

# Teachers' Perceptions of the Classroom Climate in Private Vocational High Schools in North Padang District

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## ABSTRACT

This article aims to analyze teachers' perceptions of the classroom climate in private vocational schools in the North Padang District, focusing on the following aspects: 1) Student cohesiveness, 2) Student involvement, 3) Student responsiveness (speed) in the classroom, 4) Students' difficulties in understanding lessons, 5) Democratic attitudes of students, 6) Clarity of classroom rules, 7) Adequacy of teaching and learning resources, and 8) Comfort of the physical classroom environment.

This research is descriptive and quantitative, with a population of 101 subject teachers. The sample size was 85, selected using the Stratified Proportional Random Sampling technique. The research instrument used was a Likert scale questionnaire, which had been tested for validity and reliability. Data were analyzed using the mean formula.

The results of the data analysis show the following regarding teachers' perceptions of the classroom climate: 1) Student cohesiveness received an average score of 4.33, categorized as conducive, 2) Student involvement received an average score of 4.31, categorized as conducive, 3) Student responsiveness received an average score of 4.29, categorized as conducive, 4) Student difficulties in learning received an average score of 4.24, categorized as conducive, 5) Student democratic attitudes received an average score of 4.33, categorized as conducive, 6) Clarity of classroom rules received an average score of 4.31, categorized as conducive, 7) Adequacy of learning resources received an average score of 4.32, categorized as conducive, and 8) Comfort of the physical classroom environment received an average score of 4.39, categorized as conducive.

Overall, teachers' perceptions of the classroom climate in private vocational schools in the North Padang District are considered conducive.

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## 1. INTRODUCTION

Education is a crucial part of life for personal development and the advancement of national culture. The goal of developing national culture is to shape the quality of human resources in individuals and society, enabling them to realize the nation's ideals both now and in the future. According to Law No. 20 of 2003, education is a conscious and planned effort to create an environment conducive to the teaching and learning process, encouraging students to actively develop their potential, spirituality, and skills necessary to achieve the nation's and state's goals in the future.

Education in schools is inseparable from the learning process, where students and teachers interact directly through various activities to achieve positive learning outcomes. A conducive learning process is influenced by many factors, one of which is the classroom climate (Pratama, 2021). Classroom climate refers to the emotional atmosphere created and experienced by teachers and students during the learning process. It is shaped by classroom rules, the teacher's interactions with students, and the physical environment of the classroom, which give each classroom its unique characteristics, differentiating it from others and influencing the attitudes of both teachers and students.

According to Hadiyanto and Saptiwati (2016), their research indicates that an improvement in classroom climate scores corresponds with an improvement in student learning outcomes. Thus, a positive classroom climate can enhance student achievement. Additionally, Husna (in Hadiyanto, 2016) found that classroom climate and students' interest in learning influence each other, impacting the learning outcomes of class XI IPS 1, class XI IPS 2, and class percent. Effective learning occurs when teachers guide students in ways that align with expectations, and one indicator of effective learning is good communication between students and teachers. Good communication occurs when students receive stimuli that prompt them to respond actively in the learning process.

Based on the author's observations during educational field practice at SMKS Private Taman Siswa in North Padang, from July 10 to December 14, 2023, it was found that the classroom climate was not yet conducive. Several phenomena reflect this, such as students unwilling to help peers who struggle with tasks, students forming cliques that reduce interaction, and some students lacking the courage to express opinions during class discussions due to shyness or fear. Other issues include students being slow to complete and submit assignments, students littering desk drawers and classroom corners (which led to mosquito breeding and disturbed the learning process), broken chairs, a leaking classroom ceiling, and students causing distractions by talking during lessons, which affected the comfort of others.

This research aims to gather information and describe teachers' perceptions of the classroom climate in private vocational schools in the North Padang District, focusing on aspects such as student cohesion, student involvement, student responsiveness, student difficulties in learning, student democracy, clarity of classroom rules, adequacy of learning resources, and the comfort of the physical environment.

## **2. METHOD, DATA, ANALYSIS**

This research is a quantitative, descriptive study aimed at presenting phenomena as they are, as outlined by Arikunto (2014). Descriptive research investigates conditions, situations, and other factors, with the results being presented in the form of a research report.

The population in this study consisted of 101 teachers from private vocational schools in the North Padang District. To determine a representative sample, the researchers used the Slovin formula with a 5% significance level, resulting in a sample size of 81 teachers. However, the final sample included 85 teachers, as the sampling technique employed was Stratified Proportional Random Sampling, which grouped teachers based on their years of service.

The research instrument was a questionnaire using a Likert scale with five response options: always (5), often (4), sometimes (3), rarely (2), and never (1). The responses were scored and later analyzed for data interpretation.

Data analysis was conducted using IBM SPSS 25.0 for Windows. A validity and reliability test was performed on the questionnaire to ensure data accuracy. According to Ghozali (2018), a validity test determines whether the questionnaire measures what it is intended to measure, while a reliability test, using Cronbach's Alpha, assesses the consistency of the data over time. The instrument was pre-tested on 15 teachers outside the sample population. Based on the results, 2 out of 45 questionnaire items were found to be invalid. As a result, the final data collection used 43 valid and reliable statement items.

