

HASIL CEK_Artikel 1893

by Bk Artikel 1893

Submission date: 27-Feb-2023 09:44AM (UTC+0700)

Submission ID: 2023751682

File name: 1893-7749-1-PB.pdf (206.32K)

Word count: 5729

Character count: 32729

1
International Journal of Learning, Teaching and Educational Research
1 pl. 19, No. 2, pp. 279-291, February 2020
<https://doi.org/10.26803/ijlter.19.2.17>

1
**The Effect of Student Perception of Negative
School Climate on Poor Academic Performance
of Students in Indonesia**

Wahyu Nanda Eka Saputra, Agus Supriyanto
Universitas Ahmad Dahlan
Yogyakarta, Indonesia

Budi Astuti, Yulia Ayriza
Universitas Negeri Yogyakarta
Yogyakarta, Indonesia

Sofwan Adiputra
Universitas Muhammadiyah Pringsewu
Lampung, Indonesia

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

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, 2017). 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 *	Between Groups	(Combined)	3332.964	63	52.904	1.580	.003
VAR00001	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.

Table 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 New 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, & Escartin, 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 performance. 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.

References

- Abulof, U. (2017). Introduction: Why we need Maslow in the twenty-first Century. *Society*, 54(6), 508-509. doi:10.1007/s12115-017-0198-6
- Aldridge, J. M., Fraser, B. J., Fozdar, F., Ala'i, K., Earnest, J., & Afari, E. (2016). Students' perceptions of school climate as determinants of wellbeing, resilience and identity. *Improving Schools*, 19(1), 5-26. doi:10.1177/1365480215612616
- Alhadi, S., Saputra, W. N. E., Purwadi, P., Muyana, S., Supriyanto, A., & Fatmawati, D. (2019). Self-Regulation of Emotion in Students in Yogyakarta Indonesia: Gender

- Differences. *Jurnal Kajian Bimbingan Dan Konseling*, 4(3), 82–87. doi:10.17977/um001v4i32019p082
- Andrew, S., & Vialle, W. (1998). Nursing students' self-efficacy, self-regulated learning and academic performance in science. *Nursing Times*, 76(10), 427–432.
- Berger, C., Alcalay, L., Torretti, A., & Milicic, N. (2011). Socio-emotional well-being and academic achievement: Evidence from a multilevel approach. *Psicologia: Reflexão e Crítica*, 24(2), 344–351. doi:10.1590/s0102-79722011000200016
- Berkowitz, R., Moore, H., Astor, R. A., & Benbenishty, R. (2017). A research synthesis of the associations between socioeconomic background, inequality, school climate, and academic achievement. *Review of Educational Research*, 87(2), 425–469. doi:10.3102/0034654316669821
- Booker, K. C. (2004). Exploring school belonging and academic achievement in African American adolescents. *Curriculum & Teaching Dialogue*, 6(2).
- Booth, J. A., Farrell, A., & Varano, S. P. (2008). Social control, serious delinquency, and risky behavior: A gendered analysis. *Crime & Delinquency*, 54(3), 423–456. doi:10.1177/0011128707306121
- Bradshaw, C. P., Waasdorp, T. E., Debnam, K. J., & Johnson, S. L. (2014). Measuring school climate in high schools: A focus on safety, engagement, and the environment. *Journal of School Health*, 84(9), 593–604. doi:10.1111/josh.12186
- Cemalcilar, Z. (2010). Schools as socialisation contexts: Understanding the impact of school climate factors on students' sense of school belonging. *Applied Psychology*, 59(2), 243–272. doi:10.1111/j.1464-0597.2009.00389.x
- Clifford, M. M., & Cleary, T. A. (1972). The relationship between children's academic performance and achievement accountability. *Child Development*, 647–655. doi:10.2307/1127563
- Cohen, J., McCabe, L., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record*, 111(1), 180–213.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. New York: Routledge.
- Cotton, K. (1996). *School size, school climate, and student performance*. Northwest Regional Education Laboratory Portland, OR.
- Dimkpa, D. I. (2015). Teachers' Conduct in the 21st Century: The Need for Enhancing Students' Academic Performance. *Journal of Education and Practice*, 6(35), 71–78.
- Dollard, M. F., Dormann, C., Tuckey, M. R., & Escartin, J. (2017). Psychosocial safety climate (PSC) and enacted PSC for workplace bullying and psychological health problem reduction. *European Journal of Work and Organizational Psychology*, 26(6), 844–857. doi:10.1080/1359432x.2017.1380626
- DuPaul, G. J., Rapport, M., & Perriello, L. M. (1990). *The Development of the Academic Performance Rating Scale*. Worcester, MA: University of Massachusetts Medical Center.
- Espelage, D. L., Low, S. K., & Jimerson, S. R. (2014). Understanding school climate, aggression, peer victimization, and bully perpetration: Contemporary science, practice, and policy. *School Psychology Quarterly*, 29(3), 233. doi:10.1037/spq0000090
- Gage, N. A., Larson, A., Sugai, G., & Chafouleas, S. M. (2016). Student perceptions of school climate as predictors of office discipline referrals. *American Educational Research Journal*, 53(3), 492–515. doi:10.3102/0002831216637349
- Goldstein, S. E., Young, A., & Boyd, C. (2008). Relational aggression at school: Associations with school safety and social climate. *Journal of Youth and Adolescence*, 37(6), 641–654. doi:10.1007/s10964-007-9192-4

