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THE RELATIONSHIP OF STUDENTS' ATTITUDES TOWARDS ART AND SCHOOL CLIMATE ON ARTS LEARNING OUTCOMES

Patonah[1], Sholeh Hidayat[2], Siti Aisyah[3]

Elementary Education, Postgraduate School, Open University[1,3]

Faculty of Teacher Training and Education, Sultan Ageng Tirtayasa University[2]

Tangerang – Indonesia

Email: fatonahfanni27@gmail.com

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Abstract

Good student learning outcomes are essential for achieving national educational goals, including in art subjects at the elementary school level, which are integral to implementing an independent curriculum. This research examines the correlation between students' attitudes towards art and the school climate with students' art learning outcomes to provide valuable insights for improving the educational process. The research aims to explore the extent to which these variables are interconnected in influencing student learning outcomes. A correlational quantitative approach was used through a survey involving 129 respondents from 4th to 6th grades at SD Negeri Kampung Bayur, East Sepatan District, Tangerang Regency. Data were collected using a questionnaire to test the significance of the relationship between the variables. The findings reveal a significant positive relationship between students' attitudes towards art 18.5% and school climate 63.8% with students' learning outcomes, with a combined positive correlation of 36.2%. These results suggest that teachers, as key facilitators of student learning, should foster a positive school climate to enhance students' learning experiences and outcomes.

Keywords: Student Attitudes; School Climate; Art Learning Outcomes

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A. Introduction

One measure of the success of the teaching and learning process is the student's learning outcomes. If the teacher cannot teach, good results will be difficult to achieve (Sanjani, 2020). What happens to the material being delivered makes it difficult for students to understand. The role of the teacher is very important in enhancing the learning process, which is directed towards student engagement (Darman, 2020). Therefore, teachers must find the right learning strategies to improve student learning outcomes. Teachers must pay attention to the interaction between students and educators during the learning process. A teacher must manage the learning process well and use various appropriate teaching models (Sanjani, 2020).

In the classroom, students are grouped into clusters of individuals with the same abilities but different interests and personalities. There may be students who can control their behavior in class. Students like this do not require much help from teachers to cultivate their interest in learning, help them adapt to their peers, and cooperate (Hariyadi & Valentin, 2024). Most students will be motivated to learn if we motivate them in various ways (Heri, 2019)—however, some new students will be motivated if we make special efforts for them. Therefore, as teachers, we must understand this and use various approaches to encourage students' interest in learning. As one of the influential components in determining student success in teaching and learning activities, teachers need to become facilitators by paying attention, thinking, and planning engaging learning processes for students so that they have an interest in participating in the learning process (Rokmanah, 2023). We must also be able to apply various principles and approaches to meet the needs of each student (Ariyanto et al., 2018).

Then also, the school climate can provide stimuli that encourage them to learn, a factor that plays a role in improving student learning outcomes because school is a place for effective guidance, teaching, and training (Astalini et al., 2018). If the environment is good, its conditions are also good, including the students developing their potential (Yusuf, 2020). Suppose the school has complete facilities and infrastructure supported by good and harmonious student interactions. It will

Patonah[1]
Hidayat, Sholeh[2]
Aisyah, Siti[3]

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improve students' attitudes and character, resulting in optimal learning outcomes (Zakaria & Arumsari, 2018).

Based on the survey conducted by the researchers, the students' art learning outcomes have not yet reached the established standards. It is evident from the attitudes of students who do not yet consider art education important, which can affect their academic process at school. The students' attitudes during learning show that although they are disciplined in studying, enthusiastic about learning, always complete the tasks assigned by the teacher, and actively participate in lessons by asking the teacher if there are things they do not understand, the learning attitude also determines the intensity of learning activities. A positive learning attitude will result in a higher intensity of activities than a negative one (Achdiyat & Warhamni, 2021). However, there are still violations of school regulations, including students who show indifference and a lack of curiosity about the lesson material. As a result, students often arrive late to school. Students engage in activities unrelated to the lesson during class. They are less diligent in studying, quickly get bored in class, chat while the teacher explains the material, and often have difficulty understanding it. Students also do assignments or homework at school with their friends, mostly copying from their friends' work. The students' learning outcomes show that out of 31 students, 17 have not completed their daily art subject exams.

(Yuzarion et al., 2017) Research results indicate that the school climate influences students' academic performance, including the interaction and attitude between teachers and students. In addition, facilities that support the learning process activities, such as libraries, sports fields, classrooms, school canteens, play areas, and well-maintained school grounds, can significantly influence students' learning process and outcomes at school. Schools with complete facilities and infrastructure tend to have better student learning outcomes than schools with inadequate facilities and infrastructure (Ratri et al., 2019) Based on interviews with several teachers, it was found that there are several deficiencies in the subject of arts, namely singing national songs, understanding various regional songs, and the ability to create illustrative drawings. Therefore, the improvement of educational

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quality, a conducive school climate, and students' attitudes towards learning in school must always be pursued as they significantly determine the quality and learning outcomes of the students.

