RINGKASAN BUKTI KORESPONDENSI

Judul artikel   : The Effect of Student Perception of Negative School Climate on Poor Academic Performance of Students in Indonesia

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Title and Abstract

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| 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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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

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. 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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Lampiran 3

International Journal of Learning, Teaching and Educational Research

Home > User > Author > Submissions > #1893 > **Review**

#1893 Review

SUMMARY   **REVIEW**   EDITING

Submission

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

Peer Review

Round 1

Review Version	1893-6946-1-RV.DOCX 2020-01-02
Initiated	2020-01-24
Last modified	2020-02-07
Uploaded file	Reviewer F 1893-7238-1-RV.DOCX 2020-02-07
	Reviewer F 1893-7238-2-RV.DOCX 2020-02-07
	Reviewer I 1893-7138-1-RV.DOCX 2020-01-29
	Reviewer P 1893-7106-1-RV.DOCX 2020-01-25
	Reviewer M 1893-7176-1-RV.DOCX 2020-02-02

Editor Decision

Decision	Accept Submission 2020-03-24
Notify Editor	Editor/Author Email Record 2020-02-07
Editor Version	None
Author Version	None
Upload Author Version	Choose File No file chosen Upload

KEYWORDS

COVID-19 COVID-19 pandemic STEM academic achievement academic performance assessment challenges e-learning education higher education learning mathematics motivation online learning pandemic pre-service teachers professional development self-efficacy teacher education teachers teaching and learning

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Sofwan <sofwan@konselor.org>

[IJLTER] Editor Decision
8 messages

IJLTER .ORG <editor@ijlter.org>   8 February 2020 at 12:16
To: Sofwan Adiputra <sofwan@konselor.org>
Cc: Wahyu Nanda Eka Saputra <wahyu.saputra@bk.uad.ac.id>, Agus Supriyanto <agus.supriyanto@bk.uad.ac.id>, Budi
Astuti <budi_astuti@uny.ac.id>, Yulia Ayriza <yulia_ayriza@uny.ac.id>

Sofwan Adiputra:

We have reached a decision regarding your submission to International
Journal of Learning, Teaching and Educational Research, "The Effect of
Student Perception of Negative School Climate on Poor Academic Performance
of Students in Indonesia".

Our decision is to: accept the paper ONLY IF all the requested changes are
made

IJLTER .ORG
editor@ijlter.org

Reviewer B:

Paper length::
        Ok

Originality::
        Acceptable

Scope of paper::
        Relevant to IJLTER

Related work::
        Acceptable

Language::
        The language is fine with a few grammatical edits.

References::
        The references are comprehensive and very relevant and accepttable.

Additional comments along the following lines: originality, literature
review, methodology, evaluation of results, research implications, quality
of communication, etc.:
        I would recommend expanding and strengthening the conclusion section.

Reviewer D:

Paper length::
        Ok

Originality::
        Acceptable

Scope of paper::
        Relevant to IJLTER

Related work::
      Acceptable

Language::
      The article has several awkward sentences and the wording could be improved
in many instances. However, it is the assumption that correlation is
equivalent to causation that is a larger flaw.

References::
      I looked into one of the references (Miskel & Hoy) to verify the framework
upon which this study was based. While the eBook that was referenced did
have general information, I was not able to find the construct in which a
positive school climate was collegial, intimate, and supportive. Miskel does
reference intimate relations with regard to teachers, but the citation is
not appropriate for this context.

Additional comments along the following lines: originality, literature
review, methodology, evaluation of results, research implications, quality
of communication, etc.:
      The conclusion that negative perceptions contribute 58.7% to poor academic
performance is not supported. If the journal does accept this publication, I
would suggest the authors work more on how they are interpreting the
findings. I was not able to locate a copy of the instruments used in this
research, but (if the journal accepts the submission) I suggest they provide
both the PNSCS and the APS in the appendices.

