	Number of Samples
Western Indonesia	Central Java	159
	East Java	391
	West Java	98
	Special Region of Yogyakarta	351

	South Sumatra	83
	Lampung	33
The middle part of Indonesia	West Nusa Tenggara	53
	Central Sulawesi	35
Eastern Indonesia	North Maluku	60
	Total	1.263

Research stage

This research was carried out systematically by involving several steps. First, design research objectives to be achieved. Second, coordinate with the research team and the distribution of tasks. Third, prepare and design PoMS and ABS as data collection instruments. Fourth, test the readability of PoMS and ABS. Each of the five research teams deployed research instruments in three regions in Indonesia, namely western, central, and eastern Indonesia. Sixth, administering research data captured through e-questionnaires. Seventh, analyze the research data that has been applied and conclude. Eighth, conduct Focus Group Discussion on the findings obtained together with the research team.

Analysis of research data

The analysis technique used to identify the negative influence of peace of mind on the aggressive behavior of students in Indonesia is simple regression analysis. In this study, test the assumptions before conducting a simple regression analysis, namely the normality test using Kolmogorov Smirnov and the linearity test to determine the data linearity of the two variables.

Results

Data analysis using simple regression needs to do the assumption test first, namely the test for normality and linearity. The research data must be able to fulfill these assumptions as a condition of conducting simple linear regression analysis. Based on testing the hypotheses, concluding that the data in this study is to have a normal distribution and linear.

Testing for normality uses the Kolmogorov-Smirnov One-Sample Test. Based on the results of data analysis, the Asymp coefficient. Sig. (2-tailed) 0.55 is higher than 0.05. Thus, the test results concluded that the data had a normal distribution. Table 4 describes the Normality test using the One-Sample Kolmogorov-Smirnov Test.

Table 4 Normality Test using the One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		1263
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	6.78202532
Most Extreme Differences	Absolute	.025
	Positive	.025
	Negative	-.016
Test Statistic		.025
Asymp. Sig. (2-tailed)		.055c

Linearity testing shows the data coefficient deviation from the linearity sig. > 0.05 or 0.391> 0.05. The results of this test concluded that there is a significant linear relationship between the variables of peace of mind with the aggressive behavior of students. Table 5 describes the linearity test in this study.

Table 5 Linear Assumption Test

			Sum of Squares	df	Mean Square	F	Sig.
Aggressive behavior * Peace Mind	Between Groups	(Combined)	99484.701	20	4974.235	108.152	.000
		Linearity	98561.025	1	98561.025	2142.964	.000
		Deviation from Linearity	923.676	19	48.615	1.057	.391
	Within Groups		57123.109	1242	45.993		
	Total		156607.810	1262			

Simple linear regression analysis in this study identified a significant influence of negative peace of mind on the aggressive behavior of students in Indonesia. Table 6 outlines the considerable impact of negative peace of mind on the aggressive behavior of students.

Table 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793a	.629	.629	6.78471

Table 6 displays the coefficient R, which is a symbol of the correlation coefficient. In the table, the correlation coefficient is 0.793. This value that the relationship between the two research variables is in a strong category. Through this table also obtained the value of R Square, which shows how good the regression model formed by the interaction of independent variables and dependent variables. R Square value is 0.629, which means that

peace of mind has a contribution of 62.9% to the aggressive behavior of students in Indonesia, and another 37.1% is influenced by other factors outside of peace of mind.

Table 7 Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	98561.025	1	98561.025	2141.126	.000[b]
	Residual	58046.785	1261	46.032		
	Total	156607.810	1262			

Table 7 to determine the significance or linearity of the regression. The criteria can be determined based on the Test of Significance (Sig.). Based on the table, the value of Sig. = 0,000, which means <significant criteria (0.05). Thus, the regression equation model based on research data is significant, or the linear regression model meets the linearity criteria. Simple linear regression analysis can predict the variable of aggressive behavior of students in Indonesia.

Table 8. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.478	.801		29.320	.000
	Peace Mind	2.425	.052	.793	46.272	.000

Table 8 informs the regression equation model obtained with constant coefficients and variable coefficients in the Unstandardized Coefficients column. The constant-coefficient in the table is 23,478. This number means that if there is no negative peace of mind, then the coefficient of aggressive behavior of students is 23,478. At the same time, the regression coefficient is 2,425. This figure implies that each 1% increase in negative peace of mind, resulted in an increase in aggressive behavior by 2,425. So the regression equation is: Y = 23,478 + 2,425 Peace mind.

Based on table 8, also shows the coefficient T = 46.272 with a significance of 0,000 <0.05. The analysis shows that there is a significant (significant) effect between negative peace of mind on the aggressive behavior of students in Indonesia. The higher the level of negative peace of mind, the higher the aggressive behavior of students in Indonesia. Conversely, the lower the negative peace of mind, the lower the aggressive behavior of students in Indonesia.

Discussion

The results of the study concluded that there was a significant influence between peace of mind on the aggressive behavior of secondary school students in Indonesia. The peace of mind variable contributed 62.9% to the aggressive behavior of students in Indonesia. The results of data analysis also showed that each additional 1% negative peace of mind, resulted in an increase in aggressive behavior by 2,425. Based on the results of this study, it concluded that peace becomes an integral part that can determine the high or low aggressive behavior of humans (Sørensen, 2007). Therefore, the development of peace of mind through the integration of peace education is urgent to do (Chiriswa, 2015; Olowo, 2016).

