

Improving Classroom Climate of Islamic Junior Secondary Schools and Senior High Schools in West Sumatera

KOLOKIU

Jurnal Pendidikan Luar Sekolah

<http://kolokium.pjj.unp.ac.id/>

Jurusan Pendidikan Luar Sekolah

Fakultas Ilmu Pendidikan

Universitas Negeri Padang

Sumatera Barat, Indonesia

Volume 10, Nomor 2, 2022

DOI: /10.24036/kolokium.v10i2.1302

Received 08 September 2022

Approved 19 October 2022

Published 25 October 2022

Hadiyanto^{1,9}, Syahrul Ramadhan², Sulastr³, Tia Ayuningrum⁴, Singgih Ginanjar⁵, Yeni Resisca⁶, Rini Aprilianda⁷, Pramudia Yordi Hermawan⁸

^{1,2,3,4,5,6,7,8} Universitas Negeri Padang

⁹ Email: hadiyanto@fip.unp.ac.id

ABSTRACT

This study aims to help teachers improve the quality of learning by improving the classroom climate, increasing their ability to carry out classroom action research and writing research articles. This article was written as a report of activities that have been carried out to improve classroom climate, including: 1) preliminary study to ensure the need for improvement in class climate, 2) initial assessment (assessment) to capture classroom climate, 3) Provide feedback to teachers and principals about the difference between the actual classroom climate and the preferred climate of the class (preferred climate) by students, 4) Proposing steps to improve the classroom climate as desired by students. The results showed that in general the actual climate of the class was lower than the preferred climate of the students. However, several scales such as competition, difficulty, and bullying in the preferred climate are generally lower than those experienced by students (actual climate). For this reason, treatment steps are needed to make these scales match what students want.

Keywords: Improvement, Classroom Climate, Islamic Senior High School, Islamic Junior Secondary School.

INTRODUCTION

Teachers, in addition to enhancing their knowledge through education, training, or other scientific activities, need to receive innovative touches from education managers for renewal and acceleration so that the learning process in the classroom becomes more effective and efficient. In addition, teachers also need guidance in the promotion process because they sometimes encounter scientific, technical, or character-related obstacles, which can hinder their careers or futures. Several cases have come to light, such as thousands of teachers in Tasikmalaya failing to get promoted due to plagiarism (<http://adstasik.blogspot.co.id/2015/08/guru-gagal-naik-pangkat.html>), prompting the Minister of Education and Culture of the Republic of Indonesia to remind teachers in Indonesia not to engage in plagiarism (<http://jpp.go.id/teknologi/pendidikan/304439-mendikbud-ingatkan-guru-tidak-lakukan-plagiat>). Another case in Semarang shows that there are three groups of teachers in terms of their promotions: first, teachers who have been able to get promoted in the last 4 years. Second, teachers who have not been promoted for 5 to 9 years. Third, teachers who have not been promoted for more than ten years. <https://radarsemarang.jawapos.com/artikel/untukmu-guruku/2022/08/31/mengurai-permasalahan-kenaikan-pangkat-guru-melalui-tim-koordinasi-pkb/>

The above cases did not occur when teachers acquire adequate knowledge and capacity in composing scientific works, in order to improve the quality of the learning they conduct for use in their promotions or careers. By studying the above issues, efforts are required from leaders, the government, or educational or higher education administrators, to share knowledge and skills thru research, experience, and expertise in utilizing research results to enhance the quality of learning thru research and scientific writing to support their careers.