Reviewer E:

Paper length::
      Ok

Originality::
      Good

Scope of paper::
      Relevant to IJLTER

Related work::
      Acceptable

Language::
      Command of the English Language is strong

References::
      Strong current references are included

Additional comments along the following lines: originality, literature
review, methodology, evaluation of results, research implications, quality
of communication, etc.:
      This research is interesting as it relates to student perception of school
climate and poor academic performance in Indonesia. This study could be
replicated in other places to determine additional impact.

Reviewer F:

Paper length::
      Ok

Originality::
    Nil

Scope of paper::
    Highly relevant

Related work::
    Very poor

Language::
    See comments in the attached documents.

References::
    See comments in the attached documents.

Additional comments along the following lines: originality, literature
review, methodology, evaluation of results, research implications, quality
of communication, etc.:
    See comments in the attached documents.
7238-1,2

Reviewer H:

Paper length::
    Ok

Originality::
    Acceptable

Scope of paper::
    Relevant to IJLTER

Related work::
    Acceptable

Language::
    The language is clear and concise, but need a few corrections (see below).

References::
    The references were actual, well choose and it used with knowledge.

Additional comments along the following lines: originality, literature
review, methodology, evaluation of results, research implications, quality
of communication, etc.:
    The Saputra et al manuscript deals with a relevant subject, especially for
the current time. The feeling of security inside and outside the school has
diminished, while the aggressions have increased. This situation directly
affects students' academic performance.
The authors presents a detailed study of human/students perceptions in
school environment, using the students' views for analyzing the school
climate on their performances. Using statistics analyses like simple
regression analysis, the authors' results showed a real impact of negative
school climate on academic performance.
The paper needs a little review of English. See improvements to be made in
text:
1.   In Introduction, page 2, line 21: "The high bullying behavior carried
out by students, will also encourage poor perception of students in the
school environment" – this comma must be deleted.
2.   In Introduction, page 2, line 33: "Student performance in class, will
affect student achievement in school." - this comma must be deleted.
3.   In Introduction, page 2, line 38: "A student who feels safe and
comfortable in learning at school, they will be optimal in displaying
academic performance in school." – this sentence need to be reviewed.

4.　　In Introduction, page 2, line 41: "Students who have a good perception of the school climate, have an influence on students' sense of school belonging." - this comma must be deleted.
5.　　In Methods, there is no data collection time. Was it collected in one year, three months? How long?
6.　　In Results, page 6, line 1: "The results of the analysis of normality test, it is known that the significance value is asymp. sig…" – this sentence need to be reviewed.

Reviewer I:

Paper length::
　　Too short

Originality::
　　Good

Scope of paper::
　　Relevant to IJLTER

Related work::
　　Poor

Language::
　　English

References::
　　good

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:
　　Although I believe this study could add to the literature, there are currently too many issues to publish at this time. Please see supplemental attachment for specific details related to some of the problems with the paper.
see attachment 7138

Reviewer J:

Paper length::
　　Ok

Originality::
　　Acceptable

Scope of paper::
　　Relevant to IJLTER

Related work::
　　Acceptable

Language::
　　Uses of tenses and correlative conjunctions must be revised. Besides, uses of punctuations, letters, sentence patterns, sentence structures, references, and parallel structure need revising.

References::
　　less current or up-to-date relevant references

Additional comments along the following lines: originality, literature
review, methodology, evaluation of results, research implications, quality
of communication, etc.:
    Originality = Authors are necessary to explain a novelty of recent research
by referring to more and more current research results or finding
Literature review: The authors have referred to various indexed journals,
but most are old.
Methodology: Research procedure has been described in more details
Evaluation of results: In the discussion, the authors need to add more
current relevant research results.
Research implications: It has been applied, but it is hard to understand
Quality of communication: Use grammarly application software to help check
grammar and find a proofreader competent in English for Academic Research.
see attachment 7176

Reviewer K:

Paper length::
    Ok

Originality::
    Acceptable

Scope of paper::
    Relevant to IJLTER

Related work::
    Acceptable

Language::
    good

References::
    good

Additional comments along the following lines: originality, literature
review, methodology, evaluation of results, research implications, quality
of communication, etc.:
    see attachment 7106

Reviewer L:

Paper length::
    Ok

Originality::
    Good

Scope of paper::
    Relevant to IJLTER

Related work::
    Acceptable

Language::
    Verify and correct the English text, the pauses between words, e.g.
PoorAcademic, UniversitasNegeri, UniversitasMuhammadiyahPringsewu, and so
on.

