

# Students Perceptions about School Climate in Public Vocational High Schools IV Jurai District Painan

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## Abstract

A conducive school climate is very important because this will support the teaching and learning process in accordance with expectations and will benefit all parties. Increasing teacher enthusiasm in teaching and learning enthusiasm of students is an important hope in achieving a good and conducive climate. School climate is an atmosphere that plays an active role in supporting the creation of a good school environment, which will affect student learning outcomes and achievements. This study aims to look at the climate of schools in the IV Jurai sub-district in terms of the dimensions of relationships, system changes and improvements, the physical environment and personal development. The research method used is descriptive research. The population in this study is SMKN in IV Jurai Painan district. The results of research on aspects of the relationship dimension with an average score of 4.11 with a conducive category, dimensions of change and improvement of the system with an average score of 3.70 with a conducive category, dimensions of the physical environment with an average score of 4.02 conducive category and dimensions of personal development with an average score of 3.73 in the conducive category.

**Keywords:** Students, Perceptions, School Climate, Vocational High School



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## Introduction

Indonesia is one of the developing countries which is currently in dire need of quality human resources to support population development, one of which is to support quality human resources, namely education according to the National Education Law is a conscious and planned effort to create a learning atmosphere and learning process. so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state (Huda, 2020). The aim of national education is to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state. In achieving these educational goals, a formal educational institution was formed, namely a school (Kurniawati, 2022).

School is a formal educational institution that functions as a place to study to educate the life of the nation. Schools have elements ranging from principals, teachers, administrative staff and most importantly students. Students are the most important aspect in the implementation of education, where students are the object of implementing education in a school. In achieving an effective learning process to create better human resources in order to achieve educational goals in welcoming the era of globalization. The success or failure of education is influenced by several factors, one very important factor is the environment. The environment is a place where people spend their time and the environment can affect them psychologically (Santoso et al, 2023). The school environment is a place

where students, teachers, staff, and parents interact. The interactions that occur between the components/people in the school will create an atmosphere or what is called a climate or also called a climate that can affect the development of the people in it for good or bad. Each school has its own climate and describes the quality and character of the school (Nurfirdaus & Sutisna, 2021).

According to WidiyaNingrum and Mahmudah (2019), "the school climate is a situation or atmosphere that arises because of the relationship between the principal and the teacher, the teacher and the teacher, the teacher and the students which are the hallmark of the school which influence the teaching and learning process at school". School climate will be related to student achievement. The better the school climate will support the good performance of all school members (Sawiati et al, 2019).

A conducive school climate is very important because this will support the teaching and learning process as expected and will benefit all parties in the teaching and learning process. Increasing teacher enthusiasm in teaching and students' enthusiasm for learning is an important hope in achieving a good and conducive climate (Ideswal, 2020). School climate is an atmosphere that plays an active role in supporting the creation of a good school environment, which will affect student learning outcomes and achievements. Schools that maintain a good climate are characterized by a high level of integration and a high level of fighting spirit among students and school staff (Arsil et al, 2018). Research also shows that school climate is related to the level of academic achievement as taken by Malik et al (2021), which includes four dimensions, namely: (1) ecology; physical-material aspects, such as school buildings, library rooms, principal's rooms, teachers' rooms, counseling rooms and the like (2) milieu: individual characteristics in schools in general, such as: teacher work morale, student background, staff stability and etc.: (3) social systems: formal and informal structures or various regulations to control individual and group interactions in schools, including principal-teacher communication, staff participation in decision making, student involvement in decision making, collegiality, teacher-student relations; and (4) culture: a system of values and beliefs, such as: student social norms, expectations of success, school discipline. But at this time most schools do not pay attention to or consider the school climate to be trivial or unimportant, because schools consider whether the climate is good or bad, it has no effect on school progress (Dongoran & Barubara, 2021). The lack of conducive school climate through the author's observations supported by interviews with several students, teachers and security guards at Vacation High School IV Jurai District, the school climate is still not conducive. This is supported by the following phenomena:

1. There is a lack of good relations between school leaders, teachers and students which has an impact on the knowledge students gain.
2. Low initiative from students to initiate interaction with unfamiliar teachers, because students still lack self-confidence due to fear of getting angry or being called presumptuous by the teacher.
3. The lack of completeness of the teaching material sources used by the teacher in supporting his performance resulted in students not understanding the material provided, therefore students copied many examples in carrying out exams.
4. The low concern of students for the waste around the classroom and school environment, is caused by the laziness to move because the trash bins are far away and it has also become a habit to often see other people littering so that students don't hesitate to litter.
5. The low awareness of students in parking their vehicles to the places provided by the school is due to inadequate parking facilities provided by schools such as roofs or to protect from sunlight.
6. The teacher's lack of comfort in carrying out their duties and responsibilities due to inadequate learning facilities, causes students to not understand the material because the practical tools in schools are far behind in the industrial world.
7. The teacher's lack of attention to work so that there are still teachers leaving their duties while teaching, which causes students not to gain in-depth knowledge

The phenomena above illustrate that the management of the school climate in SMK Negeri Sekecamatan IV Jurai is still not conducive. Based on these phenomena, the authors are interested in discussing and researching this problem with the title "Student Perceptions About School Climate in Public Vocational High Schools in IV Jurai District".

