

## Classroom Climate Effectiveness in State Vocational High Schools in Padang City

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### ABSTRACT

Education plays an important role in creating quality human resources. To create quality human resources, they must have good learning outcomes and good learning outcomes are influenced by one of them by the classroom climate. Therefore, the problem that will be studied in this study is "How effective is the classroom climate seen in terms of 1) student cohesiveness, 2) student activity, 3) timeliness of assignment collection, 4) difficulty in students understanding learning, 5) democracy in the classroom, 6) student discipline, 7) completeness of learning resources, 8) comfort of the learning process in State Vocational High Schools in Padang City?". The type of research used is quantitative descriptive with a population of all students of State Vocational Schools in Padang City totaling 14,159 people, with a sample of 108 people. The size of the sample was determined using the Slovin formula and taken using the proportional stratified random sampling technique. The research instrument used was a questionnaire with a Likert Scale model about class climate which amounted to 45 items. Before the questionnaire is used, its validity and reliability have been tested. From the results of the data processing, it was obtained that the effectiveness of the classroom climate in public vocational high schools in Padang City in the aspects of 1) cohesiveness with an average score of 4.40 is in the effective category, 2) involvement with an average score of 4.25 is in the effective category, 3) difficulty with an average score of 3.77 is in the effective category, 4) speed with an average score of 4.06 is in the effective category, 5) Democracy with an average score of 4.25 is in the effective category, 6) Clarity of rules with an average score of 4.34 is in the effective category, 7) Completeness of resources with an average score of 4.22 is in the effective category, 8) Comfort of the physical environment with an average score of 4.12 is in the effective category. Based on these results, the author suggests that the Effectiveness of Classroom Climate in State Vocational High Schools in Padang City be maintained and needs to be improved again so as to increase the effectiveness of the classroom climate by students which is very effective.

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## 1. INTRODUCTION

Education is a conscious effort to prepare students through guidance, teaching, or training activities for their future role which is one of the most important parts of development in every country. From the womb to adulthood, humans experience the educational process obtained from their parents, society, and environment so that education becomes an element that cannot be separated from humans.

As a human need, education always undergoes changes, developments, and improvements in accordance with developments in all areas of life (Straw, 2010). Through education, the state can improve the quality of human resources to meet the demands of the times in the 21st century. Indonesia as a developing country has a national education system which is included in the Indonesian Law Number 20 of 2003 which defines "The national education system is the entire educational component that is interconnected in an integrated manner to achieve national education goals".

The essence of the implementation of education is learning. (Djabidi, 2016) explained that learning is a two-way communication process, namely between teachers who teach and students who learn. (Wiyani, 2017) provides an understanding of learning as an individual activity that processes and strives to get a new and comprehensive behavior change as a result of the individual's experience of interacting with the environment. Successful learning is determined by teachers, which are the main components in the learning process and play an important role in efforts to form human resources in the field of development, so teachers are referred to as professionals. (Djamarah, 2006) Defining that classroom climate is a teacher's skill to create and maintain optimal learning conditions and restore conditions if there are disturbances in the teaching and learning process. In creating a conducive classroom climate, teachers need to manage the classroom optimally. To create the right learning climate, teachers need to understand the concept of classroom management thoroughly. The arrangement of the learning room can include activities of arranging student seats, arranging learning media, arranging plants and herbs and providing aromatherapy (Khusna, 2021). The creation of a conducive classroom climate is very supportive for the implementation of a good teaching and learning process, so that it will also give rise to a good learning attitude in students. Whether or not the student's learning efforts are hard depends on whether or not the creation of a conducive classroom climate is great or not (Maier, 2004).

Kauchak & Eggen (2004) stated that the classroom climate has an important role in creating an environment that can increase learning motivation and student achievement. A classroom climate that supports students in learning will make students feel safe, free to express their ideas, and have good quality in class, such as paying attention to each other and respecting each other so that it will make students more encouraged to learn. This is reinforced by research conducted by Setiyadi & Loviansi (2020) which found that a good classroom climate can support the occurrence of a good learning process which directly implies the achievement of good learning outcomes. An unconducive atmosphere in the classroom can have a negative impact on the learning process and make it difficult to achieve learning goals, as students may feel restless, restless, bored, and bored. On the contrary, with a conducive and interesting classroom atmosphere, the achievement of learning goals can be easier, and the learning process becomes enjoyable for students. Classroom climate refers to the atmosphere and conditions of the classroom in the context of learning activities, which is characterized by patterns of interaction or communication between teachers, teachers, and students. The main task of teachers is to create a learning environment that supports behavior change for students (Oscar, 2014). A conducive classroom climate is evidenced by fun learning, effective classroom organization, teachers as mentors, learning development, classroom management, learning services, and the use of learning media (Khusna, 2021).

