

# **The Analysis of Classroom Climate in the Perspective of Peace Psychology**

**Kania Dewi Kurniawati, Anne Hafina, Ilfiandra**

Universitas Pendidikan Indonesia  
*dewikania08@upi.edu*

## **Abstract**

This research aims to explore the causes and efforts in building a peaceful classroom climate. This research was conducted at Bandung City Elementary School X. The method used in this research is a single case type study (single instrumental case study). The data used in this study are based on interviews, observations and documentation. Participants in this study consisted of 5 teachers and 6 students. Determination of student participants based on observations confirmed by the homeroom teacher, students who were made participants were 4 male students and 2 female students consisting of 2 students behaving disturbingly, 2 students disinterested, and 2 students who obeyed. The results of the study stated that the behavior of one student could influence the classroom climate. The 4th grade climate felt peaceful when one student was absent. This raises a variety of other problems that cause the climate seems not peaceful, among others, disruptive behavior of students, noisy class, and breaking the rules. As for building a peaceful class climate, it can be done by setting clear rules. The rules are arranged based on the agreement of students and teachers giving rewards and punishment, are consistent and strict in applying the rules made, and fostering the character of mutual respect between class members. A peaceful classroom climate is built together, school residents can remind each other in the process of its application.

**Keywords:** peaceful class climate, causes, efforts

## **1. INTRODUCTION**

School is a place that is considered safe and comfortable for all school residents. Schools have small areas called classes. Each class has its own peculiarities, depending on the climate of the class being built. The class climate expected by all students and teachers is a class climate that can make teachers and students feel at peace. Peace is a condition without violence, life is created with harmony (Mayton, 2009). A life of harmony will be created when everyone respects one another (Mayton, 2009). The behavior exhibited in the class both by the teacher and students becomes a major factor in the class climate formed (Hadiyanto, 2016). Disruptive behavior that is commonly found in class is considered normal for most teachers. The teacher considers the behavior carried out as reasonable especially in elementary schools, because they are still children. However, disruptive behavior which then causes feelings of pressure, threatened, insecure and uncomfortable is part of the cause of class climate being not peaceful, because the essence of peace is to cause a feeling of security and comfort, of course, with respect for each person in one environment in this case is the environment class (Navarro-Castro & Nario-Galace, 2010; Widodo, Hariyono, & Hanurawan, 2016; Widodo, 2017).

Besides that, violence is one of the behaviors found in schools and classrooms in Indonesia. Both the teacher and the students carry out shouting, harsh expressions, even physical violence which then causes injury, injury and trauma (Akhmad & Kartadinata, 2016; Amalia & Ediaty, 2017; Hidayat, Ilfiandra, & Kartadinata, 2017).

Classroom climate is a condition that is felt and created by teachers and students. In general, the classroom climate is defined as an environment consisting of interactions of educational, psychological, social, cognitive, organizational, and physical variables that affect how students learn and function (Goldstein & Nagliery, 2011). Class climate becomes a special feature in the interactions that occur in the classroom. Interactions that occur involve social and emotional relationships that are formed in one situation. Class climate is expected to be formed conducive to increase student motivation. Not infrequently the classroom climate that is not peaceful makes students and teachers stressed thereby reducing learning motivation (Frosblom, et al., 2018; Johnson, 2009; Knowles & McCafferty-Wright, 2015; Pritami, 2014).

Teachers and students are the main determining factors in building a peaceful classroom climate. A peaceful class climate is a condition characterized by affirmation, cooperation, communication, respect for diversity, the expression of appropriate feelings and conflict resolution that can create peace (Navarro-Castro & Nario-Galace, 2010). A

peaceful classroom climate is a condition where teachers and students respect each other, provide a sense of security and comfort and without violence (Navarro-Castro & Nario-Galace, 2010). Teachers and students can create peaceful classrooms together. Creating peaceful classrooms is a way to help students respect each other in diversity (Navarro-Castro & Nario-Galace, 2010; Jening, 2009).