References::

Verify and correct the References, that must be with authors in alphabetical order. Attention to "Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in Education. New York: Routledge."

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:
The paper is original and contribute to scientific domain. The methodology of this study is adequate. The paper including numerous statistical data, that are a support for conclusion.
I suggest to improve the "Conclusion" section by more recommendations and rename in "Conclusion and recommendations".

Reviewer M:

Paper length::
Ok

Originality::
Acceptable

Scope of paper::
Highly relevant

Related work::
Acceptable

Language::
The paper needs minor improvement to delete some typos and some grammatical errors throughout the paper. The authors need to have an expert editor completely fluent in academic English read the paper and make the necessary minor typo and grammatical corrections

References::
Comprehensive, suitable as a robust basis for the research project and up to date

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:
This is a simple paper that examines the relationship between negative perceptions of school climate by students and their poor academic performance, The authors found a significant relationship between the two research variables in a basic but robust study. The results confirm what has long been accepted by educationalists as axiomatic and as such the present study does not add significantly to the body of knowledge already available on the topic under examination. However, the results of the study confirm that the well-known relationship between negative perceptions of school climate by students and their poor academic performance is a problem not only in western countries but in countries such as Indonesia where the study was carried out. Thus the authors confirm that there seems to be a universal relationship between perceptions of negative school climate and low academic achievement.

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http://ijlter.org/index.php/ijlter

6 attachments

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IJLTER ORG <ijlter.org@gmail.com>　　　　　　　　　　　　　　8 February 2020 at 12:26
To: Sofwan Adiputra <sofwan@konselor.org>
Cc: Wahyu Nanda Eka Saputra <wahyu.saputra@bk.uad.ac.id>, Agus Supriyanto <agus.supriyanto@bk.uad.ac.id>, Budi Astuti <budi_astuti@uny.ac.id>, Yulia Ayriza <yulia_ayriza@uny.ac.id>

Dear Authors,

The decision for your paper is: **accept the paper ONLY IF all the requested changes are made**

You need to do the following and submit the paper **by email by 29th February 2020** for publication in the February 2020 issue.

Editor's Note
1. Format the paper **strictly** according to the template (attached).
2. Follow APA style strictly for the references. **References must strictly follow APA otherwise publication will be delayed.**
http://www.apastyle.org/
http://student.ucol.ac.nz/library/onlineresources/Documents/APA_guide_2015.pdf
3. Check if references are mentioned in the text (and vice-versa). The paper must have at least 25 references.
Failure to correct the references will delay the review process.
Also include recent papers (2015-2019) in the references (if need be).
Any non-English words must have their equivalent inside square brackets [ ].
4. Address all the concerns of the reviewers, as far as appropriate.
5. Mention the doi of each reference where available.
a. Go to http://search.crossref.org/
b. Copy and paste the title of the paper in the search box
c. Press the Enter key.
d. Copy and paste the doi back to the paper (into the reference section) is one is available. DOI may not be available for some of the references. This is fine.
e. There are two ways you can write the doi (1) doi:10.1037/a0028240 or (2) http://dx.doi.org/10.1037/a0028240
6. Prepare a separate word document to indicate the changes that were made as a result of EACH reviewer's comments and the editor's notes. This is compulsory. The revised paper will not be considered without this. The response to each reviewers' comments must be detailed preferably in a table. Pay particular attention to all the comments for reviewers D, F and I. They found some flaws in the paper. If these are not addressed, the paper will not be published.
7. Paper must be at least 5000 words (inclusive of references).
8. The abstract must be between 175-250 words. The abstract must preferably be in one paragraph only.
9. The conclusion must be between 175-300 words. One or two paragraphs is preferred but not compulsory. Avoid numbering in conclusion.
10. You are strongly advised to use Grammarly to check your paper. Create an account in Grammarly.com and upload your paper. You can use the free version. It will catch the obvious mistakes (if any). You should decide what to change and what to keep at it is (most alerts are just suggestions which could be ignored). You also have a MS Word add-in for Grammarly. It is attached to this email. You can install it and then open MS Word. You will see a new item in the menu. You will need to login with your Grammarly account credentials to access the services. The report is attached.