The results of this study prove that the development of peace of mind is essential to reduce the violence that is often done by students (Galtung, 1969). The development of peace of mind through the education system in school settings is called the peace education program. Thus, the role of education becomes vital to build the concept of peace in every student (McLean Hilker, 2011; Uddin, 2015). The implementation of peace education will build peace culture so that the security and comfort of students appear in learning activities at school.

Other studies support the results of this study, which states that negative peace of mind contributes to the aggressive behavior of students. Research in the United States states that a peace program combined with antiviolence, conflict-resolution based on the goals and skills targets can to support programs to prevent violence occurring in primary schools (Clayton et al., 2001). Based on this research, elementary school students are proven to need peace programs that aim to develop peace of mind and contribute to decreasing the aggressive behavior of students. However, in this research, the violence prevention program is a combination of peace programs with antiviolence and conflict-resolution so that aggressive behavior is not only influenced by the peace of mind but also antiviolence and conflict-resolution. Besides, the contribution of peace of mind to aggressive behavior is unknown.

Research in Indonesia also developed a counseling model to reduce students' aggressive behavior by encouraging counselees to have peace of mind, called the Peace Counseling Model (Saputra et al., 2019). This counseling model has passed the effectiveness test stage, and the results can help effectively to reduce the aggressive behavior of students (Saputra et al., 2020). However, the research cannot find out the contribution of peace of mind formed through counseling towards aggressive behavior by students.

A violence prevention program, called PEACE Through Dance/ Movement. The program that aims to develop socialization, self-control, and management of disruptive behavior has empirically to be used to reduce disputes with peers, student failure to calm down, intolerance, and damage to other people's belongings (Koshland & Wittaker, 2004). However, the purpose of the study does not specifically address the effect of peace of mind on aggressive behavior. Still, it is also to reduce disputes with peers, student failure to calm down, intolerance, and damage to other people's belongings.

Peace of mind taught to students in schools also requires active collaboration from various parties. Without active collaboration from various parties, peace of mind taught at school cannot internalize students, so aggressive behavior tends to be high. Research in Indonesia shows that the pedagogical peace model is not effective in developing peace zones in schools. Some of the things that cause it are the lack of concrete models, different teacher abilities, lack of teacher understanding of the model, class management challenges, and lack of support for student activities (Eliasa et al., 2019; Setiadi et al., 2017). Unlike the case in the United States, teachers can teach peace pedagogy, which includes the rejection of violence, understanding of differences, awareness of injustice and social justice, and understanding of peace (Joseph & Duss, 2009).

Individuals who have peace of mind have three indicators, namely caring, fearlessness, and love (Supriyanto & Wahyudi, 2017). Another theory states that peace of mind has two aspects that influence the emergence of aggressive behavior in students, namely the internal state of peace and harmony (Y. C. Lee et al., 2013). These two aspects are the basis for the preparation of the PoMS instrument to measure students' peace of mind in Indonesia. The interaction of these two aspects of peace of mind has a significant contribution to four aspects of aggressive behavior, namely physical, verbal, anger, and hostility.

The first aspect of peace of mind is the internal state of peacefulness. This concept is also a personal peace or inner peace, which is an internal condition in humans who have inner peace, interpersonal peace, and an attitude of peace towards other individuals or groups (Redekop, 2013; Sims et al., 2014). If someone has inner peace, then they can manage personal conflicts, which usually will also correlate with the ability of humans to manage interpersonal conflict. A teenager who has personal peace, they are active in playing a role in showing nonviolent behavior when facing certain situations (Vanderhaar, 2013).

The second aspect of peace of mind is the internal state of harmony. Humans who have an internal state of harmony are those who can manage themselves to be able to live together

with others without any violence. In other perspectives, harmony is a commitment to harmonize diversity and can be useful to change a society that is hit by certain conflicts (Jia, 2009). The internal state of harmony has three components, namely, self-respect, inner resources, love, and hope (Sims et al., 2014). These three components can reduce the urge of adolescents to engage in aggressive behavior.

Conclusion

Aggressive problems in students become serious problems that require problem-solving. Forms of aggressive Behavior by students are also increasingly diverse and are already using technology. One of the factors that allegedly influenced aggressive behavior was peace of mind. The results of this study also concluded that negative peace of mind had a significant effect on the aggressive behavior of secondary school students in Indonesia. More specifically, negative peace of mind has a contribution of 62.9% to the aggressive behavior of secondary school students in Indonesia. The correlation coefficient between the two variables in the study is in a strong category. The higher the level of negative peace of mind, the higher the aggressive behavior. Conversely, the lower the negative peace of mind, the lower the aggressive behavior. This research recommends that the parties involved with stakeholders to build peace culture and peace zones in each school to reduce the highly aggressive behavior of secondary school students in Indonesia.

Suggestions

The results of this study recommend further researchers to identify the effect of peaceful thinking on students' aggressive behavior by involving all provinces in Indonesia. This identification can provide a more comprehensive picture of the peaceful thinking patterns and aggressive behavior of students in Indonesia. The results of this study are essential, mainly used as a basis for designing a strategy to reduce students' aggressive behavior through their ability to think peacefully.

The results of this study also recommend that further researchers conduct research and development of a product that has the aim of reducing students' aggressive behavior through the peace in thinking variable. The results of this study prove that the peace variable in thinking has a significant impact on the high or low of students' aggressive behavior.