In 2014 there was research conducted at a private elementary school in Yogyakarta related to the development of disciplinary character through the creation of a conducive classroom climate with descriptive studies. The results showed that a conducive classroom climate is an important thing that must be considered in the process of internalizing the character values of discipline in schools (Wuryandani, Maftuh, Sapriya & Budimansyah, 2014). A conducive classroom climate can be built with a variety of things done by teachers and students, for example planned learning or setting shared rules (Wuryandani et al., 2014).

The limited knowledge of teachers and schools related to the class climate often makes teachers and schools compete to improve student learning outcomes and discipline in a variety of ways not infrequently doing violence (Fischer & Hanke, 2009; Johnson, 2009; Li Grining et al., 2010).

Previous studies related to classroom climate have always focused on their effects on learning outcomes and learning motivation, without delving deeper into why and how class climate is formed. Research conducted by Akhmad and Kartadinata (2016) and Hidayat et al. (2017) revealed that the meaning of a peaceful classroom climate is a class climate in which it does not prioritize violence, mutual respect and encouragement between teachers and students. It is important for teachers to learn, understand, and carry out various ways to build a peaceful classroom climate, because a peaceful classroom climate can form a peaceful character as well which will then be able to optimize the various learning undertaken (Akhmad & Kartadinata, 2016; Hidayat et al., 2017; Navarro-Castro & Nario-Galace, 2010; Wuryandani et al., 2014).

Limitations of research related to class climate in-depth encourage researchers to conduct research related to peaceful class climate which includes first the causes of non-peaceful class climate, secondly how to build a peaceful class climate.

## 2. RESEARCH METHOD

This research was conducted at private elementary school X in the city of Bandung. As for the class determined as the research class is Class 4. The choice of class as a place of research is based on the results of preliminary observations made on 3 different classes, classes 3, 4 and 5. Class 4 is chosen because it has students who have more diverse class climates. Class 4 consists of 27 students divided into 14 female students and 13 male students.

Participants in this study were 5 class teachers teaching in class 4. The 5 teachers were female with various subject areas being taught. 1 thematic and PLH teacher who is also the homeroom teacher, one PAI teacher, 1 English teacher, 1 mathematics teacher, and 1 art teacher. In addition to the teacher, there were 6 student participants. The selection of

participants based on the results of previous studies. Student participants consisted of 4 male and female students. Students with prominent behavior in class, 2 students who are considered disturbing, 2 students who obey the rules, and 2 students who are indifferent to the classroom climate, they are busy with themselves. The determination of student formation is also confirmed by the homeroom teacher.

This study uses a case study type single case study design. Through a single case type case study (a single instrumental case study) will focus on the issue or problem, then choose a limited case to illustrate the problem (Creswell, 2015; Herdiansyah, 2015). Collecting data in this study in the form of interviews, observations and documents. The study begins with observation, then the pattern is found, then the pattern of events or behavior is used as the theme of the interview so that it can dig deeper information from various participants related to the theme found, while the documentation in the form of class rules is examined as additional data material related to the built climate of the class.

## 3. RESULTS AND DISCUSSION

### 3.1 Classroom Climate

Class 4th is a class that is considered quite conducive by some teachers and students. Class 4th after the bell rings students pray continued habituation. At the time of habituation students will follow activities well, even though 1-2 students play in class and approximately 10 students chat in class. then the teacher will reprimand and ask students to be quiet, then students return to silence, except for one child.

"In my opinion grade 4 is quite conducive, children can be told, except for one child who is dizzy"

The student in question always runs in the 15-20 minutes when learning takes place, especially in the learning of the field teacher.

"If one student does not go to school, the class is conducive, although there are people who usually make the class not conducive to other, but the trigger is he"

The above question confirms that the atmosphere or climate of class 4 is conducive, but the behavior of one person is able to change conducive conditions to be not conducive.