Among the fields of study that can be shared with teachers is the improvement of classroom climate thru action research aimed at enhancing the quality of learning in the classes taught by the teachers, which can ultimately be used for their promotion or career advancement. Research on classroom climate has actually been conducted in America since 1979 by (Moos, 1979), in Australia (Fisher & Fraser, 1982). From these two countries, research on classroom climate has spread to Spain, the Netherlands, Canada (Fisher & Nair, 2001), Singapore (Khine, 2001), and (Zedan, 2010). Research on classroom climate has also been conducted in Indonesia, and even in West Sumatra, however, both the quantity and quality still need to be improved. Some studies on classroom climate conducted so far are still limited to exploratory studies, such as (Wahyuningrum, 2008), or correlational research like that conducted by (Admoko, 2009), (Yulia, 2016), (Sari et al., 2018), (Aryanti & Muhsin, 2020).

To address these issues, (Hadiyanto & Mukti, 1997), (Muhammad et al., 1998), (Sutjipto & Hadiyanto, 2002), have actually begun studying the classroom climate. The author's research in 1997 produced a standardized classroom climate measurement tool for elementary schools, which can be utilized to assist elementary school teachers in improving the classroom learning process thru various indicators or scales present in the classroom climate. The development of classroom climate measurement tools and the implementation of classroom climate improvement have also been carried out (Hadiyanto et al., 2019), (Hadiyanto et al., 2021) at the higher education level. The developed measurement tools have been used by (Hadiyanto & Afriansyah, 2019), and (Helsa & Hadiyanto, 2019) for Action Research aimed at improving the classroom climate as desired by the students. Additionally, (Hadiyanto, 2016) has identified 46 classroom climate scales that can be selected by teachers for use in research to improve the classroom climate as desired by the students.

From the results of research conducted both in Indonesia and abroad, researchers have concluded that the classroom climate has a correlation or contribution to other variables such as student behavior (Fisher, 1990), academic achievement variables (Hyman, 1980, Fraser 1986, and Falsario, 2014), (Jamilah & Isnani, 2017), (Rahmayanti et al., 2020). Additionally, research results also show that the classroom climate contributes to learning motivation (Lerdpornkulrat et al., 2018), (Huang et al., 2018).

METHOD

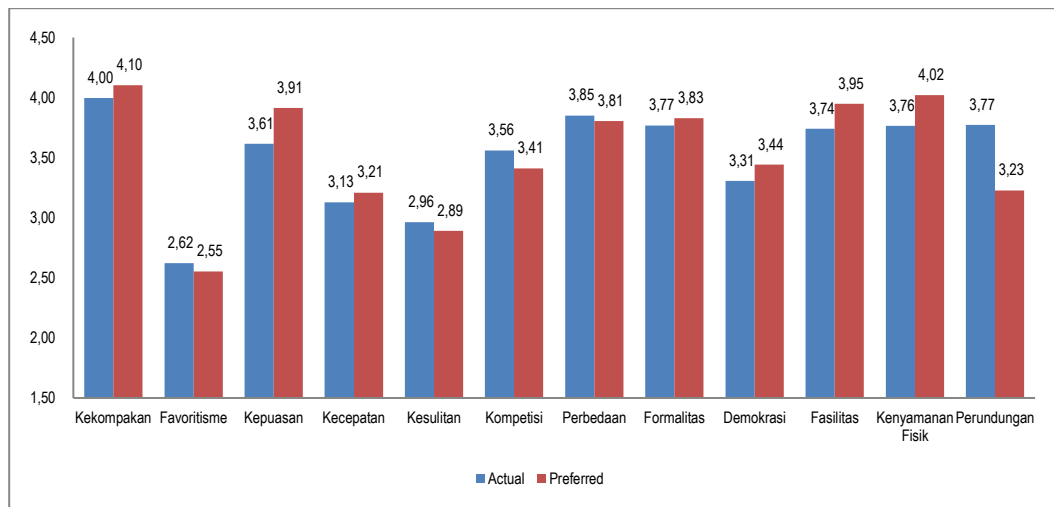
This research is a descriptive study comparing the actual classroom climate experienced by students with the preferred classroom climate. The study was conducted in nineteen classes at six Madrasah Aliyah and one Madrasah Tsanawiyah in West Sumatra, involving 377 students. Data was collected using an online classroom climate questionnaire thru Google Forms. The data was analyzed to compare the actual classroom climate with the preferred classroom climate in graphical form.