Researchers can disseminate their research products to teachers in Indonesia who are to develop strategies to reduce student violence in Indonesia.

Limitations

Limitations of this study cannot determine other factors that influence aggressive behavior, because it only identifies negative variables of peace of mind and aggressive behavior. Another limitation of this study lies in the sampling technique, which uses random cluster sampling. Indonesia has thirty-four provinces, but in this study only involved nine provinces by considering three major regions in Indonesia, namely the western, central, and eastern Indonesia. Future research should include all provinces in Indonesia so that comprehensive data on the level of negative peace of mind and aggressive behavior and the relationship between the two can be found.

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The Effect of Negative Peace of Mind to Aggressive Behavior of Students in Indonesia

Abstract: This ex-post facto research aims to identify the negative influence of peace of mind on students' aggressive behavior. Aggressive behavior of students has become a problem that has not been alleviated to the maximum and is increasingly complex. One model of education that seeks to build students' peace of mind is the peace education model. The use of this educational model can suppress the urge of students to show aggressive behavior. The research data was collected using the peace of mind scale (PoMS) and aggressive behavior scale (ABS). The population in this study was high school students in Indonesia, consisting of 9,687,676 students. The sample involved in this study was 1263 students using cluster random sampling techniques. The sample in this study was taken by considering the western part of Indonesia (East Java, the Special Region of Yogyakarta, and Lampung), the central part of Indonesia (West Nusa Tenggara and Central Sulawesi), and the eastern part of Indonesia (North Maluku). Data in this study were analyzed using simple linear regression. The results of the analysis of the study concluded that negative peace of mind has an effect of 62.9% on aggressive behavior committed by students. This study is recommended for future researchers to develop peaceful thinking training programs to reduce students' aggressive behavior.

Keywords: aggressive behavior, peace education, peace of mind

Authors:

Wahyu Nanda Eka Saputra   Agus Supriyanto   Prima Suci Rohmadheny

Budi Astuti   Yulia Ayriza   Sofwan Adiputra (Corresponding Author)

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#1893 Summary

SUMMARY   REVIEW   EDITING

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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.

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Indexing

Academic discipline and sub-disciplines	Educational case studies
Keywords	student perception; negative school climate; poor academic performance
Type, method or approach	—
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#1893 Review

SUMMARY   **REVIEW**   EDITING

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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 positive academic performance. However, juvenile delinquency often results in student perception of negative school climate. The study reported in this paper investigated the effect of student perception of negative school climate on their academic performance in Indonesia. This is ex-post facto research in which the effect of the dependent variable and examined retrospectively to establish causes, relationships, associations, and their meanings. Data was collected using 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 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 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 Ofof 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.

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

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).

Population and sample

The populations in this study were 9,687,676high-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.

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.

4.3. 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.

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

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

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 * VAR00001	Between Groups	(Combined)	3332.964	63	52.904	1.580	.003
		Linearity	650.820	1	650.820	19.435	.000
		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	.766a	.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^2) 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	.000b
	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.

5.4. 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..

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 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, & 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).

6.5. 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 origionality.

Literature review: The paper has somehow demonstrated that there has been an extensive review of literature in the realated 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 shool 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 the 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 hyphothesis. 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 conducated. However, the descriptions of the methods and the instruments used to collect data are not provided. Only a demonstration of a detailed analaysis 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 some how 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 repetititon 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.

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).

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. 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).

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.

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[a,b]	Mean	.0000000
	Std. Deviation	5.82579845
Most Extreme Differences	Absolute	.058
	Positive	.052
	Negative	-.058
Test Statistic		.058
Asymp. Sig. (2-tailed)		.054[c]

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 * VAR00001	Between Groups	(Combined)	3332.964	63	52.904	1.580	.003
		Linearity	650.820	1	650.820	19.435	.000
		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[a]	.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^2) 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[b]
	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

Commented [U6]: Mention the city

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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,

& 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 (Vitterso, 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).

> **Commented [U9]:** In the discussion part you need to provide a comparation and logical explaination of the differences.

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.

> **Commented [U10]:** Please add the limitation and future studies as well

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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 ndonesia. 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; 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.

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 &

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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).

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.

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.

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

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

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 * VAR00001	Between Groups	(Combined)	3332.964	63	52.904	1.580	.003
		Linearity	650.820	1	650.820	19.435	.000
		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[a]	.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^2) 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[b]
	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

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,

& 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 (Vitterso, 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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#1893 Editing

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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Review Form

Manuscript ID:	EU-JER_ID#200791100	Date:	September 5, 2020

Manuscript Title:	The Effect of Negative Peace of Mind to Aggressive Behavior of Students in Indonesia

ABOUT MANUSCRIPT (Mark with "X" one of the options)	Accept	Weak	Refuse	Not Available
Language is clear and correct	x			
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Conclusions are clearly stated	x			
Recommendations are clearly stated		x		

GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR

The manuscript is related to examine how peace of mind affects students' aggressive behavior. It has structural and methodological deficits. The following recommendations are presented:

1- Please double-check that all citations in the text and in the references are fitting to APA 7.

2- Write research questions or hypotheses.

3- Is reliability values your result or from another article? If it is from another article, please calculate for your study.

