School Climate and Students' Academic Achievement at Secondary Schools in Lombok, West Nusa Tenggara Province, Indonesia

[1]Johan @ Eddy Luaran., [2]Baiq Hikamatul Hasanah., [3]Jasmine Jain

[1]Faculty of Education, Universiti Teknologi MARA, Malaysia

[2]Fakultas Agama Islam, Universitas Islam Al-Azhar, Indonesia

[3]School of Education, Taylor's University

DOI: https://dx.doi.org/10.47772/IJRISS.2025.90400236

Received: 04 April 2025; Accepted: 08 April 2025; Published: 08 May 2025

ABSTRACT

The academic performance of students is indicative of a relatively low level of achievement according to the 2018 PISA survey conducted in Indonesia. The influence of the school climate on students' academic achievement has been noted by multiple scholars. Consequently, in order to enhance students' academic performance, it is necessary for the educational institution to foster a more favorable school climate, as the school environment significantly influences students' academic achievement. The objective of this study is to investigate the school climate within a secondary school located in Lombok, with the intention of gaining a more comprehensive understanding of the school climate and its potential association with students' academic performance. This study employs a quantitative methodology, wherein researchers employ questionnaires that are distributed to the targeted population through the use of Google Forms. The researchers have chosen to employ descriptive and correlational research designs in accordance with the study's objectives. A descriptive research design is employed to ascertain the perceptions of students regarding school climate and their academic performance. Correlation research aims to determine the association between two variables. In order to gather data, a simple random sampling technique was employed, ensuring that every individual within the population had an equal opportunity to be included in this study. The finding of this study showed that there is significant correlation between the two variables. Moreover, the regression result indicates that 10.1% of the school climate contributed to students' academic achievement. Therefore, this research is able to contribute to the existing body of knowledge regarding the relationship between school climate and students' academic performance. The findings of this study will be of particular relevance to school administrators, educators, policymakers, and researchers, particularly in developing nations such as Indonesia where limited research has been conducted.

Keywords: Academic achievement, School climate, Educational Management.

INTRODUCTION

Across the globe, educational institutions consistently strive to improve student academic performance (Hattie, 2015). It is widely accepted that all students, regardless of their starting point, should demonstrate progress over time (Hallinger, 2018). Schools play a crucial role in facilitating this growth (Hall & Noyet, 2009).

Academic performance is a multidimensional construct, influenced by various internal and external factors. Among these, school climate has emerged as a significant contributor (López et al., 2018). Petrie (2014) defines school climate as the implicit culture of a school, encompassing its norms, beliefs, and expectations. However, due to its complexity, there is no universally agreed framework for defining or measuring school climate (Thapa et al., 2013).

This study adopts the U.S. Department of Education's framework, which conceptualizes school climate through three interrelated domains: safety, engagement, and environment. Numerous studies have linked positive school climates with improved academic outcomes (Ali et al., 2014; Maxwell et al., 2017). In line with this evidence, the current study aims to explore how students' perceptions of school climate relate to their academic achievement.

Academic Achievement

Academic achievement refers to the learning outcomes that students, teachers, or institutions accomplish within a specific timeframe, typically measured through assessments or evaluations (Saqib & Rehman, 2018). In Indonesia, student performance on international assessments remains low. The 2018 PISA survey ranked Indonesian students 71st in science, 73rd in mathematics, and 74th in reading out of 79 participating countries. These results indicate a gap in achieving globally benchmarked cognitive skills.

Scholars have investigated various factors that influence academic achievement, including socioeconomic background, teacher quality, and school environment (Davis & Warner, 2018). One frequently examined factor is school climate, understood as the perceived quality of school life, shaped by personal and collective experiences (Cohen et al., 2009). While definitions and measurement approaches vary, this study will apply the U.S. Department of Education's domains of engagement, safety, and environment to assess students' perceptions of school climate.

Improving school climate is vital for enhancing academic outcomes. Leavitt and Hess (2017) argue that schools have a significant role in fostering conditions conducive to learning. Therefore, this study seeks to better understand how Indonesian students perceive their school climate and how these perceptions relate to their academic performance.

The Educational System in Indonesia

Indonesia mandates twelve years of formal education: six years of primary school, three years of junior high school, and three years of senior high school (MoEC Regulation No. 19, 2016). Prior to primary school, children are encouraged to attend preschool between ages 4 and 6, under the PAUD (Early Childhood Education) program (Dhieni et al., 2020).

Most primary schools are public, comprising over 90% of total schools as of 2014 (Center for Education Data and Statistics). Students may also attend religious or vocational schools administered by the Ministry of Religion. At each level—primary (SD), junior high (SMP), and senior high (SMA/SMK)—students undergo standardized national examinations, as stipulated by Law No. 20 of 2003, although this system has undergone changes since 2020 due to the COVID-19 pandemic (Suryadi, 2018).

School Climate

The concept of school climate has its roots in organizational theory. Early work by Perry (1908) and studies such as the Hawthorne experiments (Roethlisberger & Dickson, 1939) emphasized the influence of environmental and social factors on performance. Lewin et al. (1939) further demonstrated how leadership styles and social dynamics affect workplace behavior.

Education researchers adopted these ideas to study schools as organizations. Halpin and Croft (1963) were among the first to adapt organizational climate frameworks for education, focusing on leadership, teacher interaction, and school processes. Since then, numerous studies have found correlations between school climate and student achievement (McEvoy & Welker, 2000).

Educational Standards

Nations seek to improve educational standards as a foundation for long-term prosperity. In Indonesia, a key challenge is providing high-quality schools with positive climates. According to Hughes and Pickeral (2014), effective schools prioritize safety, supportive relationships, and conducive learning environments.