- Goodman, S., Jaffer, T., Keresztesi, M., Mamdani, F., Mokgatle, D., Musariri, M., ... Schlechter, A. (2011). An investigation of the relationship between students' motivation and academic performance as mediated by effort. *South African Journal of Psychology, 41*(3), 373–385. doi: 10.1177/008124631104100311
- Han, Z., Zhang, G., & Zhang, H. (2017). School bullying in urban China: Prevalence and correlation with school climate. *International Journal of Environmental Research and Public Health, 14*(10), 1116. doi:10.3390/ijerph14101116
- Harrigan, W. J., & Commons, M. L. (2015). Replacing Maslow's needs hierarchy with an account based on stage and value. *Behavioral Development Bulletin, 20*(1), 24. doi:10.1037/h0101036
- Healy, K. (2016). A Theory of Human Motivation by Abraham H. Maslow (1942). *The British Journal of Psychiatry, 208*(4), 313–313. doi:10.1192/bjp.bp.115.179622
- Jia, Y., Way, N., Ling, G., Yoshikawa, H., Chen, X., Hughes, D., Ke, X., & Lu, Z. (2009). The influence of student perceptions of school climate on socioemotional and academic adjustment: A comparison of Chinese and American adolescents. *Child Development, 80*(5), 1514–1530. doi:10.1111/j.1467-8624.2009.01348.x
- Klein, J., Cornell, D., & Konold, T. (2012). Relationships between bullying, school climate, and student risk behaviors. *School Psychology Quarterly, 27*(3), 154. doi:10.1037/a0029350
- Konstantina, K., & Piliou-Dimitris, S. (2010). School characteristics as predictors of bullying and victimization among Greek middle school students. *International Journal, 94*.
- Koth, C. W., Bradshaw, C. P., & Leaf, P. J. (2008). A multilevel study of predictors of student perceptions of school climate: The effect of classroom-level factors. *Journal of Educational Psychology, 100*(1), 96–104. doi:10.1037/0022-0663.100.1.96
- Kronick, R. F. (1972). The impact of perceived organizational climate on academic performance. *Southern Journal of Educational Research*.
- Kusurkar, R. A., Ten Cate, T. J., Vos, C. M. P., Westers, P., & Croiset, G. (2013). How motivation affects academic performance: A structural equation modelling analysis. *Advances in Health Sciences Education, 18*(1), 57–69. doi:10.1007/s10459-012-9354-3
- Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: A review of the literature. *Review of Education, 3*(2), 103–135. doi:10.1002/rev3.3043
- Kwan, S. S. M., Tuckey, M. R., & Dollard, M. F. (2016). The role of the psychosocial safety climate in coping with workplace bullying: A grounded theory and sequential tree analysis. *European Journal of Work and Organizational Psychology, 25*(1), 133–148. doi:10.1080/1359432x.2014.982102
- Loukas, A. (2007). What is school climate. *Leadership Compass, 5*(1), 1–3.
- Luengo Kanacri, B. P., Eisenberg, N., Thartori, E., Pastorelli, C., Uribe Tirado, L. M., Gerbino, M., & Caprara, G. V. (2017). Longitudinal relations among positivity, perceived positive school climate, and prosocial behavior in Colombian adolescents. *Child Development, 88*(4), 1100–1114. doi:10.1111/cdev.12863
- Maguin, E., & Loeber, R. (1996). Academic performance and delinquency. *Crime and Justice, 20*, 145–264. doi:10.1086/449243
- Marks, H. M., & Louis, K. S. (1997). Does teacher empowerment affect the classroom? The implications of teacher empowerment for instructional practice and student academic performance. *Educational Evaluation and Policy Analysis, 19*(3), 245–275. doi:10.3102/01623737019003245