The data analysis technique involved descriptive statistical analysis, which included several steps: verifying the data, assigning scores to each response, classifying and tabulating the data,

calculating the mean of the responses, and finally, summarizing the processed data in tables to quantitatively represent the research results for each indicator.

### 3. RESULT AND DISCUSSION

#### Result

Based on the results of the author's research on teachers' perceptions of the classroom climate in private vocational schools in the North Padang District, the findings are described as follows:

**Table 1. Recapitulation of the Average Score of Teachers' Perceptions of Classroom Climate in Private Vocational Schools (SMK) in North Padang District**

No	Indicator	Average Score	Category
1.	Student cohesion	4,33	Conducive
2.	Student engagement	4,31	Conducive
3.	Student speed	4,29	Conducive
4.	Student difficulties	4,24	Conducive
5.	Student democracy	4,33	Conducive
6.	Clarity of class rules	4,31	Conducive
7.	Completeness of student learning resources	4,32	Conducive
8.	Comfort of the physical classroom environment	4,39	Conducive
<b>Average</b>		<b>4,31</b>	<b>Conducive</b>

Based on the recapitulation of average scores, teachers' perceptions of student cohesiveness in private vocational school classes in the North Padang District obtained an average score of 4.33, falling into the conducive category. This indicator was measured using five statement items. The highest average score was 4.51, which reflected that students greet each other in class, categorized as conducive. The lowest average score was 4.16, indicating that students did not form exclusive friend groups, also categorized as conducive.

For teachers' perceptions of student involvement in private vocational school classes in the North Padang District, the average score was 4.31, also in the conducive category. This indicator was measured with four statement items. The highest average score was 4.5, reflecting that students encourage each other in learning. The lowest average score was 4.01, showing that students were active in expressing opinions in class, categorized as conducive.

In terms of teachers' perceptions of students' responsiveness (speed) in private vocational school classes in the North Padang District, the average score was 4.29, categorized as conducive. This indicator was measured using five statement items. The highest average score was 4.44, indicating that teachers clearly conveyed learning objectives. The lowest average score was 4.15, reflecting that students submitted assignments on time.

For teachers' perceptions of students' difficulties in understanding lessons, the average score was 4.24, categorized as conducive. This indicator was measured with three statement items. The highest average score was 4.25, showing that students understood the instructions provided by the teacher, categorized as conducive. The lowest average score was 4.24, indicating that students completed assignments quickly, also categorized as conducive.

Regarding teachers' perceptions of students' democratic attitudes, the average score was 4.33, categorized as conducive. This indicator was measured with five statement items. The highest average score was 4.41, reflecting that students had the right to participate in classroom management, categorized as conducive. The lowest average score was 4.29, showing that students responded well to their peers' opinions, also categorized as conducive.

In terms of teachers' perceptions of the clarity of classroom rules, the average score was 4.31, categorized as conducive. This indicator was measured with six statement items. The highest average score was 4.44, indicating that class regulations included sanctions for rule violations, categorized as conducive. The lowest average score was 4.18, showing that students adhered to classroom rules, categorized as conducive.

Teachers' perceptions of the adequacy of learning resources in private vocational school classes in the North Padang District received an average score of 4.32, categorized as conducive. This indicator was measured with six statement items. The highest average score was 4.52, reflecting that teachers used teaching modules as a primary learning resource, categorized as conducive. The lowest average score was 4.22, indicating that teachers used computers for teaching and learning activities, also categorized as conducive.

Finally, teachers' perceptions of the comfort of the physical classroom environment received an average score of 4.39, categorized as conducive. This indicator was measured with nine statement items. The highest average score was 4.57, reflecting good air circulation in the classroom, categorized as conducive. The lowest average score was 4.23, indicating that students neatly arranged tables and chairs after class, categorized as conducive.

## **Discussion**

The results of the study show that overall, teachers' perceptions of cohesiveness among students in private vocational school classes in the North Padang District received an average score of 4.33, which falls into the "conductive" category. This indicates that teachers perceive the classroom climate, in terms of student cohesiveness, to be conducive. However, this score has not yet reached the "very conducive" category. Therefore, efforts to further enhance student cohesiveness in the school are still needed. Student cohesiveness is essential as it helps create a harmonious and productive learning environment. According to Sunendar (2019), classroom solidarity promotes a harmonious atmosphere that supports the teaching and learning process. Cohesiveness fosters student motivation and facilitates effective interaction. Asrul (2019) also highlights that class cohesion is crucial for building student character and enhancing cooperation, which contributes to achieving better educational outcomes. By fostering classroom cohesiveness, conflicts between students can be minimized, and a positive atmosphere that supports better learning outcomes can be achieved. Similarly, Aisyah (2019) argues that cohesiveness reduces conflicts and increases students' self-confidence, as students feel more accepted and comfortable in the learning process.