The results of (Azizah et al., 2017) research indicates that the school climate influences students' academic performance, including the interactions and attitudes between teachers and students. In addition, facilities that support the learning process, such as libraries, sports fields, classrooms, school canteens, playgrounds, and well-maintained school yards, can significantly influence students' learning process and outcomes. Schools with complete facilities and infrastructure tend to have better student learning outcomes than schools with inadequate facilities and infrastructure (Ratri et al., 2019). Based on interviews with several teachers, it was found that there are several deficiencies in the subject of art, namely singing national songs, understanding various regional songs, and the ability to create illustrative drawings. Therefore, improving educational quality, a conducive school climate, and student attitudes toward learning at school must always be pursued because these factors significantly determine students' quality and learning outcomes (Cahyono, 2023).

B. Methods

This research is a survey study conducted on 129 students in 4th to 6th grades at SD Negeri Kampung Bayur, East Sepatan District, Tangerang Regency, using a correlational quantitative method. The procedure carried out in this research is to collect data using measuring instruments of closed questionnaires arranged based on each variable studied (Sugiyono, 2017). After conducting validity and reliability tests, the results were processed to produce objective data by distributing them to all respondents and conducting interviews with several teachers. In addition, the processed data is also taken from the documentation of students' daily test scores and final semester exam scores in art subjects.

Respondents' answers from the research questionnaire were then processed and analyzed to obtain valid and objective data through descriptive statistics of the research results, classical assumption tests, and hypothesis testing. Researchers used the Ha $\neq 0$ formulation and the t-test formula to test the correlation between

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variables. To test the meaningfulness of the model obtained, namely whether all independent variables together (simultaneously) are significant explanatory variables or whether there is at least one independent variable that is explanatory of the dependent variable, the F or Anova test is used. Meanwhile, to test how far the influence of one independent variable individually in explaining the variation in the dependent variable is carried out with the t-student test with the help of the SPSS 26 program.

C. Results and Discussion

After all the research data has been collected, the data is then processed and analyzed using SPSS 26. The next step taken by the researcher is to describe and interpret the research data to reveal how the results of the instruments given to the respondents can be presented in the form of statistical data processing, including score acquisition, mean, median, mode, standard deviation, and variance.

The research instrument for students' art learning outcomes consists of 10 statements, each scored between 1 and 5. Thus, it can be determined that the minimum score is 10, and the maximum score is 50. The results are displayed in the following:

Table 1
Frequency Distribution of Art Learning Outcomes (Y)

N	Valid	129
	Missing	0
Mean		80.93
Std. Error of Mean		0.433
Median		81
Mode		80
Std. Deviation		4.92
Variance		24.206
Skewness		-0.926
Std. Error of Skewness		0.213
Range		28
Minimum		64
Maximum		92
Sum		10440
Percentiles	25	80
	50	81
	75	84

Patonah[1]
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The data in a histogram, as shown in Figure 1 below, clarifies the distribution, enhances interpretability, and simplifies the conclusion.