- Mehta, S. B., Cornell, D., Fan, X., & Gregory, A. (2013). Bullying climate and school engagement in ninth-grade students. *Journal of School Health, 83*(1), 45–52. doi:10.1111/j.1746-1561.2012.00746.x
- Miskel, C. G., & Hoy, W. K. (2013). *Educational administration: Theory, research, and practice*. New York: McGraw-Hill Companies, Incl.
- Mitchell, M. M., Bradshaw, C. P., & Leaf, P. J. (2010). Student and teacher perceptions of school climate: A multilevel exploration of patterns of discrepancy. *Journal of School Health, 80*(6), 271–279. doi:10.1111/j.1746-1561.2010.00501.x
- Musu-Gillette, L., Zhang, A., Wang, K., Zhang, J., Kemp, J., Diliberti, M., & Oudekerk, B. A. (2018). *Indicators of school crime and safety: 2017*. Washington: NCES, IES, U.S. Department of Education.
- Nguyen, D. T., Teo, S. T., Grover, S. L., & Nguyen, N. P. (2017). Psychological safety climate and workplace bullying in Vietnam's public sector. *Public Management Review, 19*(10), 1415–1436. doi:10.1080/14719037.2016.1272712
- O'Connor, M. C., & Paunonen, S. V. (2007). Big Five personality predictors of post-secondary academic performance. *Personality and Individual Differences, 43*(5), 971–990. doi:10.1016/j.paid.2007.03.017
- Padhy, M., Rana, S., & Mishra, M. (2011). Self-esteem and subjective wellbeing: Correlates of academic achievement of students. *Research Journal of Social Science & Management, 1*(7), 148–156.
- Pascual-Leone, A., Paivio, S., & Harrington, S. (n.d.). Emotion in psychotherapy: An experiential-humanistic perspective. *Humanistic Psychotherapies: Handbook of Research and Practice (2nd Ed.)*, 147–181. doi:10.1037/14775-006
- Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology, 82*(1), 33. doi:10.1037/0022-0663.82.1.33
- Robert, P.-O., Kuipers, M. A., Rathmann, K., Moor, I., Kinnunen, J. M., Rimpelä, A., ... Kunst, A. E. (2019). Academic performance and adolescent smoking in 6 European cities: The role of friendship ties. *International Journal of Adolescence and Youth, 24*(1), 125–135. doi:10.1080/02673843.2018.1475288
- Sabia, J. J., & Bass, B. (2017). Do anti-bullying laws work? New evidence on school safety and youth violence. *Journal of Population Economics, 30*(2), 473–502. doi:10.1007/s00148-016-0622-z
- Saputra, W. N. E., Supriyanto, A., Astuti, B., Ayriza, Y., Adiputra, S., Costa, A.D., & Ediyanto. (2020). Peace Counseling Approach (PCA) to Reduce Negative Aggressive Behavior of Students. *Universal Journal of Educational Research 8*(2), 631 - 637. doi:10.13189/ujer.2020.080236
- Steffgen, G., Recchia, S., & Viechtbauer, W. (2013). The link between school climate and violence in school: A meta-analytic review. *Aggression and Violent Behavior, 18*(2), 300–309. doi:10.1016/j.avb.2012.12.001
- Stone, S., & Han, M. (2005). Perceived school environments, perceived discrimination, and school performance among children of Mexican immigrants. *Children and Youth Services Review, 27*(1), 51–66. doi:10.1016/j.childyouth.2004.08.011
- Taylor, R. W. (2010). The Role of Teacher Education Programs in Creating Culturally Competent Teachers: A Moral Imperative for Ensuring the Academic Success of Diverse Student Populations. *Multicultural Education, 17*(3), 24–28.
- Urlick, A., & Bowers, A. J. (2014). The impact of principal perception on student academic climate and achievement in high school: How does it measure up? *Journal of School Leadership, 24*(2), 386–414. doi:10.1177/105268461402400207

- Vittersø, J. (2004). Subjective well-being versus self-actualization: Using the flow-simplex to promote a conceptual clarification of subjective quality of life. *Social Indicators Research*, 65(3), 299–331. doi:10.1023/b:soci.0000003910.26194.ef
- Wang, M.-T., & Holcombe, R. (2010). Adolescents' perceptions of school environment, engagement, and academic achievement in middle school. *American Educational Research Journal*, 47(3), 633–662. doi:10.3102/0002831209361209
- Wang, W., Vaillancourt, T., Brittain, H. L., McDougall, P., Krygsman, A., Smith, D., ... Hymel, S. (2014). School climate, peer victimization, and academic achievement: Results from a multi-informant study. *School Psychology Quarterly*, 29(3), 360–377. doi:10.1037/spq0000084
- Wentzel, K. R. (2017). Peer relationships, motivation, and academic performance at school. In A. J. Elliot, C. S. Dweck, & D. S. Yeager (Eds.), *Handbook of competence and motivation: Theory and application* (p. 586–603). The Guilford Press.
- Wilson, D. (2004). The interface of school climate and school connectedness and relationships with aggression and victimization. *Journal of School Health*, 74(7), 293–299. doi:10.1111/j.1746-1561.2004.tb08286.x
- Winston, C. N. (2016). An existential-humanistic-positive theory of human motivation. *The Humanistic Psychologist*, 44(2), 142–163. doi:10.1037/hum0000028
- Yu, C. C. W., Chan, S., Cheng, F., Sung, R. Y. T., & Hau, K.-T. (2006). Are physical activity and academic performance compatible? Academic achievement, conduct, physical activity and self-esteem of Hong Kong Chinese primary school children. *Educational Studies*, 32(4), 331–341. doi:10.1080/03055690600850016
- Zimmerman, B. J., & Schunk, D. H. (2012). *Self-regulated learning and academic achievement: Theory, research, and practice*. Springer Science & Business Media.

HASIL CEK_Artikel 1893

ORIGINALITY REPORT

4%

SIMILARITY INDEX

4%

INTERNET SOURCES

4%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

jurnal.konselingindonesia.com

Internet Source

4%

Exclude quotes On

Exclude matches < 4%

Exclude bibliography On