However, evidence suggests that Indonesian schools face challenges in these areas. Teachers report limited professional development and involvement in decision-making (Wahyudi & Fisher, 2006), while students often experience unsafe environments. Studies have documented widespread bullying, with verbal harassment being the most common (Bowes et al., 2019; Ramdani et al., 2021; Ali et al., 2022).

These issues are compounded by persistently low academic performance. Indonesia ranked 72nd out of 77 countries in the 2018 PISA assessment (OECD, 2019), with many students performing below minimum proficiency levels.

Research from both international and Indonesian contexts suggests that improving school climate can enhance academic outcomes (Daily et al., 2019; Sulak, 2014; Sanders et al., 2018; Wibowo et al., 2020). This study will focus on students' perceptions of school climate in terms of engagement, safety, and environment, and explore how these perceptions relate to academic achievement in Indonesian secondary schools.

Research objectives

Based on the issues elaborated in the previous section, this research was conducted with the following objectives :

1. To investigate the school climate of secondary schools in Lombok.
2. To investigate the level of students' academic achievement at secondary schools in Lombok
3. To examine relationship between school climate and students' academic achievement at the secondary schools in Lombok
4. To asses any contribution of school climate toward academic achievement of students at the secondary school in Lombok

Research questions

This research is carrying out the following questions:

1. What is the level of school climate at the secondary schools in Lombok?
2. What is the level of students' academic achievement at the secondary schools in Lombok?
3. Is there any relationship between school climate and students' academic achievement at the secondary schools in Lombok?
4. Is there any significant contribution of school climate toward the academic achievement of students at the secondary schools in Lombok?

Research Design

This is quantitative research where researchers employed questionnaires with closedended questions as instruments which were distributed to the targeted population using Google Forms. Based on the objectives of the study, the researchers are using descriptive and correlational research designs. A descriptive research design is used to find out students' perceptions of school climate and students' academic performance. While correlation research is to determine the relationship between the two variables. According to Creswell (2012), "a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently."

From the description above, it can be concluded that this study uses descriptive correlational research, which is nonexperimental quantitative research, because it consists of numerical data, no variable manipulation, and it aims to identify the correlation between the school climate and students' academic performance among schools in Lombok, West Nusa Tenggara, Indonesia.

Population and Sampling

The population of this study consisted of a daily school situated in two secondary schools, one of the schools located in West Lombok and the other one in Mataram. The questionnaire is shared with the whole population which consisted of students who have just gained the result of the school exam in 2023 and students who were seated in 12th grade. The population of the student in the first school is 350 while the second school is 407.

In this study, a simple random sampling technique was used. This sampling technique is employed to ensure that all units in the population have an equal probability of being chosen. Furthermore, this form of sampling is used because it typically facilitates the application of the findings from the sample to the population. An online survey was used as a platform to gather data from the respondents.

Demographic details

This section describes the demographic characteristics of the respondents, such as their gender, and school location. In this study, approximately 304 students took part in and completed the questionnaires. All the results for the demographic backgrounds of the respondents are listed in the table.

Table 1 Demographic details of the respondent

No.	Profile	No. of respondent	Frequency (%)
1	**Gender**		
	Male	129	42.4
	Female	175	57.6
	Total	***304***	**100**
2	**Location of the school**		
	Mataram	200	65.8
	West Lombok	104	34.2
	Total	***304***	**100**

Table 1 reveals that female respondents are 175, with a percentage of 57.6 percent, while male respondents are 175 with a percentage of 42.4 percent. The majority of the respondents in this study were studied at one of the schools in Mataram (n=200, 65.8 percent), followed by those studied in West Lombok (n=104, 34.2 percent.)

Research Question 1: What are the level of school climate among the secondary schools in Lombok?

To answer the first research question, data from quantitative approaches were collected and analysed. The mean scores and standard deviations of items were calculated for school climate as rated by students at both schools in Lombok Island. The standard deviation values indicate that the values of the variables' points are generally close to the mean.

Table 2 The Mean Score of Items Under Dimension 1: Engagement

Items	N	Mean	Standard Deviation
Relationship			
My teachers make me feel good about myself.	304	3.42	1.243
Teachers are available when I need to talk with them	304	3.49	1.197
Students respect one another.	304	3.59	1.193
My teachers care about me.	304	3.68	1.246
If I am absent, there is a teacher or some other adult at school that will notice my absence	304	3.68	1.290
There is a teacher or some other adult who students can go to if they need help because of sexual assault or dating violence.	304	3.69	1.344
Total	**304**	**3.59**	**1.005**
Participation			
I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	304	3.34	1.277
I regularly participate in extracurricular activities offered through this school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extracurricular activities.	304	3.47	1.354
I have lots of chances to be part of class discussions or activities.	304	3.63	1.262
There are lots of chances for students to get involved in sports, clubs, and other school activities outside of class.	304	3.69	1.304
Total	**304**	**3.53**	**1.095**
Overall Average mean score of Engagement Dimension	**30**	**3.563**	**.982**

The first aspect of school climate refers to the dimension of engagement. This dimension comprises two different subsets, namely relationship and participation The relationship subset demonstrated a mean score of 3.59 (SD = 1005), surpassing the Participation subset observed only at 3.53 (SD = 1.095). The item that obtained the lowest mean score in this section is *"I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities."* Despite receiving the lowest mean score, this item is still regarded as being at a moderate level, with students expressing a slight agreement with the statement. In conclusion, the mean score for this dimension (M = 356, SD = .982) suggests that the level of student engagement at the school is moderate. The results indicate that students exhibit a slight level of agreement with the items pertaining to this dimension. The following dimension of school climate is Safety.