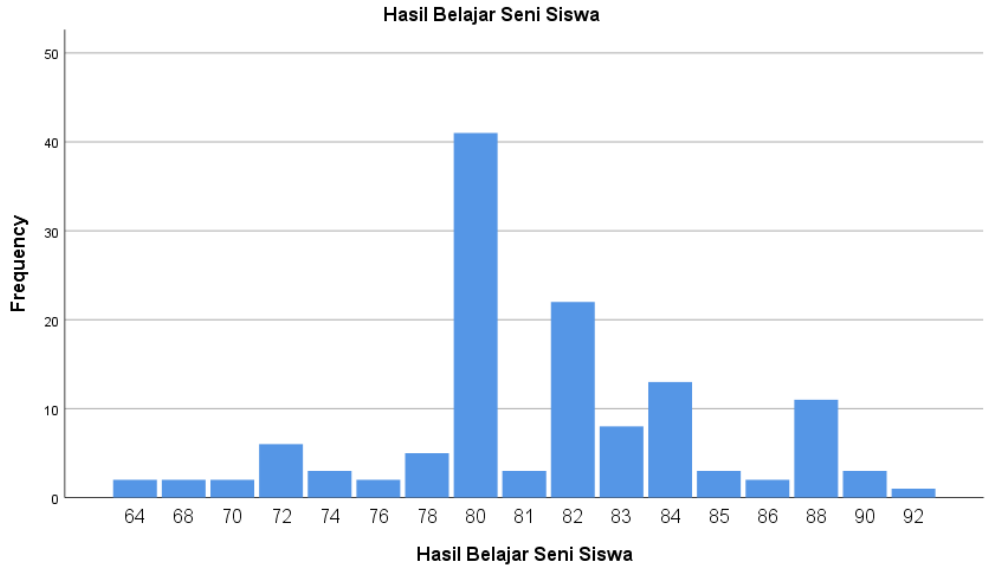

Figure 1. Histogram of the frequency of students' art learning outcomes

Figure 1 shows that the highest frequency is at a score of 80, with 41 respondents, and the lowest is at 92, with 1 respondent.

The variable of students' attitudes towards art has a total of 12 statements, each scored between 1 and 5. Thus, it can be determined that the minimum score is 12, and the maximum score is 60. The frequency distribution of the data obtained is displayed in Table 2 below.

Table 2
Frequency Distribution of Students' Attitudes towards Art (X_1)

N	Valid	129
	Missing	0
Mean		85.78
Std. Error of Mean		0.486
Median		85
Mode		82
Std. Deviation		5.523
Variance		30.499
Skewness		0.224
Std. Error of Skewness		0.213
Range		28
Minimum		70

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Maximum		98
Sum		11066
Percentiles	25	82
	50	85
	75	90

To have a better understanding of the data distribution, making the information easier to interpret and the conclusions simpler to draw, the data is presented using a histogram, as shown in Figure 2 below.

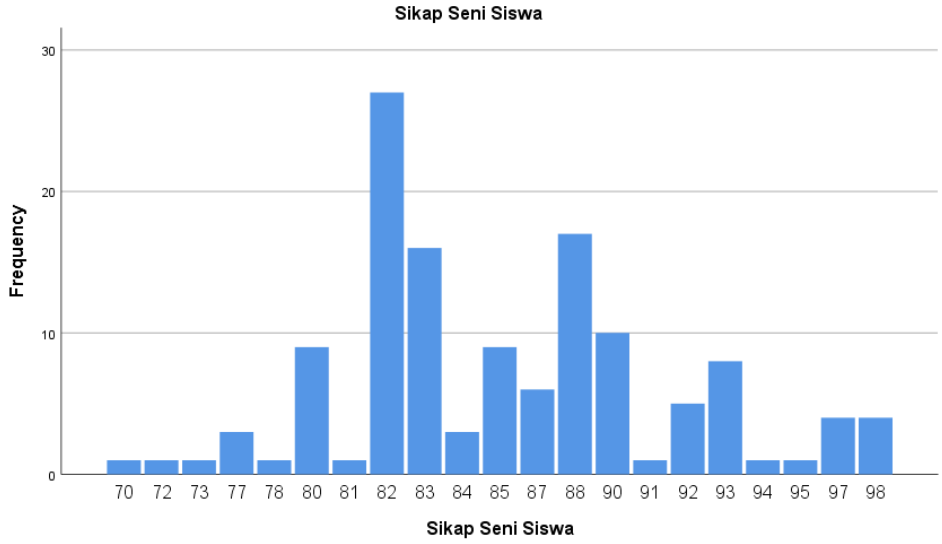

Figure 2. Histogram of the Frequency of Students' Attitudes towards Art (X_1)

Figure 2 shows that the highest frequency is at a score of 82, with 27 respondents, and the lowest frequency is at scores of 70, 72, 73, 78, 81, 91, 94, and 94, with each having 1 respondent.

The third variable has 10 statements, each scored between 1 and 5, so it can be determined that the minimum score is 10 and the maximum score is 50. The processed data is displayed in the following frequency distribution.

Table 3
Frequency Distribution School Climate (X_2)

N	Valid	129
	Missing	0
Mean		87.97
Std. Error of Mean		0.516
Median		88

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Mode		82
Std. Deviation		5.863
Variance		34.374
Skewness		0.223
Std. Error of Skewness		0.213
Range		24
Minimum		76
Maximum		100
Sum		11348
Percentiles	25	82
	50	88
	75	92

The data is presented using a histogram, as shown in Figure 3 below, to understand the data distribution and easily obtain information for conclusions.