A fast-track review will be carried out upon receipt of the revised paper. Failure to make the requested changes will delay the publication of the paper.

If you have any queries, please let us know.

Prof. Antonio Sprock
CE

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Editorial Office

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412K

Sofwan Adiputra <sofwan@konselor.org>   26 February 2020 at 12:02
To: IJLTER ORG <ijlter.org@gmail.com>

Dear. Editor IJLTER

We have completed the revision of this manuscript and will wait for further information. We are very happy to have reached this stage. Thanks.

Best Regards
[Quoted text hidden]

---

2 attachments

Comment Reviewer.docx
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IJLTER ORG <ijlter.org@gmail.com>   27 February 2020 at 05:46
To: Sofwan Adiputra <sofwan@konselor.org>

Dear Sofwan,

Thank you for submitting the revised article.

However, you were also supposed to submit a separate document to explain in detail (in the form of a table) how you have addressed each of the reviewers' comments. The table you submitted is simply a copy of all reviewers' comments. This is not what was required.

Please submit the necessary document otherwise the paper cannot be processed further.

Have you used British English or American English?

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Sofwan Adiputra <sofwan@konselor.org>
To: IJLTER ORG <ijlter.org@gmail.com>

21 March 2020 at 00:02

Dear. Editor IJLTER

We have completed the revision of this manuscript and will wait for further information.

Best Regards ...

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2 attachments

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IJLTER ORG <ijlter.org@gmail.com>
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21 March 2020 at 16:39

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Thank you for making the requested changes and for submitting the final paper. It is now ready for publication after a final assessment has been made.

Our copy-editing team will do the final formatting before publication.

You can now make the payment of $400 using the following link:
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Prof. Antonio Sprock
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24 March 2020 at 14:48

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We have made payments with the Transaction ID 90F99501DP513300G

Best regards

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IJLTER ORG <ijlter.org@gmail.com>   24 March 2020 at 17:38
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Dear Softwan,

We have received your payment. Thank you.
Your paper is being prepared for publication in the Feb 2020 issue. You will be kept informed.

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IJLTER ORG <ijlter.org@gmail.com>   24 March 2020 at 17:38
To: Sofwan Adiputra <sofwan@konselor.org>

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

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https://www.inderscienceonline.com/doi/pdf/10.1504/IJWBC.2019.101046

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

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

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

3. Methods

Research design

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

Data collection

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

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

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.

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

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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 (Vittersø, 2004). Students have different perceptions about the condition of the school environment in which they conduct the learning process. The many phenomena of violence that occur in the school environment, will also encourage the development of bad perceptions of the school environment.

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

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

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6. Conclusion

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

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The 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 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

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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 (R2) 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		
		B	Std. Error	Beta	T	Sig.
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 (Vittersø, 2004). Students have different perceptions about the condition of the school environment in which they conduct the learning process. The many phenomena of violence that occur in the school environment, will also encourage the development of bad perceptions of the school environment.

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

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

6. Conclusion

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

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

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Abstract

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

Commented [JC1]: Which one?

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

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.