Table 3 The Mean Score of Items Under Dimension 2: Safety

Items	N	Mean	Standard Deviation
Emotional Safety			
Students get along well with each other.	304	3.55	1.242
Students talk about the importance of understanding their own feelings and the feelings of others.	304	3.62	1.237
Students work on listening to others to understand what they are trying to say.	304	3.65	1.217
I feel socially accepted	304	3.77	1.238
I am happy to be at school	304	3.80	1.227
Total	**304**	**3.67**	**1.081**
Physical Safety			
Students do not fight a lot.	304	3.31	1.278
Students are not threaten to hurt other students.	304	3.57	1.341
Students do not steal money, electronics, or other valuable things while at school.	304	3.66	1..433
Students do not damage or destroy other students' property.	304	3.68	1.317
Students do not carry guns or knives to school.	304	3.86	1.441
Total	**304**	**3.61**	**1.166**
Bullying			
Students are not bullied.	304	3.54	1.439
Students are not spread mean rumours or lies about others on the internet (i.e., Facebook, e-mail, and instant message).	304	3.59	1.364
Students are not teased or picked on about their race or ethnicity.	304	3.66	1.403
Students are not teased or picked on about their physical or on about their real or mental disability.	304	3.68	1.381
Students are not teased or picked on about their cultural background or religion.	304	3.81	1.354
Total	**304**	**3.65**	**1.241**
Overall Average mean score of safety dimension	**304**	**3.65**	**1.054**

*1=Strongly Disagree, 2=Disagree, 3=Slightly Agree, 4=Agree, 5=Strongly Agree

Safety is considered the second dimension of school climate. At this dimension, three distinct subsets can be identified: emotional safety, physical safety, and bullying. Among the three subsets, physical safety obtained the lowest score, with a mean value of 3.61 (standard deviation = 1.166). This was followed by bullying, which had a mean score of 3.65 (standard deviation = 1.241). The mean score for emotional safety was found to be 3.67 (SD 1.081), which is slightly higher than the overall mean score of 3.65 (SD 1.054) for this dimension.

The item pertaining to the absence of bullying among students exhibited the most modest mean score among the fifteen items *"Students are not bullied"*. Despite all of this, it is interesting to observe that an agreement

among students is apparent with regard to the absence of situations wherein students are subjected to acts of bullying.

The obtained mean score of the safety dimension suggests that the average response of the students who took part in this study exhibited a slight agreement with the statement assessing the level of school safety. The final aspect of school climate pertains to the environment dimension.

Table 4 The Mean Score of Items Under Dimension 3: Environment

Items	N	Mean	Standard Deviation
Physical Environment			
The bathrooms are clean.	304	3.07	1.323
Broken things get fixed quickly.	304	3.07	1.309
The temperature is comfortable all year round.	304	3.15	1.195
I think that students are proud of how this school looks on the outside.	304	3.56	1.241
The school grounds are kept clean.	304	3.60	1.329
Total	**304**	**3.29**	**1.070**
Instructional Environment			
My teachers give me individual attention when I need it.	304	3.37	1.258
My teachers often connect what I am learning to life outside the classroom.	304	3.53	1.229
My teachers praise me when I work hard	304	3.61	1.288
The things I'm learning in school are important to me.	304	3.84	1.281
My teachers expect me to do my best all the time.	304	3.89	1.293
Total	**304**	**3.64**	**1.105**
Mental Health			
I can talk to a teacher or other adult at this school about something that is bothering me.	304	3.37	1.200
Students stop and think before doing anything when they get angry.	304	3.38	1.191
I can talk to my teachers about problems I am having in class.	304	3.40	1.252
My teachers really care about me.	304	3.53	1.229
Students try to work out their disagreements with other students by talking to them	304	3.58	1.197
Total	**304**	**3.65**	**1.241**
Discipline Adults working at this school help students develop strategies to understand and control their feelings and actions	304	**3.58**	**1.284**
Adults working at this school reward students for positive behaviour.	304	**3.61**	**1.293**
My teachers make it clear to me when I have misbehaved in class.	304	**3.70**	**1.258**
Discipline is fair.	304	**3.94**	**1.282**
School rules are applied equally to all students.	304	**3.99**	**1.282**
Total	**304**	**3.76**	**1.119**
Overall Average mean score of environment dimension	**304**	**3.58**	**1.005**

*1=Strongly Disagree, 2=Disagree, 3=Slightly Agree, 4=Agree, 5=Strongly Agree

The additional dimension of school climate is related to the environment, as indicated by a mean score of 3.58, with a standard deviation of 1005. Within this dimension, it can be identified the presence of four distinct subsets. These subsets encompass the realms of physical environment, instructional environment, mental health, and discipline. The subset associated to discipline presented the highest score, with a mean value of

3.76 and a standard deviation of 1.119. This was closely followed by the mental health subset, which had a mean score of 3.65 and a standard deviation of 1.241. Lastly, the instructional environment subset obtained a mean score of 3.64 with a standard deviation of 1.105. In the meantime, it is notable to mention that the physical environment revealed the lowest average rating of 3.29, with a standard deviation of 1.070. Furthermore, it is interesting to note that within this section, three items obtained the lowest mean scores. These items pertain to the physical environment dimension, namely, *" The bathrooms are clean", "Broken things get fixed quickly", and "The temperature is comfortable all year round".* The average score of these items remains situated within the category of moderate, even in relatively close proximity to the low level.