DISCUSSION

Data collected from 377 students, 19 classes in 7 Madrasah Aliyah and Madrasah Tsanawiyah were analyzed and graphed, resulting in the following findings.

1. Overall Actual and Preferred Classroom Climate

The analysis of the data into graphs generally shows differences in several scales of classroom climate, where the preferred classroom climate is higher compared to the actual classroom climate experienced by the students.



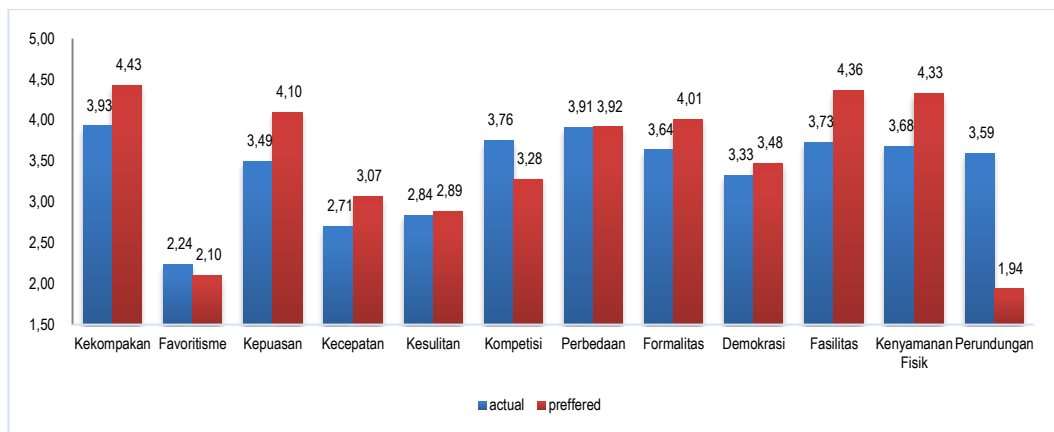
Graph 01: Actual Climate and Preferred Climate Experienced by Students at MA and MTs in West Sumatra

From the graph above, it can be understood that several preferred scales such as satisfaction, facilities, and physical comfort are higher compared to what students have actually experienced. However, scales such as favoritism, difficulty, competition, differences, and bullying, the conditions experienced are higher compared to what is desired. This means that students do not want favoritism, difficulty, competition, differences, and bullying. The difference between what is experienced and what is desired on the bullying scale is greater compared to other scales.

2. Class Climate Samples in Several Schools

a. Civic Education Class Climate

The results of the data analysis collected from 24 students studying Civic Education at MAN 1 Padang Pariaman, West Sumatra, can be seen in the following graph.