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~~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.~~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 (R2) 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

Lampiran 4

	Reviewer B	Reviewer D	Reviewer E	Reviewer F	Reviewer H	Reviewer I	Reviewer J	Reviewer K	Reviewer L	Reviewer M
Paper length	Ok	Ok	Ok	Ok	Ok	Too short	Ok	Ok	Ok	Ok
Originality	Acceptable	Acceptable	Good	Nil	Acceptable	Good	Acceptable	Acceptable	Acceptable	Acceptable
Scope of paper	Relevant to IJLTER	Relevant to IJLTER	Relevant to IJLTER	Highly relevant	Relevant to IJLTER	Relevant to IJLTER	Relevant to IJLTER	Relevant to IJLTER	Relevant to IJLTER	Relevant to IJLTER
Related work	Acceptable	Acceptable	Acceptable	Very poor	Acceptable	Poor	Acceptable	Acceptable	Acceptable	Acceptable
Language	The language is fine with a few grammatical edits	The article has several awkward sentences and the wording could be improved in many instances. However, it is the assumption that correlation is equivalent to causation that is a larger flaw.	Command of the English Language is strong	See comments in the attached documents.	The language is clear and concise, but need a few corrections (see below)	English	Uses of tenses and correlative conjunctions must be revised. Besides, uses of punctuations, letters, sentence patterns, sentence structures, references, and parallel structure need revising.	Acceptable	Verify and correct the English text, the pauses betwe en words, e.g. PoorAcademic , UniversitasNe geri, UniversitasMu hammadiyahP ringsewu, and so on.	The paper needs minor improvement to delete some typos and some grammatical errors throughout the paper. The authors need to have an expert editor completely fluent in academic English read the paper and make the necessary minor typo and grammatical corrections
References	The references are comprehensive and very relevant and acceptable	I looked into one of the references (Miskel & Hoy) to verify the framework	Strong current references are included	See comments in the attached documents.	The references were actual, well choose and it used	Good	less current or up-to-date relevant references	Good	Verify and correct the References, that must be with authors in	Comprehensive, suitable as a robust basis for the research

		upon which this study was based. While the eBook that was referenced did have general information, I was not able to find the construct in which a positive school climate was collegial, intimate, and supportive. Miskel does reference intimate relations with regard to teachers, but the citation is not appropriate for this context.			with knowledge.				alphabetical order. Attention to "Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in Education. New York: Routledge."	project and up to date
Additional comments along the following lines	I would recommend expanding and strengthening the conclusion section.	The conclusion that negative perceptions contribute 58.7% to poor academic performance	This research is interesting as it relates to student perception of school climate and poor academic	See comments in the attached documents 7238-1,2	The authors presents a detailed study of human/students perceptions in school	Although I believe this study could add to the literature, there are currently too many issues to	Originality = Authors are necessary to explain a novelty of recent research by referring to	see attachment 7106	The paper is original and contribute to scientific domain. The methodology of this study is adequate. The	This is a simple paper that examines the relationship between negative perceptions of

		is not supported. If the journal does accept this publication, I would suggest the authors work more on how they are interpreting the findings. I was not able to locate a copy of the instruments used in this research, but (if the journal accepts the submission) I suggest they provide both the PNSCS and the APS in the appendices.	performance in Indonesia. This study could be replicated in other places to determine additional impact.		environment, using the students' views for analyzing the school climate on their performances. Using statistics analyses like simple regression analysis, the authors' results showed a real impact of negative school climate on academic performance. The paper needs a little review of English.	publish at this time. Please see supplemental attachment for specific details related to some of the problems with the paper. see attachment 7138	more and more current research results or finding Literature review: The authors have referred to various indexed journals, but most are old. Methodology: Research procedure has been described in more details Evaluation of results: In the discussion, the authors need to add more current relevant research results. Research implications: It has been applied, but it is hard to understand Quality of		paper including numerous statistical data, that are a support for conclusion. I suggest to improve the "Conclusion" section by more recommendations and rename in "Conclusion and recommendations".	school climate by students and their poor academic performance, The authors found a significant relationship between the two research variables in a basic but robust study. The results confirm what has long been accepted by educationalists as axiomatic and as such the present study does not add significantly to the body of knowledge already available on the topic under examination. However, the results of the

| | | | | | | communication: Use grammarly application software to help check grammar and find a proofreader competent in English for Academic Research. see attachment 7176 | | | study confirm that the well-known relationship between negative perceptions of school climate by students and their poor academic performance is a problem not only in western countries but in countries such as Indonesia where the study was carried out. Thus the authors confirm that there seems to be a universal relationship between perceptions of negative school climate and low |

									academic achievement.