Table 5 The overall mean scores of school climate

Dimension of school climate		**N**	**Mean**	**Standard Deviation**
Engagement		304	**3.56**	**.982**
Safety		304	**3.65**	**1.054**
Environment		304	**3.58**	**1.005**
	Total	**304**	**3.60**	**.956**

*1=Strongly Disagree, 2=Disagree, 3=Slightly Agree, 4=Agree, 5=Strongly Agree

According to the data presented in Table 5, it can be observed that the Safety dimension exhibits the highest mean score among all dimensions within the school climate, with a value of M= 3.65 and a standard deviation of SD= 1.065. Subsequently, the Environment dimension follows closely behind, displaying a mean score of M= 3.58 and a standard deviation of SD= 1.005. In the meantime, it is important to remember to mention that the dimension of Engagement exhibited the most lower average score, as indicated by a mean value of 3.56, accompanied by a standard deviation of .982. Overall, the average score pertaining to the atmosphere of the educational institution, commonly referred to as the school climate, is calculated to be 3.60, and the standard deviation is reported as .956. This finding indicates that the participants possess a favorable attitude towards the provided statement, as they predominantly selected responses indicating a slight agreement with various aspects of the school setting. In brief, it can be proposed that the degree of school climate at both educational institutions is moderate.

Research Question 2: What is the level of students' academic achievement at the secondary schools in Lombok?

The statistical measures of mean scores and standard deviation will explain the degree of academic achievement among students enrolled in secondary schools situated in the area of Lombok. Consequently, a cumulative sum of three separate items was solicited from the participants within these selected sections. In order to explain the topic proposed in research question 2, a set of quantitative data was carefully collected and later tested with rigorous analysis.

Table 6 The Mean Score of students' academic achievement

	Course	$\bar{X}$ **(Mean)**	**σ (SD)**
1. Math		81.04	12.015
2. Bahasa Indonesia		86.22	8.390
3. English		82.30	11.363
	Average	83.19	.927

*1=Strongly Disagree, 2=Disagree, 3=Slightly Agree, 4=Agree, 5=Strongly Agree

According to the data presented in Table 6, it is evident that the Mathematics course has obtained the lowest mean score, with a value of 81.04, along with a standard deviation of 12.015. Despite this, it is important to note that the score remains within a good range, indicating a satisfactory level of performance. Among all the items assessed, it is important to mention that Bahasa Indonesia has obtained the highest mean score, reaching an impressive value of 86.22, with a standard deviation of 8.390. This achievement categorizes Bahasa

Indonesia as an excellent level. Meanwhile, it is relevant to note that the English course attained a mean score of 82.30, with a standard deviation of 11.363. This statistical representation indicates that the course's performance can still be regarded as good. The overall mean scores suggest that the collective performance of the group of students in this assessment is situated at good levels.

Research Question 3: Is there any relationship between school climate and student's academic achievement at secondary schools in Lombok?

The primary objective of this study is to determine the correlation between the school climate and the academic performance of students in secondary schools situated in the area of Lombok. In order to deal with the topic presented in research question 3, the researcher has utilized the bivariate Pearson correlation as a means of analysing the collected data. The analysis outcome is presented in Table 7, as illustrated below.

Table 7 Relationship between the School climate and students' academic achievement at secondary schools in Lombok

Correlations			
		School climate	Academic achievement
School climate	Pearson Correlatrion	1	.318**
	Sig. (2.tailed)		<.001
	N	304	304
Academic achievement	Pearson Correlatrion	.318**	1
	Sig. (2.tailed)	<.001	
	N	304	304
**. Correlation is significant at the 0.01 level (2-tailed)			

The Pearson correlation test was employed to figure out the correlation between the school climate and the academic achievement of students. According to the findings presented in Table 7, the correlation coefficient (r) was determined to be .318. Furthermore, the statistical significance level (alpha) was found to be less than .001, indicating a level of significance smaller than the standard threshold of .05. This result indicates that there is a moderate positive correlation between the variables. A positive relationship here means that as the school climate increases, academic achievement also increases. Given that the p-value is observed to be .000, a value that is less than the standard threshold of <.01, the researchers are able to determine that the association between the two variables under investigation is statically significant.

Research Question 4: Is there any significant contribution of school climate toward the academic achievement of students at secondary schools in Lombok?

The fourth objective of this study involves the formulation of the fourth research question, which aims to predict the underlying determinants that have an influence on the school climate, as well as its resulting effect on the academic achievements of students. In order to address the topic stated by research question 4, the researcher has implemented a technique involving the utilization of simple linear regression analysis. The analysis findings are presented in Table 8, as represented below.

Table 8 Regression table of school climate and Students' academic performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.318[a]	.101	.098	9.00773

a. Predictors: (Constant), School Climate

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2762.407	1	2762.407	34.045	<.001[b]
	Residual	245004.065	302	81.139		
	Total	27266.472	303			

a. Predictors: (Constant), School_climate

b. Dependant Variable: Marks

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	71.825	2.016		35.632	<.001
	School_Climate	3.157	.541	.318	5.83 5	<.001

a. Dependent Variable: Marks

b. Predictors: (Constant), School_Climate

Based on the regression analysis above, it has been determined that r-value is.318. This numerical signifies the presence of a moderate correlation between the independent variable and the dependent variable. The r^2 value obtained is 0.101, which indicates that 10.1% of the school climate contributed to students' academic achievement. Meanwhile, the remaining portion is predicted by other variables which were not concentrated in this research. The ANOVA table provides evidence that school climate has the ability to effectively forecast academic performance, as indicated by the statistical significance of $p < .05$. The regression equation obtained is academic achievement= 71.825 + 3.157 (school climate).

DISCUSSION AND IMPLICATIONS OF THE STUDY

This study investigated the relationship between school climate and students' academic achievement in secondary schools in Lombok. The findings revealed a moderately positive school climate, with engagement, safety, and environment scoring relatively well. Students' academic achievement was also reported at a moderate level. The correlational analysis confirmed a significant positive relationship between school climate and academic achievement, consistent with previous studies that link positive learning environments to improved academic outcomes (Thapa et al., 2013; Wang & Degol, 2016).