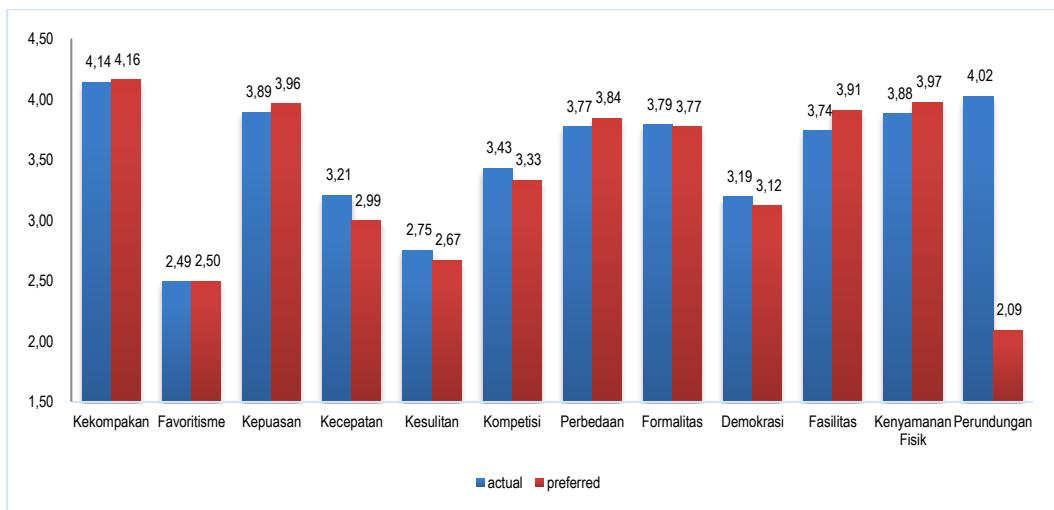


Graph 02 Actual Climate and Preferred Climate Experienced by Students in the Citizenship Education Class at MAN 1 Padang Pariaman

The graph above shows that several preferred scales such as cohesion, satisfaction, speed, facilities, and physical comfort are higher compared to what the students actually experience. However, scales such as favoritism, competition, and bullying, the desired conditions are lower compared to the experienced ones. This means that students do not want favoritism, competition, and bullying. In line with the general conditions in graph 01, the difference between what is experienced and what is desired on the bullying scale is greater compared to the other scales.

b. Mathematics Class Climate

The results of the data analysis collected from 35 students studying Mathematics at MTsN 10 Tanah Datar can be seen in the following graph.



Graph 03 Actual Climate and Preferred Climate Experienced by Students in the Mathematics Class at MTsN 10 Tanah Datar

The graph above provides information that the scores between one scale and another are different. However, the condition between the experienced classroom climate (actual) and the desired one (preferred) shows almost no difference, except in the bullying scale. Specifically related to the bullying scale, there is a very striking difference between the experienced scale (4.02) and the desired scale (2.09). This shows that students strongly do not want bullying to occur in the classroom or at school.

If discussed further, the difference between the experienced classroom climate (actual climate) and the desired classroom climate (preferred climate) almost always occurs in the studies conducted by the researchers, such as (Hadiyanto & Martini, 2018), (Hadiyanto & Afriansyah, 2019), (Helsa & Hadiyanto, 2019), (Hadiyanto et al., 2021).

Based on the condition of these differences, efforts are needed to ensure that the classroom climate experienced (actual climate) by students is as close as possible to the desired classroom climate (preferred climate) by the students. The study results have also shown that students who learn in accordance with the desired climate or atmosphere (person-environment fit) will achieve better performance or results (Özdemir & Ergun, 2015).

This study has carried out several stages of the classroom climate research syntax designed as follows.

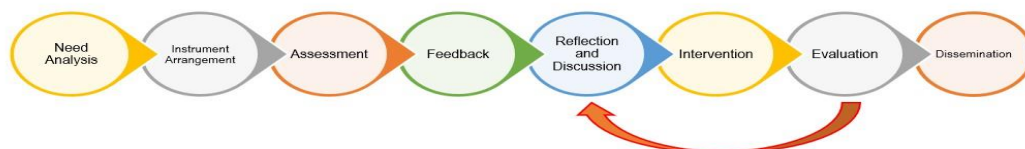


Figure 01: Classroom Climate Improvement Syntax From the syntax, the third step 'assessment' has been carried out and the data has been analyzed.

Therefore, the next step that has been taken is to provide the fourth step, feedback, to the teachers about the classroom climate portrait, and to conduct the fifth step, reflection and discussion, asking whether the concerned teacher wants to proceed to the next step or not. The activities carried out to take the fourth and fifth steps are online meetings, as shown in the following image.



Figure 01: Zoom Meeting for Providing Feedback, Reflection, and Discussion on Improving the Classroom Climate of MA and MTs in West Sumatra

The next step that teachers need to take is to find ways to improve the scales of the classroom climate where there is a difference between the experienced climate and the desired classroom climate. At the same time, the teachers take corrective steps (treatment) to reduce the gap. Considering that each class is different from one another, each teacher also makes different efforts. Classes that have a gap in the scale of treatment cohesion are handled differently from classes that have a gap in satisfaction. Similarly, for gaps in other scales, efforts must be made to reduce those gaps according to the characteristics of each scale.