## Methods

This type of research is included in descriptive research, in which this research is used to reveal a situation as it is. According to Arikunto (2014), "descriptive research is research that is intended to investigate the circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report". Thus, this study will describe and explain the data on Student Perceptions of School Climate at SMKN IV Jurai District.

## Results and Discussions

### 1. Results

Description of research data and discussion related to Student Perceptions of School Climate in State Vocational High Schools (SMKN) in IV Jurai sub-district seen from 4 aspects, namely: 1) Relationship dimension; 2) Dimensions of change and improvement of systems 3) Dimensions of the physical environment and 4) Dimensions of personal growth and development. Data description for each of these indicators can be seen in the following description:

#### a. **Students' Perceptions About School Climate in State Vocational High Schools in IV Jurai District from the Relationship Dimension Aspect.**

The description of the results of data processing is related to students' perceptions of school climate based on the relationship dimension indicators which include sub-indicators; support to students, affiliation, closeness, and involvement, which can be seen in the table \_ below:

Table 1.  
Aspects of Relationship Dimensions

No	Sub Indicator	Average	Category
1	Support for students	4.54	Conductive
2	Affiliation	4.32	Conductive
3	Proximity	3,85	Conductive
4	Engagement	3,91	Conductive
<b>Total</b>		<b>4,11</b>	<b>Conductive</b>

Author Source

Based on table 1, it can be seen that the average score of students' perceptions of school climate from the aspect of the relationship dimension, namely 4.11, is in the conducive category.

#### b. **Students' Perceptions of School Climate in State Vocational High Schools in IV Jurai District from the Aspect of System Change and Improvement Dimensions.**

Description of data processing results related to students' perceptions of school climate based on indicators of the dimensions of system change and improvement which include sub-indicators; innovation, freedom of action, participation in making decisions, and supervision, which can be seen in table 2 below:

Table 2.  
Aspects of System Change and Improvement Dimensions

No	Sub Indicator	Average	Category
1	Innovation	3,91	Conductive
2	Freedom in Action	3,93	Conductive

3	Participation in Decision Making	3,34	Conductive
4	supervision	3,65	Very Conductive
<b>Total</b>		<b>3,70</b>	<b>Conductive</b>

Author Source

Based on table 2, it can be seen that the average score of students' perceptions of the school climate from the aspect of the dimensions of system change and improvement, namely 3.70, is in the conducive category.

**c. Students' Perceptions of School Climate in State Vocational High Schools in IV Jurai District from the Aspect of Physical Environment Dimensions.**

Description of data processing results related to students' perceptions of school climate based on indicators of the dimensions of the physical environment which include sub-indicators; innovation, freedom of action, participation in making decisions, and supervision, which can be seen in table 3 below:

Table 3.

Aspects of the Physical Environment Dimension			
No	Sub Indicator	Average	Category
1	Source Equipment	4.35	Conductive
2	Environmental Comfort	4,60	Very Conductive
<b>Total</b>		<b>4,47</b>	<b>Conductive</b>

Author Source

Based on table 3, it can be seen that the average score of students' perceptions of school climate from the aspect of the dimensions of the physical environment, namely 4.47, is in the conducive category.

**d. Students' Perceptions of School Climate at State Vocational High Schools in IV Jurai District from the Aspect of Personal Growth and Development Dimensions**

The description of the results of data processing is related to students' perceptions of the school climate based on the indicators of the dimensions of personal growth and development which include sub-indicators; professional interests, task orientation, obstacles, trust, and achievement standards, which can be seen in table 4 below:

Table 4.

Aspects of the Physical Environment Dimension			
No	Sub Indicator	Average	Category
1	Professional interest	3,72	Conductive
2	Task orientation	3,80	Conductive
3	Hitch	3,27	Very Conductive
4	Trust	3,61	Conductive
5	Performance Standards	4.24	Conductive
<b>Total</b>		<b>4,47</b>	<b>Conductive</b>

Author Source

Based on table 3, it can be seen that the average score of students' perceptions of the school climate from the aspect of personal growth and development is 3.73 in the conducive category.