Based on the results of observations that the author found during Field Practice (PL) activities starting from July 10, 2023 to December 15, 2023 at one of the Vocational High Schools (SMK) in Padang City, it shows that there is a gap regarding the effectiveness of the classroom climate in the school, namely:

1. When learning in the form of group discussions, students only choose their close friends who are members of the discussion group. This proves the lack of cohesiveness between students in the classroom.
2. In the learning process, not all students actively participate in the learning process. This is proven when the teacher asks or asks questions, only some students actively answer while others are just silent, and students who actively answer only that.
3. There are some students who have difficulty understanding the material. This is proven when given questions about the material that has been explained, out of 25 students, only 5 students can answer the questions given.
4. There are some students who postpone the collection of assignments according to the predetermined time. This is evidenced by the existence of blank assignment grades, because the student did not collect the assignment on time and when instructed by the teacher to collect the assignment, the student still did not do the assignment.
5. Students are unwilling or lazy to give proposals when asked to give their opinions. This is evidenced by the teacher asking for advice from students regarding activities at school, for example when P5 activities are in making videos, the teacher asks for suggestions on the

concept of the video to be made while the students are just silent and do not want to give suggestions.

6. Teachers are less strict about student absenteeism. When a student does not enter without information, the student is given a sanction to collect 2 notebooks of 40 contents to the homeroom teacher. However, in reality, the sanctions were not implemented properly. This is proven when the homeroom teacher asks for the sanction, the student does not give the requested sanction.
7. Lack of learning resources. This is evidenced by the library that is not equipped with the latest books so that students find it difficult to find additional sources of information outside of the material taught by the teacher in class.
8. Lack of completeness of learning facilities. This is evidenced by the limited infocus available for the learning process which results in a clash in the use of infocus between teachers. So that it has an impact on the lack of effectiveness of the learning process.

Based on the results of the above observations, it can be concluded that the effectiveness of the classroom climate in Vocational High Schools (SMK) throughout Padang City still faces various challenges that need to be overcome. Gaps in cohesiveness between students, active participation in the learning process, understanding of the material, discipline in collecting assignments, courage in expressing opinions, teachers' firmness in student absences, and limited learning resources and facilities are some of the factors that affect the classroom climate. Therefore, cooperation between teachers, students, and schools is needed to create a more conducive and effective learning environment. Through the development of innovative learning strategies, improvement of educational facilities, and strengthening discipline and student involvement, it is hoped that a classroom climate can be created that supports the optimal achievement of educational goals.

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

This type of research is quantitative descriptive. This research is used to reveal a situation as it is. This research is a research conducted to investigate a condition and other things that have been mentioned and the results are presented in the form of a research report (Firdaus, 2010). Thus, this study will describe and explain the data of Classroom Climate in State Vocational Schools throughout Padang City.

The research instrument used was a Likert scale model questionnaire with five answer choices. This validity and reliability test was carried out using the SPSS version 27 tool. The results of this validity and reliability test show that the Classroom Climate Effectiveness at State Vocational High Schools in Padang City is valid and reliable. The validity test of the classroom climate effectiveness questionnaire in state vocational high schools in Padang City conducted with SPSS version 27 showed that out of 45 questions, 45 items were declared valid, The reliability test of this questionnaire shows that this research instrument is very reliable, with the reliability coefficient calculated far exceeding the crisis value, so that it can be relied on in research.

The research data was processed with SPSS version 27 including data verification, data grouping and tabulation, as well as making a distribution of score frequencies on each item then then calculating the mean with the highest score multiplied by 100% using the classification of the assessment category scale.