Practical Implications

The findings underscore the importance of fostering a supportive school climate to enhance student academic performance. Specifically, improvements in teacher-student relationships, feelings of safety, and the quality of the learning environment can serve as cost-effective strategies to improve outcomes across schools. School leaders and policymakers should prioritize professional development programs that build teachers' capacity to engage students meaningfully, foster inclusive and safe classroom environments, and strengthen whole-school support systems. Additionally, interventions such as peer mentoring, student voice initiatives, and restorative discipline practices can be implemented to further enhance engagement and school connectedness.

Limitations

Several limitations must be acknowledged. First, the use of self-reported data may introduce response bias, particularly in students' academic achievement reports. Second, while the sample was relatively large and stratified, it may not fully capture the diversity of school contexts in Lombok, especially those in more remote or underserved regions. Third, the cross-sectional design limits the ability to infer causality between school climate and academic achievement. Longitudinal studies would be better suited to establish directional relationships.

RECOMMENDATIONS FOR FUTURE RESEARCH AND PRACTICE

Future research should consider triangulating data sources by incorporating teacher and administrator perspectives or using school records for academic outcomes to enhance validity. Qualitative methods, such as interviews or focus groups, could also provide deeper insights into how students experience school climate and which factors most influence their academic success. Furthermore, longitudinal studies could explore how changes in school climate over time impact student achievement trajectories. It would also be beneficial to examine the role of contextual variables such as socioeconomic status, teacher efficacy, or community involvement in moderating the relationship between school climate and academic performance.

On a practical level, schools should conduct regular school climate audits and use the findings to inform data-driven interventions. Education departments may also consider integrating school climate indicators into their performance evaluation systems to reinforce the importance of psychosocial environments in schools.

CONCLUSION

The current investigation obtained the participation of a total of 304 respondents. Moreover, this current research has revealed that the school atmosphere demonstrates an overall mean score of M3.60 (SD= .956), thereby indicating that the respondents have expressed a slight desire towards agreement with the items that assess the school climate. The established mean score for students' academic performance is M=83.19, with a standard deviation of SD=.927. This statistical analysis suggests that a significant proportion of the respondents have demonstrated good levels of academic achievement. The findings pertaining to the Correlation Coefficient analysis between the school climate and academic achievement have demonstrated a moderate positive association ($r = .318$, $p < .01$). The school climate had an observable impact of 10.1% on the academic achievements of the students.

REFERENCES

1. Ali, S., Hartini, N., & Yoenanto, N. H. (2022). Characteristics Of Bullying Perpetrators And Bullying Victimization At The Indonesians Schools; A-Review. Journal of Positive School Psychology, 3392-3404.
2. Ali, Z., Khan, A. M., Tatlah, I. A., Amin, M., Dogar, A. H., & Saleem, K. (2014). School Climate: a Predictor for Students' Academic Achievement. International Journal of AYER, 3, 71-82.
3. Amedeo, D., Golledge, R. G., and Stimson, R. J. (2008). Person-Environment-Behavior Research: Investigating Activities and Experiences in Spaces and Environments. New York: Guilford Press.
4. Amiri, E., & El Karfa, A. (2022). The Impact of Learning Environment on EFL Students' Academic Achievement: A study of Socio-Cultural Factors Affecting Academic Achievement. Arab World English Journal (AWEJ) Volume, 12.
5. Barrett, P., Zhang, Y., Davies, F., and Barrett, L. (2015). Clever classrooms: summary report of the HEAD project (holistic evidence and design). University of Salford Maxwell, Salford, UK.
6. Bayraktar, F. (2011). "Bullying among adolescents in North Cyprus and Turkey: Testing a multifac- tor model." Journal of Interpersonal Violence XX (X): 1–26.
7. 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.
8. Block, M. (2011). School Climate. In: Goldstein, S., Naglieri, J.A. (eds) Encyclopedia of Child Behavior and Development. Springer, Boston, MA. https://doi.org/10.1007/9780-387-79061-9_2500
9. Bowes, L., Aryani, F., Ohan, F., Haryanti, R. H., Winarna, S., Arsianto, Y., ... & Minnick, E. (2019). The development and pilot testing of an adolescent bullying intervention in Indonesia–the ROOTS Indonesia program. Global health action, 12(1), 1656905.
10. 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. https://doi.org/10.1111/josh.12186