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 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.

Keyword: student perception, negative school climate; poor academic performance

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 encourages students to obtain maximum learning achievement, followong student expectations (Berkowitz, Moore, Astor, & Benbenishty, 2017; Wang et al., 2014). Besides, a sense of security is also a necessity that needs to be fulfilled by humans to make self-actualization to the fullest at 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. This is evidenced by the emergence and contribution to a bad school climate, one of which is aggressive behavior carried out by students (Goldstein, Young, & Boyd, 2008). The high level of aggression that arises in a school gives rise to negative perceptions of the school climate. Bullying behavior also contributes to student negative perceptions of the school climate (Han, Zhang, & Zhang, 2017).

The high bullying behavior carried out by students will also encourage a 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 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.

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).

This research provides an overview of 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).

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.

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). Besides, 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

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 which includes things like physical and socio-emotional security. The second aspect, teaching, and learning include 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, the comfort of the school environment, and curricular and extracurricular activities in schools.

Students' perceptions of the school climate have an impact on several aspects of human life. Research conducted has proven that students' perceptions of school climate have a socioemotional and academic adjustment impact on students living in China and America (Jia et al., 2009). Other studies have also shown that students' perceptions of school climate can be predictors of student discipline levels in schools (Gage et al., 2016). However, in this research, the identification of the effect of students' perceptions of the school climate on academic performance was carried out.

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.

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 the perception of a negative school climate, while the dependent variable (Y) in this study is academic performance.

Data collection

Data collection was carried out for 3 months. 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 9,687,676 high-school students in Indonesian schools. 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. The 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 a 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.

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 the 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

significant 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 (R2) 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.

4. Discussion

The results of the study showed 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 about the effect of student perception of negative school climate on poor academic performance of students in Indonesia, 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 Ney York 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, this research focuses more on identifying organizational climate that influences academic performance, not on perceptions of the school climate in general.

The results of other studies, in Mexico also showed 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 contrast to this research, which specifically identifies the effect of students' perceptions on the school climate on academic performance.

Other research conducted in Colombia also showed that the better students' perceptions of school climate, the higher the level of students' prosocial behavior (Luengo Kanacri et al., 2017). However, this research identifies the effect of school climate on prosocial behavior, unlike this study which identifies the effect of school climate on academic performance. Prosocial behavior is a form of behavior that arises in social contact, while academic performance refers to academic behaviors that students show when learning in school.

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). School characteristics sendiri menjadi prediktor bahwa di sekolah tidak muncul kekerasan dan bullying yang terbukti menjadi faktor pendukung rendahnya academic performance pada siswa (Konstantina & Pilios-Dimitris, 2010).

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. There is a difference between academic achievement and academic achievement. Academic performance is the result achieved by someone as a success while attending education in an educational institution (O'Connor & Paunonen, 2007). While academic achievement is a change in behavioral skills or abilities that can be increased for some time and is not caused by the growth process, but there is a learning situation (Zimmerman & Schunk, 2012). 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).

5. Conclusion and Recommendations

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. Students who have a negative perception of the school climate, then they feel insecure and uncomfortable for self-actualization in school. So this has an impact on poor academic performance. The limitation of this study is that no other factors that influence academic performance were identified, apart from students'

perceptions of the school climate. This study also has not proposed an operational model of peaceful school climate development, which has an impact on improving student academic performance. Future studies are recommended to conduct research and development on educational models that promote the development of a peaceful mind so that the school climate can be built conducive. This study also recommends the stakeholders in the school to make good management in the school, so that the school climate can be built conducive and can affect the improvement of student academic performance.

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

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Abstract. A conducive school climate is one of the conditions that students must have 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.

Keywords: student perception; 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 encourages students to obtain maximum learning achievement, following student expectations (Berkowitz, Moore, Astor, & Benbenishty, 2017; Wang, Vaillancourt, Brittain, McDougall, Krygsman, Smith, & Hymel, 2014). Besides, a sense of security is also a necessity that needs to be fulfilled by humans to make self-actualization to the fullest at 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. This is evidenced by the emergence and contribution to a bad school climate, one of which is aggressive behavior carried out by students (Goldstein, Young, & Boyd, 2008). The high level of aggression that arises in a school gives rise to negative perceptions of the school climate. Bullying behavior also contributes to student negative perceptions of the school climate (Han, Zhang, & Zhang, 2017).