CONCLUSION

Based on the data, analysis, and discussion mentioned above, several conclusions from this study are:

- 1) On scales with positive connotations (cohesion, favoritism, satisfaction, formality, democracy, facilities, physical comfort), the classroom climate desired by students (preferred climate) is generally higher than the classroom climate experienced by students (actual climate);
- 2) On scales with negative connotations (speed, difficulty, competition, differences, and bullying), the classroom climate desired by students (preferred climate) is generally lower than the classroom climate experienced by students (actual climate);
- 3) Improving the classroom climate needs to be linked to the gap in each scale, so the consequences differ by class, and the treatment also varies;
- 4) In certain classes, there is no difference between the classroom climate experienced by students (actual climate) and the classroom climate expected by students (preferred climate). In such conditions, no further steps are needed to improve or enhance the scales of the classroom climate;
- 5) There is doubt in respondents' answers to certain scales, such as the speed, difficulty, and competition scales, where students desire higher speed and difficulty. In such conditions, the servant did not take any initiative to improve or enhance it.
- 6) On the scale of cohesiveness and satisfaction, there is a significant difference between the actual climate experienced and the preferred climate desired by the students. In response to such conditions, there are steps that teachers and researchers must take, namely making efforts to improve the climate conditions that have been experienced to be better as desired by the students.
- 7) On the bullying scale, there is a significant difference between the actual climate experienced and the preferred climate desired by the students, where students desire a lower level than what currently exists. In response to such conditions, steps must be taken by teachers and researchers to make improvements so that the bullying experienced so far is reduced or eliminated entirely.

REFERENCES

- Admoko, B. D. (2009). *Pengaruh Disiplin Belajar, Iklim Kelas, dan Persepsi Siswa tentang Kompetensi Guru terhadap Prestasi Belajar Akuntansi*. Yogyakarta: Universitas Sanata Dharma.
- Aryanti, Y. D., & Muhsin. (2020). Pengaruh Efikasi Diri, Perhatian Orang Tua, Iklim Kelas, dan Kreativitas Mengajar Terhadap Motivasi Belajar Siswa. *Economic Education Analysis Journal*, 9(1), 243–260. <https://doi.org/10.15294/eeaj.v9i1.37169>
- Fisher, D. L., & Fraser, B. J. (1982). Use of classroom environment scale in investigating relationship between achievement and environment. *Journal of Science and Mathematics Education in South East Asia*, 5(2), 5–9.