11. 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.
12. Bronfenbrenner, U. (1979). The ecology of human development: Experiments in nature and design. Cambridge, MA: Harvard University Press.
13. Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of development of development processes. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), Handbook of child psychology: Vol. 1. Theoretical model of human development (pp. 993-1027). New York, NY: John Wile
14. Brophy, J. (2013). Motivating students to learn (3rd ed.) [Online PDF version]. Retrieved from http://www.scribd.com/doc/83910991/Brophy-J-2010-Motivating-Students-toLearn- Third-Edition-New-York-Taylor-Francis#scribd
15. Camara, W., Packman, S., & Wiley, A. (2013). College, graduate, and professional school admissions testing. In K. F. Geisinger, B. A. Bracken, J. F. Carlson, J.-I. C. Hansen, N. R. Kuncel, S. P. Reise, & M. C. Rodriguez (Eds.), APA handbook of testing and assessment in psychology, Vol. 3. Testing and assessment in school psychology and education (pp. 297–318).
16. Chen, G., & Weikart, L. A. (2008). Student background, school climate, school disorder, and student achievement: An empirical study of New York City's middle schools. Journal of School Violence, 7(4), 3-20.
17. Churchill Jr, G. A., Ford, N. M., & Walker Jr, O. C. (1976). Organizational climate and job satisfaction in the salesforce. Journal of Marketing Research, 13(4), 323-332
18. Cohen, J., McCabe, L., Michelli, N., & Pickeral, T. (2009). School Climate: Research Policy, Teacher Education and Practice. Teachers College Record, 111(1), 180-213.
19. Collins T. N., Parson K. A. (2010). School climate and student outcomes. Journal of Cross Disciplinary Perspective in Education 3, 34–39.
20. Cornell, D. & Mayer, M. (2010) Why do school order and safety matter? Educational Researcher, 39 (1), 7–15.
21. Cornell, D., Shukla, K., and Konold, T. (2015). Peer victimization and authoritative school climate: a multilevel approach. J. Educ. Psychol. 107:1186. doi: 10.1037/edu0000038
22. Costa, A., & Faria, L. (2018). Implicit theories of intelligence and academic achievement: A meta-analytic review. Frontiers in psychology, 9, 829.
23. Daily, S. M., Mann, M. J., Kristjansson, A. L., Smith, M. L., & Zullig, K. J. (2019). School climate and academic achievement in middle and high school students. Journal of School Health, 89(3), 173–180. https://doi.org/10.1111/josh.12726 Data, K. P. D. K. P., & Pendidikan, S. (2014). Profil Dikdasmen Tahun 2014.
24. Davis, J. R., & Warner, N. (2018). Schools matter: The positive relationship between New York City high schools' student academic progress and school climate. Urban Education, 53(8), 959-980.
25. Demaray, M., Malecki, C. & Jenkins, L. (2012) Social support in the lives of students involved in aggressive and bullying behaviours, in: S. Jimerson, A. Nickerson, M. Mayer & M. Furlong (Eds) Handbook of school violence and school safety: International research and practice, (2nd edn) (New York, Routledge), 57–67.
26. Dhieni, N., Yuliantina, I., Soendjojo, R., Yuswanto, D.T., Nurjannah, Yulina Eva Riany, Y.E., & Rosmalia R. (2020). Panduan Penegerian Satuan Pendidikan Anak Usia Dini. Kemendikbud ; Jakarta
27. Díaz-Morales, J. F., & Escribano, C. (2015). Social jetlag, academic achievement and cognitive performance: Understanding gender/sex differences. Chronobiology international, 32(6), 822-831. Dikdasmen. Retrieved from https://dikdasmen.kemdikbud.go.id/
28. Durham, R. E., Bettencourt, A., & Connolly, F. (2014). Measuring School Climate: Using Existing Data Tools on Climate and Effectiveness to Inform School Organizational Health. Baltimore Education Research Consortium.
29. Enwezor, H. C. (2021). Perceived Impact Of School Climate On Academic Performance Of Secondary School Students In Onitsha North Local Government Area, Anambra State. UNIZIK Journal of Educational Research and Policy Studies, 4, 117-136.
30. Fahmi, F. Perbandingan Nilai Ujian Nasional Dan Ujian Sekolah Mata Pelajaran Matematika SMA Program IPA Tahun Pelajaran 2010/2011. Jurnal Pendidikan dan Kebudayaan, 122062.

31. Finn, J. D., & Rock, D. A. (1997). Academic success among students at risk for school failure. Journal of applied psychology, 82(2), 221.
32. Fredricks J. A., Filsecker M., Lawson M. A. (2016). Student engagement, context, and adjustment: Addressing definitional, measurement, and methodological issues. Learning and Instruction, 43, 1–4.
33. Fredricks J. A., Filsecker M., Lawson M. A. (2016). Student engagement, context, and adjustment: Addressing definitional, measurement, and methodological issues. Learning and Instruction, 43, 1–4.
34. Geisinger, K. F., Bracken, B. A., Carlson, J. F., Hansen, J. I. C., Kuncel, N. R., Reise, S. P., & Rodriguez, M. C. (2013). APA handbook of testing and assessment in psychology, Vol. 2: Testing and assessment in clinical and counseling psychology (pp. ix-605). American Psychological Association.
35. Gietz, C., & McIntosh, K. (2014). Relations between student perceptions of their school environment and academic achievement. Canadian Journal of School Psychology, 29(3), 161-176.
36. Graham, S., A. D. Bellmore, and J. Mize. 2006. "Peer victimization, aggression, and their co-occurrence in middle school: Pathways to adjustment problems." Journal of Abnormal Child Psychology 34 (3): 363–378.
37. Grover, A. (2015). Student perception of school safety and how it affects their academic achievement (Doctoral dissertation, Northwest Nazarene University).
38. Hall, C. and Noyes, A. (2009) 'New regimes of truth: The impact of performative school self-evaluation systems on teachers' professional identities.' Teaching and Teacher Education, 25(6): 850–856.
39. Hallinger, P. (2018a) 'Bringing context out of the shadows.' Educational Management Administration and Leadership, 46(1): 5–24.
40. Halpin, A. W., & Croft, D. B. (1962). The organizational climate of schools (Vol. 11, No. 7). Midewest Administration Center, University of Chicago.
41. Hattie, J. (2015) What doesn't work in education: The politics of distraction. London: Pearson.
42. Haynes, N. M., Emmons, C., & Comer, J. P. (1993). Elementary and middle school climate survey. New Haven, CT. Yale University Child Study Center.
43. Heckman, J. J., & Kautz, T. (2013). Fostering and measuring skills: Interventions that improve character and cognition.
44. Huang, F. L., Eklund, K., & Cornell, D. G. (2017). Authoritative school climate, number of parents at home, and academic achievement. School Psychology Quarterly, 32(4), 480.
45. Hughes, R. L., Beatty, K. C., & Dinwoodie, (2014). Becoming a strategic leader: Your role in your organization's enduring success. San Francisco, CA: Jossey-Bass.
46. Hultin, H., Eichas, K., Ferrer-Wreder, L., Dimitrova, R., Karlberg, M., & Galanti, M. R. (2019). Pedagogical and social school climate: psychometric evaluation and validation of the student edition of PESOC. Scandinavian Journal of Educational Research, 63(4), 534-550. Janu, M. N., Hartono, H., & Dwiatmoko, I. A. (2022, January). Analisis Hasil Ujian
47. Nasional Tahun 2016-2019 Tingkat Sekolah Menengah Pertama Dengan Pendekatan Sains Data. In Prosiding Seminar Nasional Ilmu Sosial dan Teknologi (SNISTEK) (No. 4, pp. 370-376).
48. Johnson, B. & Stevens, J. J. (2006). Student achievement and elementary teachers' perceptions of school climate. Learn. Environ. Res. 9, 111–122.
49. Johnson, W. L., Johnson, A. M., Gott, R., & Zimmerman, K. (1997). Assessing the Validity of Scores on the Charles F. Kei'Ering Scale for the Junior High School. Educational and Psychological Measurement, 57(5), 858-869.
50. Kappan, D. P. (1987). Eleven key factors to creating a positive school climate. Handbook for Conducting School Improvement Projects.
51. Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. Psychological Science, 24(5), 648–659.
52. Konstan, E. (2014). Best practices standards for creating and sustaining a safe and supportive school. New York, United State: NYC Department of Education.
53. Kuperminc, G. P., Leadbeater, B. J., Emmons, C., & Blatt, S. J. (1997). Perceived school climate and difficulties in the social adjustment of middle school students. Applied developmental science, 1(2), 76-88.