4- If two or more scales are applied together, the common method bias is issued. Give information. You may check the following publications:

1-Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. Journal of Applied Psychology, 88(5), 879-903. doi: 10.1037/0021-9010.88.5.879

2-Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2012). Sources of method bias in social science research and recommendations on how to control it. Annual Review of Psychology, 63(1), 539-569. doi:10.1146/annurev-psych-120710-100452

5- Did you check outlier?

6- Move the result about assumptions into the data analysis section.

7- Please use the "1 scale" instead "1%" in your interpretations.

8- Write the limitations section separately.

9- Write recommendations for practitioners and future researchers. Also, add a comparison of the result to other countries.

THE DECISION (Mark with "X" one of the options)		
Accepted: Correction not required		
Accepted: Minor correction required		
Conditionally Accepted: Major Correction Required **(Need second review after corrections)**		**x**
Refused		
Reviewer Code: R2611 (The name of referee is hidden because of blind review)		

Review Form

Manuscript ID:	EU-JER_ID#		Date:	 2020	
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Language is clear and correct	x			
Literature is well written	x			
References are cited as directed by APA	x			
The research topic is significant to the field	x			
The article is complete, well organized and clearly written		x		
Research design and method is appropriate		x		
Analyses are appropriate to the research question		x		
Results are clearly presented		x		
A reasonable discussion of the results is presented		x		
Conclusions are clearly stated		x		
Recommendations are clearly stated		x		

GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR

This is really important global issue in education and mental health in worldwide. However, this study has some restrictions to become a good quality paper. The biggest problem is in the methodology and presenting the results. There are many factors which are influenced in aggressive behavior. Through only implementing the regression analysis between peace of mind and aggressive behavior, other factors are overlooked; this is the basic problem stand on the regression analysis.

It is not easy to explain the relationship between aggression and peace of mind standing in this type of analysis and this could be leading false assumptions.

Basic demographics could be given in the sample section

Sample definition is not clear because it was not mentioned on power analysis.

Background information is too long and has many repeated knowledge.

Discussion section contrary to Background and intro is short and lack of strong interpretation and ideas depending on the findings.

Good luck and these comments are written with the aim of improving this manuscript scientific quality

THE DECISION (Mark with "X" one of the options)	
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Accepted: Minor correction required	
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Refused	
Reviewer Code: R2613 (The name of referee is hidden because of blind review)	

The Effect of Negative Peace of Mind to Aggressive Behavior of Students in Indonesia

Abstract: This ex-post facto research aims to identify the negative influence of peace of mind on students' aggressive behavior. Aggressive behavior of students has become a problem that has not been alleviated to the maximum and is increasingly complex. One model of education that seeks to build students' peace of mind is the peace education model. The use of this educational model can suppress the urge of students to show aggressive behavior. The research data was collected using the peace of mind scale (PoMS) and aggressive behavior scale (ABS). The population in this study was high school students in Indonesia, consisting of 9,687,676 students. The sample involved in this study was 1263 students using cluster random sampling techniques. The sample in this study was taken by considering the western part of Indonesia (East Java, the Special Region of Yogyakarta, and Lampung), the central part of Indonesia (West Nusa Tenggara and Central Sulawesi), and the eastern part of Indonesia (North Maluku). Data in this study were analyzed using simple linear regression. The results of the analysis of the study concluded that negative peace of mind has an effect of 62.9% on aggressive behavior committed by students. This study is recommended for future researchers to develop peaceful thinking training programs to reduce students' aggressive behavior.

Keywords: *aggressive behavior, peace education, peace of mind*

Introduction

Peace becomes a condition that is desired by every human being. World peace figures view peace using two methods, namely nonviolence (ahimsa) and welfare to live together (Sarvodaya) (Bose, 1981). The concept of nonviolence (ahimsa) means that every human being negates violence and injustice without violence (Kosek, 2005). Whereas the idea of welfare (Sarvodaya) views peace, not as a result, but is an ongoing revolutionary process to obtain a calm and security (Rath, 2010).

In addition to society in general, students who study at school also need a culture of peace. Maintaining, making, and building peace in schools is vital to do to encourage students to learn about conflict management and differences of opinion between students (Bickmore & MacDonald, 2010). Teaching peace through education is often referred to as peace education (Saputra et al., 2017). A culture of peace in the school environment will encourage the

emergence of comfort, security, and well-being in students in the classroom (Diener, 2007; Setiadi et al., 2017).

Comfort, security, and well-being are the needs of students when they study at school. This comfort and safety are obtained by students when they have a good perception of the school climate (Bosworth et al., 2011; Kutsyuruba et al., 2015). Research states that students who have a poor perception of school climate tend to display poor academic performance and academic achievement in schools (Kutsyuruba et al., 2015; Makewa et al., 2011; Saputra, Supriyanto, Astuti, Ayriza, & Adiputra, 2020; Wang et al., 2014). Unlike the case, if students have a good perception of the school climate, then students can actualize in the academic field to the fullest without fear of something negative happening to him.

One of the sources of students' wrong perceptions of the school climate is the increasingly complex behavior of aggressive and violent students (Benbenishty et al., 2016). Students are under pressure, intimidation, unpleasant treatment from their peers. Moreover, at this time, new forms of aggressive behavior are emerging, namely, online aggression (Werner et al., 2010; Zimmerman & Ybarra, 2016). The emergence of aggressive behavior carried out by students also suppresses the existence of social support among adolescents, which also impacts the students' poor perception of the school climate.