## **3. RESULT AND DISCUSSION**

### **Result**

The results of the research on the Effectiveness of Classroom Climate in State Vocational High Schools in Padang City are seen from 8 aspects, namely: 1) Cohesiveness, 2) Involvement, 3) Difficulty, 4) Speed, 5) Democracy, 6) Clarity of Rules, 7) Completeness of Resources, and 8) Comfort of the Physical Environment. The following is a recapitulation of the results of data processing on the Effectiveness of Classroom Climate in State Vocational High Schools in Padang City, which can be seen in the table below:

**Table 1. Recapitulation of Average Score of Classroom Climate Effectiveness in State Vocational High Schools in Padang City**

No.	Indicator	Score Average	Category
1.	Compactness	4,40	Effective
2.	Involvement	4,25	Effective
3.	Difficulty	3,77	Effective
4.	Speed	4,06	Effective
5.	Democracy	4,25	Effective
6.	Rule Clarity	4,34	Effective
7.	Completeness of Sources	4,22	Effective
8.	Physical Environment Comfort	4,12	Effective
<b>Overall Average</b>		<b>4,17</b>	<b>Effective</b>

Based on the recapitulation of the average score of each indicator on the effectiveness of the classroom climate in state vocational high schools in Padang City, it can be seen in the table above with the highest average score of 4.40 with the effective category, namely cohesiveness. While the lowest average score is 3.77 with the effective category, namely difficulty. Overall, the average score of class climate effectiveness in public vocational high schools in Padang City is 4.17 with the effective category.

### Discussion

The discussion of the results in this study is outlined based on 8 (eight) research indicators including cohesiveness, involvement, difficulty, speed, democracy, clarity of rules, completeness of resources, and comfort of the physical environment. The following is a description of the discussion of the research results:

The results of the study showed that the effectiveness of the classroom climate through cohesiveness in state vocational high schools in Padang City received an average score of 4.40 which was included in the effective category. This indicates that the classroom climate through student cohesiveness is effective. Of the several items presented in cohesiveness, there are still items with the lowest scores, namely the item "I cooperate with my friend when doing an assignment given by the teacher" with an average score of 4.31 is in the effective category. This means that the effectiveness of the classroom climate through cohesiveness is not optimal in working with friends when doing assignments given by teachers. This non-optimality can have an impact on the achievement of learning objectives, where cooperation in doing the tasks given by the teacher can increase understanding of the material taught and can complete the task efficiently. Cooperation in doing assignments given by teachers starts from the desire between students to learn together, especially in doing assignments given by teachers. It is possible that the low average score on the cooperation item with friends when doing the assignment given by the teacher is due to several factors such as the lack of effective communication between students, and the lack of encouragement from the teacher to encourage active and productive cooperation in the classroom. Teachers need to encourage student cohesiveness, especially when doing the assigned tasks, besides that there needs to be a fair assessment system that is able to measure the contribution of each student, so that all students feel responsible in completing the assigned tasks. Hadiant (2016) emphasizing the importance of cooperation between students to build a positive classroom atmosphere. Cohesiveness in the group provides a sense of togetherness that has an impact on productivity and learning satisfaction. Learning satisfaction has a direct effect on the learning achievement obtained. Hasyim (2013) said that good learning satisfaction will be able to produce high learning achievement. Learning achievement is the result that has been achieved from the process of effort that a person makes to obtain a change in behavior or behavior as a result of experience (Oennus, 2019). Thus, if cohesiveness in the classroom is not optimal, this will have an impact on the effectiveness of learning. Cohesiveness between students must continue to be built and supported by teachers through the right strategy, so that students can work well together and assignments can be completed with maximum results.

The effectiveness of the classroom climate through involvement in general has given a good picture with an average score of 4.25. This proves that the effectiveness of the classroom climate through involvement in public vocational high schools in Padang City is in the effective category. Of the several items put forward in the implementation process, there are still items with the lowest scores, namely the item "I actively ask questions when the teacher finishes explaining the lesson" with an average score of 3.92 is in the effective category. This means that there are still many students who are not involved in the learning process, especially in asking questions when the teacher finishes explaining

the lesson. Dean (2005) said that active asking questions is an important indicator in the effectiveness of the classroom climate, because it reflects the dynamic interaction between students and teachers. When students ask questions, this not only helps them gain a deeper understanding, but it also benefits the whole class. The questions asked can often open up new perspectives and lead to richer discussions about the topic at hand. Efforts that can be made are by practicing faith skills, students may be reluctant to ask questions because they do not know how to formulate questions correctly. Teachers can train students to ask questions better through direct guidance. Robson (2010) Explaining that active learning provides the widest possible opportunity to develop interaction between teachers and students, between students themselves, and between students with materials or topics in an academic discipline. Hadiyanto (2016) also argues that students who dare to ask questions indicate that they have high curiosity and emotional involvement in learning. According to him, creating a space for students to ask questions and discuss can increase the effectiveness of learning and make students feel more involved. When students feel free to ask questions, they are more likely to be independent and critical thinking learners, so students not only passively receive information but also seek to relate to the knowledge material they have previously had. It can also help students to overcome any confusion that may arise during the learning process. Overall, the behavior of actively asking questions after the teacher has finished explaining the lesson is one of the positive markers of a healthy classroom climate. A classroom climate that supports two-way interaction between teachers and students will enrich the learning process and provide opportunities for each student to understand the material better.