Based on the research data analysis, teachers' perceptions of student involvement in private vocational school classes in the North Padang District received an average score of 4.31, which also falls into the "conductive" category. This reflects a conducive classroom climate in terms of student involvement. However, this score has not yet reached the "very conducive" category, indicating that there is still a need to enhance student involvement. Student involvement is critical in the learning process, as it increases understanding of the material, deepens critical thinking skills, and boosts student motivation. According to Nurcahyono (2018), active student involvement in learning can improve motivation and learning outcomes. Suhendri (2018) adds that student involvement improves social and communication skills through discussions and group activities, fostering collaboration. Suryadi (2017) also notes that student involvement is linked to motivation and interest in learning, as less involved students are often less motivated and struggle to understand the material.

The study results further show that teachers' perceptions of student responsiveness in private vocational school classes in the North Padang District received an average score of 4.29, categorized as "conductive." However, this score has not yet reached the "very conducive" category, indicating a need to improve students' responsiveness in the school. Student responsiveness is crucial for effective learning, as responsive students can grasp material more quickly and participate actively in the lesson. Sarwono (2018) explains that student responsiveness is directly related to learning effectiveness. Students who respond quickly understand the material better, contributing to a more conducive learning process. However, students who are slow to respond may fall behind, affecting their self-confidence and motivation.

The research data analysis also shows that teachers' perceptions of students' difficulties in understanding the material in private vocational school classes in the North Padang District received an average score of 4.24, categorized as "conductive." While this score reflects a conducive classroom climate, there is still room for improvement to reach the "very conducive" category. Addressing student difficulties in the learning process is crucial, as these challenges often stem from teaching methods that do not align with students' learning styles, thus hindering their understanding. Dewi (2020) suggests using active learning methods such as group discussions and projects to engage students more effectively. Santoso (2020) emphasizes that teachers can enhance students' understanding by preparing lesson materials that are relevant to students' daily lives, thus increasing engagement and comprehension.

The study also found that teachers' perceptions of students' democratic attitudes in private vocational school classes in the North Padang District received an average score of 4.33, categorized as "conductive." However, this score has not reached the "very conducive" category, indicating a need to foster greater democratic attitudes among students. Democratic attitudes are essential in the classroom, as they encourage students to participate in decision-making, foster a sense of responsibility, and promote respect for others' opinions. Prasetyo (2019) explains that applying democratic principles in the classroom encourages students to respect differences of opinion and take responsibility for collective decisions. Saepudin (2021) adds that a lack of democratic attitudes can result in students feeling disengaged, thereby reducing their motivation and participation in learning.

Regarding the clarity of classroom rules, teachers' perceptions in private vocational school classes in the North Padang District received an average score of 4.31, categorized as "conducive." Clear classroom rules are essential because they help students understand their responsibilities and adhere to the rules, creating a more orderly and distraction-free environment that enhances concentration. Nugroho (2021) argues that clear rules help students understand and comply with expectations, improving discipline. Sari (2021) also notes that clear rules reduce potential conflicts between students and teachers, as all parties are aware of their roles and responsibilities.

The study results further indicate that teachers' perceptions of the adequacy of learning resources in private vocational school classes in the North Padang District received an average score of 4.32, categorized as "conducive." Adequate learning resources are critical for enhancing the quality of education and helping students better understand the material. Sari (2018) states that diverse learning resources support independent learning and promote critical thinking skills, thus enhancing the teaching and learning process. Haris (2020) emphasizes the importance of training teachers to effectively utilize learning resources. Rohendi (2019) suggests that teachers develop modules to guide students in using various learning resources effectively.

Finally, the study shows that teachers' perceptions of the comfort of the physical classroom environment in private vocational schools in the North Padang District received an average score of 4.39, categorized as "conducive." However, there is still a need to enhance the physical comfort of classrooms to reach the "very conducive" category. A comfortable classroom environment promotes student focus and concentration, thus improving learning effectiveness. Maarif (2011) explains that a comfortable physical environment supports student health and reduces stress, which positively impacts learning. Thamrin (2014) notes that discomfort in the classroom, such as poor lighting and inappropriate temperatures, can distract students and negatively affect their academic performance.

#### **4. CONCLUSION**

Based on the results of the research regarding teachers' perceptions of classroom climate in Private Vocational High Schools (SMK) in the North Padang District, the following aspects were evaluated: 1) Student cohesion in class by obtaining an average score of 4.33 in the conducive category, 2) Student involvement in class by obtaining an average score of 4.31 in the conducive category, 3) Student speed in the learning process by obtaining an average score of 4.29 in the conducive category, 4) Students' difficulties in the learning process by obtaining an average score of 4.24 in the conducive category, 5) Student democracy in class with an average score of 4.33 is in the conducive category, 6) Clarity of class rules with an average score of 4.31 is in the conducive category, 7) Completeness of learning resources with an average score of 4.32 is in the conducive category, 8) The comfort of the physical environment by obtaining an average score of 4.39 is in the conducive category.

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