Aggressive behavior is one of the problems that has not been overcome optimally in Indonesia. The level of aggressive behavior in junior high and vocational high school students is in the high category (Alhadi et al., 2018; Saputra & Handaka, 2018). There was not even a significant difference in the level of aggressive behavior of male and female students in Indonesia (Saputra et al., 2017). Male students tend to elicit direct aggressive behavior, while female students tend to elicit indirect aggressive behavior (Denson et al., 2018). The results showed that conflicts between peers in Indonesia were more frequent and not immediately resolved than in the United States (French et al., 2005). Children in Indonesia often come out of the conflict without a settlement on both sides of the conflict.

Aggressive behavior occurs due to certain factors. Moral disengagement becomes one of the variables that have a positive correlation with aggressive behavior (Gini et al., 2014). Besides, aggressive behavior also arises because adolescents imitate impressions on violence-themed video games, this is the implementation of social cognitive theory initiated by Albert Bandura (Anderson et al., 2010; Gentile et al., 2014; Greitemeyer & Muegge, 2015). Emotion regulation and poor anger management also have an impact on high aggressive behavior (Bazarnik, 2018; Roberton et al., 2012).

Various causes of aggressive behavior. Examples are moral disengagement, video games, and dysregulation of emotion. The roots of aggressive behavior lead to negative peace of mind and the hearts of students. The results showed that the peace of mind of students created by counselors through counseling could suppress aggressive behavior (Saputra et al., 2020; Saputra & Handaka, 2017). This explanation can be a fundamental assumption that peace of mind can predict the low level of aggressive behavior of students.

Previous research identified the level of aggressive behavior in terms of students' negative peace of mind. The pedagogical peace model was developed in Indonesia and did not have a positive effect on the creation of a zone of peace in schools (Eliasa et al., 2019; Setiadi et al., 2017). What causes the failure of the peace pedagogical model to build a peace zone is the lack of model construction, teacher knowledge of the model, challenges in classroom management, and inadequate student participation. Other research shows different results; the peace of mind development program is effective in preventing the emergence of aggressive behavior in elementary school students (Clayton et al., 2001).

The differences in the results of research on peace of mind and aggressive behavior become the basis for empirically identifying the negative influence of peace of mind on the aggressive behavior of students in Indonesia. The results of this study can provide recommendations for schools to integrate peace education in classroom learning.

Literature Review

Aggressive behavior

Aggressive behavior is one of the problems that is often done by students today. Aggressive behavior is a complex phenomenon that has a severity, a variety of meanings, and appears in various forms of violent behavior (Ramirez, 2009). Another opinion states that aggressive behavior is the tendency of humans to commit acts of violence in the kind of destructive behavior (Harding, 2006). Aggressive behavior in adolescents often appears to respond to threats originating from outside the individual or group (MacLaren et al., 2010).

The forms of aggressive behavior are also increasingly sophisticated. Even in the era of the industrial revolution 4.0, teenagers have used technology to carry out aggressive behavior. This phenomenon is online aggression or internet aggression, which is the behavior of hurting other people using internet media (Law et al., 2010; Werner et al., 2010; Zimmerman & Ybarra, 2016). This behavior is easily carried out by students because they do not worry about the immediate impact felt after engaging in aggressive behavior. The phenomenon of online aggression is also a problem for students in Indonesia (Wiretna et al., 2020).

Aggressive behavior has received attention from all over the world, which affects the perpetrators, victims, their families, and other famous people, and has the possibility of appearing in criminal activities (Tajudeen & Aqeel, 2019). The study of aggressive behavior is the study of human behavior that harms others or themselves. Aggressive behavior can be positive because of innate behavior that helps individuals succeed in the environment (Aleyasin et al., 2018). When looking at comparisons between men and women, women tend to have indirect aggression, and men tend to have direct aggressiveness (Denson et al., 2018). Indirect aggressive behavior that women have is angry, hating, mocking, or gossiping at others, which results in hostility, whereas male aggression tends to be direct or physical aggression.

Aggressive behavior in social situations comes in several forms. First, aggressive behavior through social media is a form of aggressive behavior that occurred in the industrial era 4.0, such as trolling, cyberbullying, flaming, and hate speech (Kumar et al., 2018). The second form of aggressive behavior is physical aggression, with a tendency for men to have more physical aggression than women (Björkqvist, 2018). The third form of aggressive behavior is verbal aggression through face-to-face communication and the media, such as insulting rhetoric, discrediting opponents, demanding, blaming, threatening, and predicting negativity

(Bykov & Gladchenko, 2019). The fourth form of aggressive behavior is anger that comes from cognitive behavior (A. H. Lee & DiGiuseppe, 2018). The fifth form of aggressive behavior is hatred that arises as a result of interpersonal difficulties and emotional difficulties such as depression and post-traumatic stress disorder (Berkout et al., 2019). The last form of aggressive behavior is self-aggression or self-harm. Self-aggression can occur in a kind of suicidal behavior. Things that cause self-aggression are personality disorders such as narcissistic, antisocial, paranoid, and schizotypal comorbid personality disorders, alcohol, and substance use disorders (Sher et al., 2019). Not all individuals have aggressive behavior. Individuals tend to have aggressive behavior.

Aggressive behavior in humans has several factors that can be linked to current conditions and traditional life. Individual aggressive behavior can arise due to the use of game technology, such as violent games (Przybylski & Weinstein, 2019). The next factor is the pressure from parents on children, both cognitive and affective, when disciplining children (Rodriguez, 2018). Aggression behavior also arises as a result of excessive joking behavior, such as bullying and cyberbullying (Zych et al., 2019). Another factor in the emergence of aggression is the use of alcohol, which is strongly associated with acts of violence with emotional overflow (Sanchez et al., 2019). These four factors of aggression often arise and are related to the facts of individual life.