Class climate that is stated conducive is the same as a peaceful classroom climate, where students and teachers feel safe and comfortable in the classroom, living in harmony. However, when students or teachers feel uncomfortable and safe feelings that are reluctant to be in class, it can be said that the classroom climate is not peaceful. The cause of the class climate is not peaceful in this case is the behavior of disturbing students, then it can cause noisy classes, students break the rules (Widodo et al., 2016).

### 3.2 Behavior Interferes with Students

Disturbing behavior of students occurs in grade 4, generally the students come out of their seats and disturb the theme, take the items belonging to the theme (pencil, eraser, pencil shavings, ruler, pen and toy theme) without permission, cross out the book, touch the hands and cheeks of the theme, and walking to the front of the class then dancing or just laughing, this is done by one student, then the other students are provoked to reprimand, report to the teacher, scold him, they are annoyed but there are 2-3 male students who imitate him.

"Because, if he is out of his seat, walk to the front of the class, keep taking pencils, I am angry, he's so annoying"

"I once pinched him, I was so annoyed, really angry when he was naughty"

The statement above was delivered by two female students, they expressed their frustration when the disruptive behavior carried out by 1-2 male students. Disturbing behavior is usually regarded as one form of delinquency that occurs in school, disruptive behavior is carried out by students who then disturb other students in the learning process, so that learning time cannot be used optimally and learning cannot be carried out optimally (Widodo, et al., 2016; Widodo, 2017).

### 3.3 A Noisy Class

Learning requires calm in it, when learning takes place certainly every student needs a calm atmosphere in order to receive learning optimally. Noisy classes are often found in almost every school, but noisy classes become a recurring problem and require serious treatment not just verbal reprimand. Generally, if there is one student chatting, the other students will then be influenced to chat as well, as do statements made by 4th grade students.

"If the class is noisy, I feel lazy to learn, so I follow up chatting, so I can't hear what's the teacher is talking about"

Students who chat with a large amount will cause a noisy class because the students' voices answer each other, this can make the teacher's voice not heard, so the teacher will stop learning and reprimand students.

*"If students are noisy in class, I have to calm them down first, so that my teaching hours are consumed for that"*

Noisy behavior in class caused by chatting or playing, will then disrupt the learning process, because the teacher's teaching time will be reduced, so that learning is not delivered optimally (Ningrum, 2012; Ningtyas, 2015).

### 3.4 Break the Rules

Breaking the rules is a condition where someone does something out of the way. Rules are made to be used as a guide in doing an action. Classroom rules are based on

teacher and student agreement. so that both teachers and students are obliged to obey every given rule. Usually violators of the rules will inconvenience other members of the class. Examples of late students, students come when learning is already running. So that learning is interrupted and student focus is disrupted (Wuryandari, 2014).

### 3.5 Building a Peaceful Climate

Based on the results of observations reinforced by documents and statements of grade 4 teachers summarized by the author, there are several ways to build a peaceful classroom climate, namely:

- a. Arrange class rules  
Class rules are arranged based on agreement between teacher and student. thus, students and teachers will implement rules more comfortably.
- b. Give gifts and penalties  
Giving gifts and punishments must be done properly and ta open, through poi boards, star boards and others. So students can see knowing the mistakes and goodness that they get directly.
- c. Be consistent and firm in the application of the rules made.
- d. Fostering the character of mutual respect between class citizens.

Building a peaceful classroom climate requires consistency, in applying the rules students are fully involved, they are invited to discuss and together make decisions so that they will respect and remind each other in the process of its application (Navarro-Castro & Nario-Galace, 2010).

## 4. CONCLUSION

A peaceful classroom climate is a way of mutual respect between students and teachers. Students and teachers remind each other in the process of building a peaceful classroom climate naturally in a wise, nonviolent way. Requires agreement between teachers and students in building a peaceful classroom climate. The rules are burdensome and useful but something that is used as a guide so that they do not make mistakes. Rules are made with the right goals and of course agreed. So that students and teachers feel comfortable and safe when in class, so as to build a pleasant and peaceful climate.