54. Kutsyuruba, B., Klinger, D. A., and Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: a review of the literature. Rev. Educ. 3, 103–135. doi: 10.1002/rev3.3043
55. Leavitt, R. R., & Hess, R. S. (2019). School climate and the Latino-White achievement gap. Leadership and Policy in Schools, 18(3), 270-283.
56. Lee, C. H. 2010. "An ecological systems approach to bullying behaviors among middle school students in the United States." Journal of Interpersonal Violence 3: 1–30.
57. Lee, E., Reynolds, K. J., Subasic, E., Bromhead, D., Lin, H., Marinov, V., et al. (2017). Development of a dual school climate and school identification measure–student (SCASIM-St). Contemp. Educ. Psychol. 49, 91–106. doi: 10.1016/j.cedpsych.2017.01.003
58. Lewinski, P. (2015). Effects of Classrooms' Architecture on Academic Performance in View of Telic versus Paratelic Motivation: A Review. Frontiers in Psychology, 6, 746. https://doi.org/10.3389/fpsyg.2015.00746 [Paper reference 1
59. Lewno-Dumdie, B. M., Mason, B. A., Hajovsky, D. B., & Villeneuve, E. F. (2020). Studentreport measures of school climate: A dimensional review. School Mental Health, 12(1), 1-21.
60. López, V., Torres-Vallejos, J., Ascorra, P., Villalobos-Parada, B., Bilbao, M., & Valdés, R. (2018). Construction and validation of a classroom climate scale: A mixed methods approach. Learning Environments Research, 21, 407-422.
61. Lotulung, M. S. D., & Wullur, B. G. (2019, July 12-14) Which Components of School Climate Are Best Predictors of Organisational Commitment of Indonesian Teachers?.ICNAEducation, Amsterdam, Netherlands.
62. Maxwell, S., Reynolds, K. J., Lee, E., Subasic, E., & Bromhead, D. (2017). The impact of school climate and school identification on academic achievement: Multilevel modeling with student and teacher data. Frontiers in psychology, 8, 2069.
63. McEvoy, A., & Welker, R. (2000). Antisocial behavior, academic failure, and school climate: A critical review. Journal of Emotional and Behavioral Disorders, 8(3), 130- 140.
64. Meriyanti, M., & Jasmina, T. (2022). Access of Information, Communication, and Technology (ICT) and Learning Performance of Junior High School Students in Indonesia: Analysis at the District Level. Jurnal Perencanaan Pembangunan: The Indonesian Journal of Development Planning, 6(3), 304-326.
65. Merrett, F. (2006). Reflections on the Hawthorne effect. Educational Psychology, 26(1), 143-146
66. Moore, G. T., O'Donnell, L., and Sugiyama, T. (2003). "Children's physical environments rating scale" in Children: The Core of Society, Proceedings of the Australian Early Childhood Association biennial conference (CD-ROM), ed. R. Cornish, (Canberra: Australian Early Childhood Association).
67. Mwale, H. M. (2006). Safe schools for teaching and learning: Developing a school-wide, self-study process. Virginia Polytechnic Institute and State University.
68. Nickerson, A. B., Singleton, D., Schnurr, B., & Collen, M. H. (2014). Perceptions of school climate as a function of bullying involvement. Journal of Applied School Psychology, 30(2), 157-181.
69. Odeh, R.C., et. al. (2015). Influence of school environment on academic achievement of students in secondary school in zone "A" senatorial district of Benue State, Nigeria. (International Journal of Recent Science Research, Nigeria). Retrieved from
70. Owens, R. G. (1970). Organizational behavior in schools. Englewood Cliffs, NJ: PrenticeHall.
71. Pamularsih, N. (2022). The effects of school climate on students' reading achievement. Social Sciences & Humanities Open, 6(1), 100375.
72. Payne, R. L., Pheysey, D. C., & Pugh, D. S. (1971). Organization structure, organizational climate, and group structure: An exploratory study of their relationships in two British manufacturing companies. Occupational psychology
73. Petrie, K. (2014). The relationship between school climate and student bullying. TEACH Journal of Christian Education, 8(1), 7.
74. PISA, O. (2019). results (Volume III): What school life means for students' lives. Paris : OECD Publishing.
75. Putri, D. T. N., Isnani, G. (2015). Pengaruh minat dan motivasi terhadap hasil belajar pada mata pelajaran pengantar administrasi perkantoran.Jurnal Pendidikan Bisnis dan Manajemen. 1(2), 118-124.
76. Rahmawati, S. W. (2019). Role of the Neuroticism Personality Trait and The School Climate on The Victim of School Bullying. EAI. DOI 10.4108/eai.20-1-2018.2281906