Aggressive behavior consists of four aspects, namely, physical, verbal, anger, and hostility (Buss & Perry, 1992; García-León et al., 2002). Physical aggression is aggressive behavior in physical forms, such as hitting and kicking to hurt others. Verbal aggression is aggressive behavior in the way of rejection, threats, and difficulty controlling anger in the spoken form to disturb or endanger others. Feelings of annoyance and resentment towards others for failing to meet their expectations will form anger. Hostility takes the form of hatred or antagonism to others.

Peace of mind

Peace becomes an integral part of individual desires in life. Peace in individuals includes inner peace that is useful for gathering family, community, nation, and the world (Harris & Morrison, 2012). Build inner human peace through the process of education and lifelong learning. Build sustainable peace through means of enforcing rules, overcoming bullying, facilitating dispute resolution, engaging in consultations, rejecting bias, and marginalization (Bickmore & MacDonald, 2010).

Peace is a character that has an essential value in the life of millennial society. Form of peace in individuals is the way individuals have peace of mind and inner peace that shapes individual behavior to live peacefully in the family, community, nation, and world. Peace in the individual in the peace education program provides space for students to listen to all ideas and participate (Duckworth et al., 2012). Implementation of peace through continuing peace education programs. Peace education promotes academic activities to encourage democratic participation, reflection, critical awareness, and commitment to broader social change (Hantzopoulos, 2011).

The five stages of gaining peace are adolescents being able to admit mistakes, show remorse, repent, ask and give forgiveness, and pay compensation as a start of reconciliation (Murithi, 2009). The meaning of this peace is the intention of the adolescent's attitude to think and feel that all problems can be solved. Individual peace comes from a unique mindset. Indicators of peace also have relevance with the peaceful mindset that has three patterns of developing an idealistic mind that is humble, self-controlled, and tolerates disapproval (Saputra & Rohmadheny, 2018).

Relationship between peace of mind and aggressive behavior

The discussion on peace of mind has a significant impact because peace of mind complements conceptualization and measures of well-being (Sikka et al., 2018). The establishment of peace of mind as one of the strategies to suppress negative behavior. This strategy changes the mindset of humans, not only positive thinking but more than that, to be able to calm down and make yourself more peaceful. One way to form peace of mind through a process of meditation that affects peace and inner harmony, love as thoughts, words, and acts of kindness extends to all surrounding beings (Ariyabuddhiphongs & Pratchawittayagorn, 2014).

The formation of peace of mind can suppress, prevent, or reduce aggressive behavior as maladaptive or negative behavior. Aggressive behavior hurts individual stress levels (van Gink et al., 2018). Therefore the formation of a peaceful mindset can suppress, prevent, or reduce their aggressive behavior. Changing the mindset of peace in individuals who have aggressive behavior requires great motivation or is called the concept of reversal of mind (Toates, 2019). Meditation is the right strategy to form a peaceful mindset (Kreplin et al., 2018).

Methodology

Research design

This study uses an ex-post-facto type that aims to identify the influence and contribution of negative peace of mind to the aggressive behavior of secondary school students in Indonesia. The dependent variable in this study is aggressive behavior, while the independent variable in this study is negative peace of mind.

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Data collection

Data in this study were collected using two instruments. The first instrument used the peace of mind scale (PoMS), which had been developed previously and consisted of 7 item statement items (Y. C. Lee et al., 2013). The reliability and validity of this instrument are categorized as useful and appropriate to be used to identify the negative level of students' peace of mind. The reliability coefficient of this instrument is 0.91. It is in the very high category, while the validity coefficient is between 0.76 to 0.85. PoMS was developed by considering two indicators, namely the internal state of peacefulness and harmony. The PoMS grid is as follows.

Table 1. Peace of mind scale (PoMS)

Variable	Indicator	Item	
		Favorable	Unfavorable
Peace of mind	The internal state of peacefulness	3, 4, 6	7
	The internal state of harmony	1, 2	5

While the second instrument adapted the aggressive behavior scale (ABS) instrument consisting of 29 statement items (Buss & Perry, 1992). The validity coefficient is between 0.65 to 071. The reliability coefficient of this instrument is 0.91, which is in the very high category. ABS was developed by considering four indicators, namely physical aggression, verbal, anger, and hostility. ABS lattices are as follows.

Table 2. Aggressive behavior scale (ABS)

Variable	Indicator	Item
Aggressive behavior	Physical aggression	1, 2, 3, 4, 5, 6, 7, 8, 9
	Verbal aggression	10, 11, 12, 13, 14
	Anger	15, 16, 17, 18, 19, 20, 21
	Hostility	22, 23, 24, 25, 26, 27, 28, 29

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Population and sample

This study involved 9,687,676 high school and vocational high school students in Indonesia. This study used a sample of 1,263 students through cluster random sampling techniques. Sampling takes into account the territory of Indonesia, namely western Indonesia, central Indonesia, and eastern Indonesia. The provinces of East Java, Central Java, West Java, and the Special Region of Yogyakarta represent west Indonesia. West Nusa Tenggara and Central Sulawesi represent central Indonesia. North Maluku represents Eastern Indonesia. The distribution of samples in this study is in table 3.