The effectiveness of the classroom climate through difficulties in general has given a good picture with an average score of 3.37. This means that the effectiveness of the classroom climate through difficulties in state vocational high schools in Padang City is already in the good category. Of several items, there are still items with the lowest scores, namely the item "I find it difficult to understand the subject matter" with an average of 3.12 in the category of quite effective. This means that students are not too difficult to understand the subject matter but need to be improved. Hidayatullah & Marsidin (2022) said that the problem of difficulties in understanding lessons is related to various things, namely the availability of learning resources, student involvement, and democracy in the classroom. Efforts that can be made are to use a variety of learning methods, where teachers can try various learning methods such as group discussions or presentations. With various methods, it can help students to understand the material more easily. Fraser (2012) stated that students have different learning styles, so it is important for teachers to use different learning methods. Varied learning methods such as the use of visuals, group discussions, simulations, or project-based learning. Thus, efforts to help students who have difficulty understanding the material can be made by enriching teaching methods and providing more diverse learning resources.

The effectiveness of the class climate from the aspect of speed in general has given a good picture with an average score of 4.06. This means that the effectiveness of the classroom climate through the speed aspect in state vocational high schools in Padang City is already in the effective category. Of the several items presented, there is still an item with the lowest score, namely the item "I quickly answer the questions given by the teacher in learning" with an average score of 3.80 is in the effective category. This means that the effectiveness of the classroom climate through speed is still not optimal in the speed of answering questions given by teachers in learning. Students who are able to answer questions quickly usually have a good understanding of the material. This shows that students are able to process information very well, and use that knowledge to answer questions appropriately. Slavin (2012) mentioned that students who are quick to answer questions generally have a good understanding of the concepts that have been learned, because they are able to process and remember information efficiently. While Bransford (2004) said the speed of answering questions can also be related to the experiential learning process. Kinanti (2014) emphasize the importance of active involvement of all students in class discussions, including those who are faster in answering. Teachers need to create an atmosphere where every student, both fast and slow, has the opportunity to explore their understanding further. Thus the focus is on how to direct students who are quick to answer to continue to engage in a deeper thought process, so that it is not only about speed but also about the quality of comprehension.

The effectiveness of the class climate from the aspect of democracy in general has given a good picture with an average score of 4.25. This means that the effectiveness of the classroom climate through democracy in state vocational high schools in Padang City is already in the effective category. Of the several items that were put forward, there were still items with the lowest scores, namely the item "I feel appreciated by the existence of democracy in the classroom" with an average score of 4.12 in the effective category. This means that the effectiveness of the classroom climate from the aspect is not optimal in terms of appreciating the existence of democracy in the classroom. All students, regardless of their background or ability, should be given equal opportunities to participate in the class. This will

increase the sense of fairness and democracy in the classroom. In addition, teachers can assign certain responsibilities to students such as being a discussion leader or moderator in a debate, thus students feel valued and recognized for their contributions in the classroom. Aryani, (2019) said that democracy in the classroom allows for the creation of a positive classroom climate, where students feel they have the freedom to express their opinions without fear of being judged. When students feel that their opinions are valued, they become more motivated to actively participate in learning. This increases students' confidence and involvement in the learning process, it also improves the relationship between teachers and students and between students and students. By creating a democratic classroom atmosphere, teachers can ensure that students feel valued, heard, and have a role in organizing classroom activities. This can increase participation, confidence, and the quality of interaction in learning.