## 5. ACKNOWLEDGMENT

My thanks go to the supervisor in writing this article and to the principal, teacher staff and students at the private elementary school X in Bandung for permission to place and willingness to be participants in this study.

## 6. REFERENCES

- Akhmad, S. N., & Kartadinata, S. (2016). Perspektif peserta didik tentang kedamaian dan resolusi konflik di sekolah. *Pedagogia*, 14(2).
- Amalia, S., & Ediati, A. (2018). Dampak pelatihan regulasi emosi anak (Remona) terhadap perilaku disruptif pada siswa kelas I SD Ky Ageng Giri Mranggen Kabupaten Demak. *Empati*, 6(4), 282-290.
- Fischer, R., & Hanke, K. (2009). Are societal values linked to global peace and conflict?. *Peace and Conflict: Journal of Peace Psychology*, 15(3), 227-248.
- Goldstein, S., & Naglieri, J. A. (2011). *Encyclopedia of child behavior and development*. New York: Springer.
- Herdiansyah, H. (2015). *Metodologi penelitian kualitatif untuk ilmu psikologi*. Jakarta: Salemba Humanika.
- Hidayat, A., Ilfiandra, I., & Kartadinata, S. (2017). Students' peaceful mentality and pesantren-based school rules. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 1(1), 111-124.
- Johnson, S. L. (2009). Improving the school environment to reduce school violence: A review of the literature. *Journal of school health*, 79(10), 451-465.
- Knowles, R. T., & McCafferty-Wright, J. (2015). Connecting an open classroom climate to social movement citizenship: A study of 8th graders in Europe using IEA ICCS data. *The Journal of Social Studies Research*, 39(4), 255-269.
- Li Grining, C., Raver, C. C., Champion, K., Sardin, L., Metzger, M., & Jones, S. M. (2010). Understanding and improving classroom emotional climate and behavior management in the "real world": The role of Head Start teachers' psychosocial stressors. *Early Education and Development*, 21(1), 65-94.
- Mayton, D. (2009). *Nonviolence and peace psychology*. New York: Springer.
- Navarro-Castro & Nario-Galace. (2010). *Peace education a pathway to a culture of peace*. Philippines: Mariam Collage.
- Ningrum, U. P. (2015). *Hubungan iklim kelas dengan motivasi belajar siswa kelas xi is-4 SMA negeri 1 Singaparna Tasikmalaya* (Bachelor thesis). Retrieved from <http://repository.unisba.ac.id/handle/123456789/360>.
- Ningtyas, P. (2012). *Pengaruh persepsi iklim kelas dan self-efficacy terhadap motivasi belajar anak jalanan* (Bachelor thesis). Retrieved from <http://repository.uinjkt.ac.id/dspace/handle/123456789/2741>.
- Pritami, S. E., Purwoko, A. A., & Savalas, L. R. T. (2014). Hubungan iklim kelas dan sikap siswa terhadap pelajaran kimia dengan prestasi belajar kimia siswa kelas XI IPA SMA Negeri se-kota Mataram tahun pelajaran 2012/2013. *Jurnal Pijar Mipa*, 9(2).
- Widodo, G. S., Hariyono, H., & Hanurawan, F. (2017). Persepsi guru tentang kenakalan siswa: studi kasus di sekolah dasar "Raja Agung". *Jurnal Pendidikan dan Pembelajaran (JPP)*, 23(2), 142-153.
- Widodo, G, S. (2017). Penanganan Kenakalan Siswa Di SDN Rejoagung 3 Kecamatan Ngoro Kabupaten Jombang. *Jurnal Inovasi Pendidikan*, 1(1), 12-20.
- Wuryandani, W., Maftuh, B., Sapriya, S., & Budimansyah, D. (2014). Internalisasi nilai karakter disiplin melalui penciptaan iklim kelas yang kondusif di SD Muhammadiyah Sapen Yogyakarta. *Jurnal Pendidikan Karakter*, (2).