Table 3. Distribution of Research Samples

The region	Province	Number of Samples
Western Indonesia	Central Java	159
	East Java	391
	West Java	98
	Special Region of Yogyakarta	351
	South Sumatra	83
	Lampung	33
The middle part of Indonesia	West Nusa Tenggara	53
	Central Sulawesi	35
Eastern Indonesia	North Maluku	60
	Total	1.263

Research stage

This research was carried out systematically by involving several steps. First, design research objectives to be achieved. Second, coordinate with the research team and the distribution of tasks. Third, prepare and design PoMS and ABS as data collection instruments. Fourth, test the readability of PoMS and ABS. Each of the five research teams deployed research instruments in three regions in Indonesia, namely western, central, and eastern Indonesia. Sixth, administering research data captured through e-questionnaires. Seventh, analyze the research data that has been applied and conclude. Eighth, conduct Focus Group Discussion on the findings obtained together with the research team.

Analysis of research data

The analysis technique used to identify the negative influence of peace of mind on the aggressive behavior of students in Indonesia is a simple regression analysis. In this study, test the assumptions before conducting a simple regression analysis, namely the normality test

using Kolmogorov Smirnov and the linearity test to determine the data linearity of the two variables.

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Results

Data analysis using simple regression needs to do the assumption test first, namely the test for normality and linearity. The research data must be able to fulfill these assumptions as a condition of conducting simple linear regression analysis. Based on testing the hypotheses, concluding that the data in this study is to have a normal distribution and linear.

Testing for normality uses the Kolmogorov-Smirnov One-Sample Test. Based on the results of data analysis, the Asymp coefficient. Sig. (2-tailed) 0.55 is higher than 0.05. Thus, the test results concluded that the data had a normal distribution. Table 4 describes the Normality test using the One-Sample Kolmogorov-Smirnov Test.

Table 4 Normality Test using the One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		1263
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	6.78202532
Most Extreme Differences	Absolute	.025
	Positive	.025
	Negative	-.016
Test Statistic		.025
Asymp. Sig. (2-tailed)		.055c

Linearity testing shows the data coefficient deviation from the linearity sig. > 0.05 or 0.391> 0.05. The results of this test concluded that there is a significant linear relationship between the variables of peace of mind with the aggressive behavior of students. Table 5 describes the linearity test in this study.

Table 5 Linear Assumption Test

			Sum of Squares	df	Mean Square	F	Sig.
Aggressive Behavior * Peace Mind	Between Groups	(Combined)	99484.701	20	4974.235	108.152	.000
		Linearity	98561.025	1	98561.025	2142.964	.000
		Deviation from Linearity	923.676	19	48.615	1.057	.391
	Within Groups		57123.109	1242	45.993		
	Total		156607.810	1262			

Simple linear regression analysis in this study identified a significant influence of negative peace of mind on the aggressive behavior of students in Indonesia. Table 6 outlines the considerable impact of negative peace of mind on the aggressive behavior of students.

Table 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793[a]	.629	.629	6.78471

Table 6 displays the coefficient R, which is a symbol of the correlation coefficient. In the table, the correlation coefficient is 0.793. This value that the relationship between the two research variables is in a strong category. Through this table also obtained the value of R Square, which shows how good the regression model formed by the interaction of independent variables and dependent variables. R Square value is 0.629, which means that peace of mind has a contribution of 62.9% to the aggressive behavior of students in Indonesia, and another 37.1% is influenced by other factors outside of peace of mind.

Table 7 Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	98561.025	1	98561.025	2141.126	.000[b]
	Residual	58046.785	1261	46.032		
	Total	156607.810	1262			

Table 7 to determine the significance or linearity of the regression. The criteria can be determined based on the Test of Significance (Sig.). Based on the table, the value of Sig. = 0,000, which means <significant criteria (0.05). Thus, the regression equation model based on research data is significant, or the linear regression model meets the linearity criteria. Simple linear regression analysis can predict the variable of aggressive behavior of students in Indonesia.

Table 8. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.478	.801		29.320	.000
	Peace Mind	2.425	.052	.793	46.272	.000

Table 8 informs the regression equation model obtained with constant coefficients and variable coefficients in the Unstandardized Coefficients column. The constant-coefficient in the table is 23,478. This number means that if there is no negative peace of mind, then the coefficient of aggressive behavior of students is 23,478. While the regression coefficient is 2,425. This figure implies that each 1% increase in negative peace of mind, resulted in an increase in aggressive behavior by 2,425. So the regression equation is: Y = 23,478 + 2,425 Peace mind.

Based on table 8, also shows the coefficient T = 46.272 with a significance of 0,000 <0.05. The analysis shows that there is a significant (significant) effect between negative peace of mind on the aggressive behavior of students in Indonesia. The higher the level of negative peace of mind, the higher the aggressive behavior of students in Indonesia. Conversely, the lower the negative peace of mind, the lower the aggressive behavior of students in Indonesia.

Discussion

The results of the study concluded that there was a significant influence between peace of mind on the aggressive behavior of secondary school students in Indonesia. The peace of mind variable contributed 62.9% to the aggressive behavior of students in Indonesia. The results of data analysis also showed that each additional 1% negative peace of mind, resulted in an increase in aggressive behavior by 2,425. Based on the results of this study, it concluded that peace becomes an integral part that can determine the high or low aggressive behavior of humans (Sørensen, 2007). Therefore, the development of peace of mind through the integration of peace education is urgent to do (Chiriswa, 2015; Olowo, 2016).