The effectiveness of the classroom climate from the aspect of clarity of rules in general has given a good picture with an average score of 4.34. This means that the effectiveness of the classroom climate through the clarity of rules in public vocational high schools in Padang City is already in the effective category. Of the several items that were put forward, there were still items with the lowest scores, namely the item "I got a sanction when I was late for class" with an average score of 4.21 in the effective category. This means that the effectiveness of the classroom climate in terms of clarity of rules has not been optimal in providing sanctions when they are late for class. Late entry to class not only has an impact on students who are late, but also on the entire learning process in the classroom. When a student is late, this can interfere with the concentration of other students who have already started the lesson. Therefore, schools usually impose sanctions to maintain discipline and create a conducive learning atmosphere. The sanctions given can vary, ranging from verbal warnings, written reprimands, to additional tasks or certain coaching. Lewis (2001) said that the sanctions applied must be proportional and in accordance with the level of violations. In the context of delay, sanctions should be educational, such as giving additional tasks or reflecting on the importance of punctuality, rather than just physical punishment or harsh reprimands. Teachers also need to listen to students' reasons before imposing sanctions, because delays can be caused by external factors that cannot be controlled by students, such as transportation or family problems. Thus, sanctions for delays are expected to have a deterrent effect and encourage students to be more responsible. With good time discipline, students not only learn to appreciate class schedules, but can also develop useful habits outside of school.

The effectiveness of the classroom climate from the aspect of resource completeness in general has given a good picture with an average score of 4.22. This means that the effectiveness of the classroom climate through the completeness of resources in state vocational high schools in Padang City is already in the effective category. Of the several items presented, there are still items with the lowest scores, namely the item "Availability of relevant learning resources" with an average score of 4.10 in the effective category. This means that the effectiveness of the classroom climate in terms of the completeness of resources has not been optimal in the availability of relevant learning resources. Relevant learning resources such as textbooks, learning videos, and digital devices must be adjusted to the curriculum and students' abilities. When learning resources are in accordance with the material taught in class, students will more easily understand the lessons delivered by the teacher. In addition, relevant learning resources also help students prepare for assignments and exams, as they get the right and accurate information. Molenda & Russell (2002) said that relevant learning resources support a variety of learning styles, be it visual, audio, or kinesthetic. Various learning resources, such as textbooks, learning videos, and interactive simulations allow students to choose the media that best suits the way they get information. Hadian (2018) also emphasized the importance of learning resources that are in accordance with the curriculum and learning context. Relevant learning resources help students to access information that is relevant to the topic being studied in class. When these resources support the learning goals to be achieved, students not only learn passively, but are also able to explore the material more deeply and critically. Thus, the availability of relevant learning resources is an important factor in creating meaningful and successful learning.

The effectiveness of the classroom climate from the aspect of physical environment comfort in general has given a good picture with an average score of 4.12. This means that the effectiveness of the classroom climate through the comfort of the physical environment in state vocational high schools in Padang City is already in the effective category. Of the several items that were put forward, there were still items with the lowest scores, namely the item "Air circulation in my classroom is cool and comfortable" with an average score of 3.94 in the effective category. This means that the effectiveness of the classroom climate in terms of physical environment comfort is not optimal in terms of air circulation in a cool and comfortable classroom.

Good air circulation in the classroom is fresh air that constantly enters the room and replaces the air that is already polluted. If the room has adequate ventilation, such as windows that can be opened, fans, or even good air conditioning, then the air in the classroom will feel cooler and more

comfortable. Hadiant (2023) explained that the quality of the physical environment, including air circulation, has a direct effect on the comfort of students in learning. The cool and fresh air helps maintain students' concentration and reduce fatigue, so they can actively participate in the learning process.

Thus, cool and comfortable air circulation not only improves the quality of the physical environment in the classroom, but also affects the overall learning atmosphere. Teachers and students who are in a room with good air will be more motivated to do activities and be involved in the learning process.

#### 4. CONCLUSION

Based on the results of research on the Effectiveness of Classroom Climate in State Vocational High Schools in Padang City, it is seen from several aspects including: the cohesiveness aspect with an average score of 4.40 is in the effective category, the involvement aspect with an average score of 4.25 is in the effective category, and the difficulty aspect with an average score of 3.77. This shows that in the difficulty, it has been said to be effective, the speed aspect with an average score of 4.06 is in the effective category, the democracy aspect with an average score of 4.25 is in the effective category, the clarity of rules with an average score of 4.34 is in the effective category, the aspect of resource completeness with an average score of 4.22 is in the effective category, and the aspect of physical environment comfort with an average score of 4.12 is in the effective category. Therefore, it can be concluded that the effectiveness of the classroom climate in public vocational high schools in Padang City with an average score of 4.17 is in the effective category. This shows that the effectiveness of the classroom climate in state vocational high schools in Padang City is effective.

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