**e.Students' Perceptions of School Climate at State Vocational High School in IV Jurai District from the Aspect of Personal Growth and Development Dimensions**

The description of the results of data processing is related to students' perceptions of the school climate based on the indicators of the dimensions of personal growth and development which include sub-indicators; professional interests, task orientation, obstacles, trust, and achievement standards, which can be seen in table 5 below:

Table 5.  
Aspects of the Physical Environment Dimension

No	Sub Indicator	Average	Category
1	Relationship Dimensions	4.11	Conductive
2	Dimensions of System Change and Improvement	3,70	Conductive
3	Dimensions of the Physical Environment	4,47	Conductive
4	Dimensions of System Change and Improvement	3,73	Conductive
Average		4,00	Conductive

Author Source

In the table above it can be seen that the average score is 4.00. This shows that the school climate at SMKN IV Jurai District is in the conducive category.

## 2. Discussions

This study aims to obtain information about students' perceptions of the school climate at vocational high school IV Jurai District. Therefore, the author will discuss based on the aspect of the purpose of this research. Overall this study shows the results that students' perceptions of the school climate are in the conducive category with an average score of 4.00. The results that have been obtained are based on four indicators, namely: 1) the dimension of relationship, 2) the dimension of system change and improvement, 3) the dimension of the physical environment, and 4) the dimension of personal growth and development.

The results showed that students' perceptions of the school climate at vocational high school IV Jurai sub-district in terms of the dimensions of the relationship were in a conducive condition with an average score of 4.11. For more details, see the attachment. In this aspect, the highest score is found in the item "the teacher-student relationship goes well in the learning process" with an average score of 4.60 and is in the very conducive category. This shows that the teacher has provided opportunities for students' freedom to develop their potential and needs supervision from the teacher to assist students in developing their potential. Meanwhile, the lowest score was on the item "I attended the meeting agenda of the organization that I participated in" with a score of 3.58 which was in the quite conducive category. This means that students are still not optimal in participating in school organizational activities. Students still have a lazy attitude in attending organizational agenda meetings that have been designed. This of course will disrupt the stability of the running of the organization that is followed by these students. Surely this will be something that needs to be improved in the future. So that the organization can run in the direction of the goals that have been designed from the start. This should be considered by schools so that the school climate is more conducive in the future. Because this school climate also has an important role to support the success of school members in the teaching and learning process at school. Schools on the aspect of the relationship dimension are already in the conducive category.

In the dimension aspect of system change and improvement, it is already in the conducive category with an average score of 3.70. The highest score from the aspect of the dimensions of system change and improvement is found in the item "every activity carried out in the school is

known by the school leadership" with an average score of 3.96 in the conducive category. This shows that the procedures for activities at school have been carried out properly and also shows that school leaders have played an active role in every activity carried out at school. Meanwhile, the lowest score on the item "Students are involved in providing input for school programs" with a score of 3.19 is in the quite conducive category. This shows that school leaders are still not optimal in actively involving students to formulate school regulations. By involving students to participate in formulating school regulations, this will have a good impact on helping creative ideas about school regulations from students to assist leaders in considering school regulations to achieve a conducive climate at school.

Aspects of the physical environment are in the conducive category with an average score of 4.02. The highest score from the aspect of the physical environment dimension is found in the item "The library has a sufficient collection of books to support student learning" with an average score of 4.46 in the conducive category. This shows that schools have equipped students to support effective and efficient learning to achieve maximum learning outcomes. Meanwhile, the lowest score on the item "I feel comfortable using school infrastructure such as toilets" with a score of 3.12 is in the quite conducive category. The convenience of students in using school infrastructure is still not conducive. The lack of maintenance and the number of toilets that can be used, as well as the location which is far from each class, made students complain about the school's infrastructure. This should be a concern of school leaders, especially the school facilities and infrastructure section. Because the public facilities of this school are very influential in the student learning process. Because if the location of the toilet is far from the class it will take time to be able to use it.

The results showed that students' perceptions of the school climate at vocational high school IV Jurai sub-district in terms of growth and personal development were in the conducive category with an average score of 3.73. The highest score for the dimensions of personal growth and development is found in the item "Students are trying to achieve the achievement standards set by the school" with an average score of 4.47 in the conducive category. This shows that students are good at doing the assignments given by the teacher. This is due to the school's support through the teacher in each lesson to motivate students to do their work. Meanwhile, the lowest score on the item "There are obstacles to developing interests and talents" with a score of 3.24 is in the quite conducive category. This shows that there are still teachers who have not mastered the latest learning programs at this time. This will make students less understand in the learning that is given by the teacher to students. Moreover, the teacher is indifferent to technology at this point. This will have a negative impact on learning the interests and talents of students.

## Conclusion

Based on the results of the research and discussion that have been put forward, it can be concluded that students' perceptions of the school climate at vocational high school IV Jurai District with an average score of 3.84 are in the conducive category. This shows that the school climate at SMKN IV Jurai District is conducive in terms of the aspects of the relationship dimension, the dimension of system change and improvement, the dimension of the physical environment and the dimension of personal growth and development. This shows that the school climate from the four aspects of the dimension has been running in the conducive category but needs to be optimized again.

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