- Fisher, D. L., & Nair, C. S. (2001). Students' perceptions of tertiary science classroom environments. *Journal of Science and Mathematics Education in South East Asia*, XXIV(1), 50–66.
- Hadiyanto. (2016). *Teori dan Pengembangan Iklim Kelas dan Iklim Sekolah*. Jakarta: Kencana.
- Hadiyanto, & Afriansyah, H. (2019). Improving Classroom Climate of the Course of Educational Administration and Supervision. *Advance in Social Science, Education and Humanities Research*, 335(ICESSHum), 350–355.
- Hadiyanto, H., Phetmalaiikul, T., Pamungkas, A. H., & Swe, T. M. M. (2021). Improving University Classroom Climate in Indonesia, Thailand and Myanmar. *International Conference on Educational Administration and Higher Education*, 50–58.
- Hadiyanto, H., Syahril, S., Arwildayanto, & Sumar, W. T. (2019). Development of University Classroom Climate Inventory. *Advance in Social Science, Education and Humanities Research*, 295(ICETeP 2018), 346–350.
- Hadiyanto, & Martini. (2018). Iklim Kelas di Sekolah Dasar Negeri 10 Ganting, Koto Tangah, Kota Padang. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(1), 38–44.
<http://josotl.indiana.edu/article/view/4219>
- Hadiyanto, & Mukti, B. (1997). *Pengembangan dan Validasi Alat Ukur Iklim Kelas Sekolah Dasar*.
- Helsa, Y., & Hadiyanto, H. (2019). Creating Conducive Environment on Learning Math in Tertiary Education. *International Conference on Education ...*, 2, 392–397.
<https://series.gci.or.id/article/177/12/icestech-2019>
- Huang, C., Shen, Y., & Huang, S. (2018). Research on the Relationship between Classroom Climate and Learning Motivation of College Students: Mediating Effect of Self-efficacy. *Advances in Social Science, Education and Humanities Research*, 205(Iccese), 121–126.
<https://doi.org/10.2991/iccese-18.2018.29>
- Jamilah, & Isnani, G. (2017). The Influence of Classroom Climate, Learning Interest, Learning Discipline and Learning Motivation to Learning Outcomes on Productive Subjects. *Jurnal Pendidikan Bisnis Dan Manajemen*, 3(2), 85–96.
<https://doi.org/10.17977/um003v3i22017p085>
- Khine, M. S. (2001). Investigation of Tertiary Classroom Learning Environment in Singapore. Nanyang Technological University.
- Lerdpornkulrat, T., Koul, R., & Poondej, C. (2018). Relationship between perceptions of classroom climate and institutional goal structures and student motivation, engagement and intention to persist in college. *Journal of Further and Higher Education*, 42(1).
<https://doi.org/https://doi.org/10.1080/0309877X.2016.1206855>
- Moos, R. H. (1979). *Evaluating Educational Enviroments*. Jossey-Bass Publishers.
- Muhammad, A., Hadiyanto, & Nurli. (1998). *Peningkatan Iklim Kelas yang Kurang Demokratis di Sekolah Dasar No. 19 Kecamatan Padang Utara*.
- Özdemir, Y., & Ergun, S. (2015). The Relationship between Organizational Socialization and Organizational Citizenship Behavior: The Mediating Role of Person-Environment Fit. *Procedia - Social and Behavioral Sciences*, 207, 432–443.
<https://doi.org/10.1016/j.sbspro.2015.10.113>
- Rahmayanti, R., Rustiana, A., & Afriza, E. F. (2020). Pengaruh Self Regulated Learning, Lingkungan Keluarga, dan Iklim Kelas terhadap Prestasi Belajar pada Mata Pelajaran

- Ekonomio. *Prospek Jurnal Program Studi Pendidikan Ekonomi*, 1(2), 81–88.
file:///C:/Users/User/Downloads/fvm939e.pdf
- Sari, D. P., Rusmin, & Deskoni, D. (2018). Pengaruh Iklim Kelas terhadap Motivasi Belajar Peserta Didik di SMAN 3 Tanjung Raja. *Jurnal PROFIT Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, 5(1), 80–88. <https://doi.org/10.36706/jp.v5i1.5639>
- Sutjipto, & Hadiyanto. (2002). Supervisi Berbasis Iklim Kelas, Penelitian Tindakan di SD YWKA II Rawamangun Jakarta. *Forum Pendidikan*, 27(4), 361–376.
- Wahyuningrum, M. M. (2008). Peranan Kepala Sekolah Dalam Menciptakan Iklim Sekolah Di Era Otonomi Sekolah (Suatu Kajian Manajerial). *Jurnal Bahana Manajemen Pendidikan*, (02):62–78.
- Yulia, F. (2016). *Pengaruh Iklim Sekolah Dengan Kinerja Guru di Sekolah Menengah atas Negeri Se-Kecamatan Sungai Tarab Kabupaten Tanah Datar*. Skripsi.
- Zedan, R. (2010). New Dimensions in the Classroom Climate. *Learn. Environ*, 13, 75–88.