The results of this study prove that the development of peace of mind is essential to reduce the violence that is often done by students (Galtung, 1969). The development of peace of mind through the education system in school settings is called the peace education program. Thus, the role of education becomes important to build the concept of peace in every student (McLean Hilker, 2011; Uddin, 2015). The implementation of peace education will build peace culture so that the security and comfort of students appear in learning activities at school.

Other studies support the results of this study, which states that negative peace of mind contributes to the aggressive behavior of students. Research in the United States states that a

peace program combined with antiviolence, conflict-resolution based on the goals and skills targets can to support programs to prevent violence occurring in primary schools (Clayton et al., 2001). Based on this research, elementary school students are proven to need peace programs that aim to develop peace of mind and contribute to decreasing the aggressive behavior of students. However, in this research, the violence prevention program is a combination of peace programs with anti-violence and conflict-resolution so that aggressive behavior is not only influenced by the peace of mind but also antiviolence and conflict-resolution. Besides, the contribution of peace of mind to aggressive behavior is unknown.

Research in Indonesia also developed a counseling model to reduce students' aggressive behavior by encouraging counselees to have peace of mind, called the Peace Counseling Model (Saputra et al., 2019). This counseling model has passed the effectiveness test stage, and the results can help effectively to reduce the aggressive behavior of students (Saputra et al., 2020). However, the research cannot find out the contribution of peace of mind formed through counseling towards aggressive behavior by students.

A violence prevention program, called PEACE Through Dance/ Movement. The program that aims to develop socialization, self-control, and management of disruptive behavior has empirically to be used to reduce disputes with peers, student failure to calm down, intolerance, and damage to other people's belongings (Koshland & Wittaker, 2004). However, the purpose of the study does not specifically address the effect of peace of mind on aggressive behavior. Still, it is also to reduce disputes with peers, student failure to calm down, intolerance, and damage to other people's belongings.

Peace of mind taught to students in schools also requires active collaboration from various parties. Without active collaboration from various parties, peace of mind taught at school cannot internalize students, so aggressive behavior tends to be high. Research in Indonesia shows that the pedagogical peace model is not effective in developing peace zones in schools. Some of the things that cause it are the lack of concrete models, different teacher abilities, lack of teacher understanding of the model, class management challenges, and lack of support for student activities (Eliasa et al., 2019; Setiadi et al., 2017). Unlike the case in the United States, teachers can teach peace pedagogy, which includes the rejection of violence, understanding of differences, awareness of injustice and social justice, and understanding of peace (Joseph & Duss, 2009).

Individuals who have peace of mind have three indicators, namely caring, fearlessness, and love (Supriyanto & Wahyudi, 2017). Another theory states that peace of mind has two aspects

that influence the emergence of aggressive behavior in students, namely the internal state of peace and harmony (Y. C. Lee et al., 2013). These two aspects are the basis for the preparation of the PoMS instrument to measure students' peace of mind in Indonesia. The interaction of these two aspects of peace of mind has a significant contribution to four aspects of aggressive behavior, namely physical, verbal, anger, and hostility.

The first aspect of peace of mind is the internal state of peacefulness. This concept is also a personal peace or inner peace, which is an internal condition in humans who have inner peace, interpersonal peace, and an attitude of peace towards other individuals or groups (Redekop, 2013; Sims et al., 2014). If someone has inner peace, then they can manage personal conflicts, which usually will also correlate with the ability of humans to manage interpersonal conflict. A teenager who has personal peace, they are active in playing a role in showing nonviolent behavior when facing certain situations (Vanderhaar, 2013).

The second aspect of peace of mind is the internal state of harmony. Humans who have an internal state of harmony are those who can manage themselves to be able to live together with others without any violence. In other perspectives, harmony is a commitment to harmonize diversity and can be useful to change a society that is hit by certain conflicts (Jia, 2009). The internal state of harmony has three components, namely, self-respect, inner resources, love, and hope (Sims et al., 2014). These three components can reduce the urge of adolescents to engage in aggressive behavior.

Limitations of this study cannot determine other factors that influence aggressive behavior, because it only identifies negative variables of peace of mind and aggressive behavior. Another limitation of this study lies in the sampling technique, which uses random cluster sampling. Indonesia has thirty-four provinces, but in this study only involved nine provinces by considering three major regions in Indonesia, namely the western, central, and eastern Indonesia. Future research should involve all provinces in Indonesia so that comprehensive data on the level of negative peace of mind and aggressive behavior and the relationship between the two can be found.

Conclusion

Aggressive problems in students become serious problems that require problem-solving. Forms of aggressive behavior by students are also increasingly diverse and are already using technology. One of the factors that allegedly influenced aggressive behavior was peace of

mind. The results of this study also concluded that negative peace of mind had a significant effect on the aggressive behavior of secondary school students in Indonesia. More specifically, negative peace of mind has a contribution of 62.9% to the aggressive behavior of secondary school students in Indonesia. The correlation coefficient between the two variables in the study is in a strong category. The higher the level of negative peace of mind, the higher the aggressive behavior. Conversely, the lower the negative peace of mind, the lower the aggressive behavior. This research recommends that the parties involved with stakeholders to build peace culture and peace zones in each school to reduce the highly aggressive behavior of secondary school students in Indonesia.

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