77. Ramdani, A., Artayasa, I. P., & Jamaluddin, J. (2021). Bullying Types for Lombok Island Middle School Students and Solutions to Reduce It. Prisma Sains: Jurnal Pengkajian Ilmu dan Pembelajaran Matematika dan IPA IKIP Mataram, 9(2), 389-395.
78. Roethlisberger, F. J., & Dickson, W. J. (1939). Management and the worker. Cambridge, MA: Harvard University Press
79. Rono, K., Onderi, H., & Owino, J. (2014). Perceptions of causes of poor academic performance amongst selected secondary schools in Kericho Sub-County: Implications for school management.
80. Sanders, S. M., Durbin, J. M., Anderson, B. G., Fogarty, L. M., Giraldo-Garcia, R. J., & Voight, A. (2018). Does a rising school climate lift all boats? Differential associations of perceived climate and achievement for students with disabilities and limited English proficiency. School Psychology International, 39(6), 646-662.
81. Sanders, S. M., Durbin, J. M., Anderson, B. G., Fogarty, L. M., Giraldo-Garcia, R. J., & Voight, A. (2018). Does a rising school climate lift all boats? Differential associations of perceived climate and achievement for students with disabilities and limited English proficiency. School Psychology International, 39(6), 646–662. https://doi.org/ 10.1177/014303431881031
82. Saputra, W. N. E., Supriyanto, A., Astuti, B., Ayriza, Y., & Adiputra, S. (2020). The effect of student perception of negative school climate on poor academic performance of students in Indonesia. International Journal of Learning, Teaching and Educational Research, 19(2), 279-291
83. Saqib, M., & Rehman, K. U. (2018). Impact of stress on students' academic performance at secondary school level at District Vehari. International Journal of Learning and Development, 8(1), 84-93.
84. Schneider, M., & Preckel, F. (2017). Variables associated with achievement in higher education: A systematic review of meta-analyses. Psychological bulletin, 143(6), 565.
85. Shean, M., & Mander, D. (2020). Building emotional safety for students in school environments: Challenges and opportunities. Health and education interdependence: Thriving from birth to adulthood, 225-248.
86. Steinmayr, R., Meiṅer, A., Weideinger, A. F., & Wirthwein, L. (2014). Academic achievement (pp. 9780199756810-0108). Oxford, UK: Oxford University Press.
87. Sturzbecher, D., D. Landua, and H. Shahla. 2001. Jugendgewalt unter ostdeutschen Jugendlichen; Violence among Eastern German adolescents. In Jugend in Ostdeutschland. Lebenssituationen und Delinquenz; Adolescents in East German: Life situations and delinquency, ed. D. Sturzbe-cher, 249–300. Opladen: Leske and Budrich.
88. Sulak, T. N. (2014). School climate and academic achievement in suburban schools. Education and Urban Society, 48(7), 672–684. https://doi.org/10.1177/ 0013124514541465
89. Suryadi, B. (2018) Prosedur Operasional Standar (POS)penyelenggaran ujian nasional tahun pelajaran 2018/2019. Technical Report. Badan Standar Nasional Pendidikan, Jakarta. Retrieved from: https://repositori.kemdikbud.go.id/8861/ Thapa A, Cohen J, Guffey S, Higgins-D'Alessandro A. A review of school climate research. Rev Educ Res. 2013;83(3):357-385.
90. Thapa A., Cohen J., Guffey S., Higgins-D'Alessandro A. (2013). A review of school climate research. Review of Educational Research, 83, 357–385.
91. Tutriyanti, D. H. (2015). Pengaruh Iklim Sekolah dan Kecerdasan Emosional terhadap Prestasi Belajar. Jurnal Penelitian dan Pendidikan IPS, 9(2).
92. Uline, C., & Tschannen-Moran, M. (2008). The walls speak: The interplay of quality facilities, school climate, and student achievement. Journal of educational administration, 46(1), 55-73
93. UNESCO-UNEVOC. 5 July 2013. Archived from the original on 22 May 2014. Retrieved from https://unevoc.unesco.org/home/TVET%20Country on 22 March 2022
94. UNICEF. (2020). Indonesia Education System. Retrieved from https://www.unicef.org/indonesia/education
95. Wahyudi, & Fisher, D. L. (2006). School climate in Indonesian junior secondary schools. In Contemporary approaches to research on learning environments: Worldviews (pp. 497-516).
96. Walberg, H. J. (2013). Tests, testing, and genuine school reform. Hoover Press.
97. Wang M., Eccles J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. Learning and Instruction, 28, 12–23

98. Wang, M. T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. Educational Psychology Review, 28(2), 315-352.
99. Wang, M. T., & Fredricks, J. A. (2014). The reciprocal links between school engage- ment and youth problem behavior during adolescence. Child Development, 85, 722e737
100. 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.
101. Wasida, M. R., & Hartono, H. (2018). Analisis kesulitan menyelesaikan soal model ujian nasional matematika dan self-efficacy siswa SMA. Jurnal Riset Pendidikan Matematika, 5(1), 82-95
102. Wibowo, Y. S., Setiawati, F. A., Qodriah, S. R., Nizeyumukiza, E., & Ayriza, Y. (2020). Do School Climate and Subjective Well-Being Affect Student Achievement in Indonesia?: A Linear Regression Analysis. Jurnal Pendidikan Progresif, 10(2), 183-191.