The high bullying behavior carried out by students will also encourage a 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, Saputra, Purwadi, Muyana, Supriyanto, & Fatmawati, 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 poor student academic performance at school (Yu, Chan, Cheng, Sung, & Hau, 2006). The 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.

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).

This research provides an overview of 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).

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

2.1. 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). Besides, 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.

2.2. Perception of negative school climate

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 which includes things like physical and socio-emotional security. The second aspect, teaching, and learning about 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, the comfort of the school environment, and curricular and extracurricular activities in schools.

Students' perceptions of the school climate have an impact on several aspects of human life. Research conducted has proven that students' perceptions of school climate have a socioemotional and academic adjustment impact on students living in China and America (Jia et al., 2009). Other studies have also shown that students' perceptions of school climate can be predictors of student discipline levels in schools (Gage et al., 2016). However, in this research, the identification of the effect of students' perceptions of the school climate on academic performance was carried out.

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

3.1. 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 the perception of a negative school climate, while the dependent variable (Y) in this study is academic performance.

3.2. Data collection
Data collection was carried out for 3 months. 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).

3.3. Population and sample
The populations in this study were 9,687,676 high-school students in Indonesian schools. 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. The 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.

3.4. 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.

3.5. 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 a 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 the 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 significant 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 showed 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 about the effect of student perception of negative school climate on poor academic performance of students in Indonesia, 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 Ney York 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, this research focuses more on identifying organizational climate that influences academic performance, not on perceptions of the school climate in general.

The results of other studies, in Mexico also showed 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 contrast to this research, which specifically identifies the effect of students' perceptions on the school climate on academic performance.

Other research conducted in Colombia also showed that the better students' perceptions of school climate, the higher the level of students' prosocial behavior (Luengo Kanacri et al., 2017). However, this research identifies the effect of school climate on prosocial behavior, unlike this study which identifies the effect of school climate on academic performance. Prosocial behavior is a form of behavior that arises in social contact, while academic performance refers to academic behaviors that students show when learning in school.

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). School characteristics are predictors that violence and bullying do not appear in schools which have proven to be a contributing factor to poor academic performance in students (Konstantina & Pilios-Dimitris, 2010).

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 have 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 adolescence is increasingly complex and various forms, ranging from the use of alcoholic beverages, smoking in schools, acts of violence, even 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 affect the good or bad perception of students of the school climate. The high level of aggression and violent behavior is done by students will reduce the feeling of security and comfort of students when studying in school, thus impacting the poor school climate Goldstein, Young, & Boyd, 2008). In fact, in the perspective of humanistic theory, security and comfort are 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. Students need to develop peaceful thinking at school (Saputra, Supriyanto, Astuti, Ayriza, Adiputra, Costa, & Ediyanto, 2020).

Academic performance influences student academic achievement (Clifford & Cleary, 1972). When a student's academic performance is high, student achievement at school will be good. There is a difference between academic achievement and academic achievement. Academic performance is the result achieved by someone as a success while attending education in an educational institution (O'Connor & Paunonen, 2007). While academic achievement is a change in behavioral skills or abilities that can be increased for some time and is not caused by the growth process, but there is a learning situation (Zimmerman & Schunk, 2012). 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 and Recommendations

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. Students who have a negative perception of the school climate, then they feel insecure and uncomfortable for self-actualization in school. So this has an impact on poor academic performance. The limitation of this study is that no other factors that influence academic performance were identified, apart from students' perceptions of the school climate. This study also has not proposed an operational model of peaceful school climate development, which has an impact on improving student academic performance. Future studies are recommended to conduct research and development on educational models that promote the development of a peaceful mind so that the school climate can be built conducive. This study also recommends the stakeholders in the school to make 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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