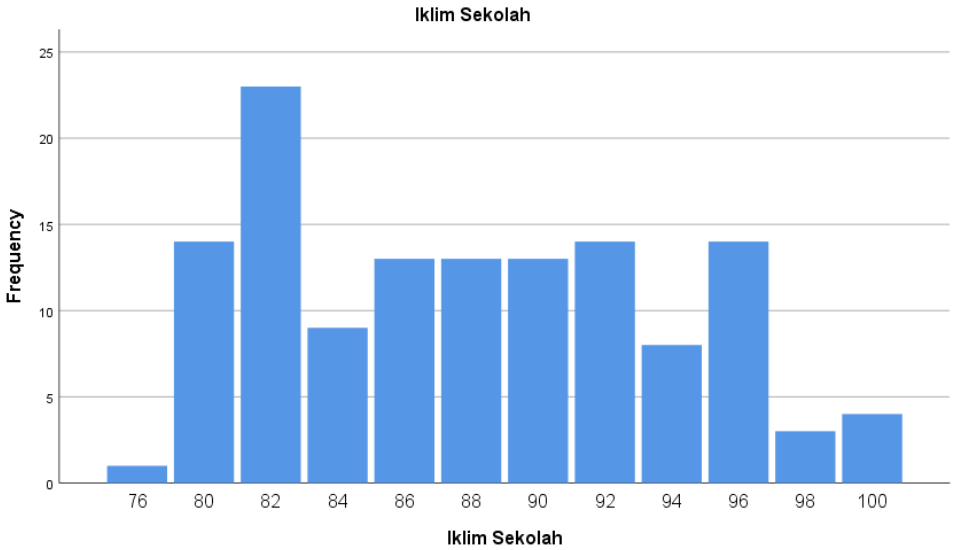

Figure 3. Histogram of the Frequency of School Climate (X_2)

Figure 3 shows that the highest frequency is at a score of 82, with 23 respondents, and the lowest frequency is at a score of 76, with 1 respondent.

After conducting a series of classical assumption tests on all research variables, the data on students' attitudes towards art, school climate, and learning outcomes were normally distributed, linearly related, and free from multicollinearity and heteroscedasticity. It allows for hypothesis testing.

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The first hypothesis states: "There is a relationship between students' attitudes towards art and their art learning outcomes at SD Negeri Kampung Bayur, Sepatan Timur District, Tangerang Regency." The SPSS output for this hypothesis test is presented in Table 4.

Table 4
First Hypothesis Testing

		Sikap Siswa terhadap seni	Hasil Belajar Siswa
Sikap Siswa terhadap seni	Pearson Correlation	1	.185*
	Sig. (2-tailed)		.000
	N	129	129
Hasil Belajar	Pearson Correlation	.185*	1
	Sig. (2-tailed)	.000	
	N	129	129

*. Correlation is significant at the 0.05 level (2-tailed).

The results of the first hypothesis test for the first independent variable (students' attitudes towards art) with the dependent variable of art learning outcomes of students obtained a correlation of 0.185. It means that if students' attitudes towards art are improved, their art learning outcomes will also increase. Therefore, it can be concluded that the proposed hypothesis is accepted, or it can be stated that there is a positive relationship between students' attitudes towards art and their art learning outcomes.

The second hypothesis is "There is a relationship between the school climate and the art learning outcomes of students at SD Negeri Kampung Bayur, Sepatan Timur District, Tangerang Regency." The SPSS output results for this hypothesis test can be seen in Table 5.

Table 5
Testing the Second Hypothesis

		Iklim sekolah	Hasil Belajar
Sikap Siswa	Pearson Correlation	1	.638*
	Sig. (2-tailed)		.000
	N	129	129
Hasil Belajar	Pearson Correlation	.638*	1
	Sig. (2-tailed)	.000	
	N	129	129

*. Correlation is significant at the 0.05 level (2-tailed).

The results of the hypothesis test for the second independent variable (school climate) with the dependent variable of students' art learning outcomes obtained a

Patonah[1]
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correlation of 0.638. It indicates a significant relationship between the school climate variable and students' art learning outcomes. Therefore, it can be concluded that the proposed hypothesis can be accepted, or it can be stated that a positive relationship exists between school climate and students' art learning outcomes.

The results of the third hypothesis calculation using SPSS 26 can be seen in Table 6.

Table 6
Testing the Third Hypothesis
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	253.898	1	51.497	13.036	.000[b]
	Residual	51.497	127	16.960		
	Total	305.393	128		2153.898	

a. Dependent Variable: Hasil Belajar Seni Siswa, iklim sekolah
b. Predictors: (Constant), Sikap Siswa terhadap Seni

According to Table 4.20 of the ANOVA, the F score is 13.036, significantly higher than the Table F score (13.036 > 4.396). Thus, it can be concluded that the proposed hypothesis can be accepted, or it can be stated that a positive relationship exists between students' attitudes towards art and the school climate and students' art learning outcomes. The magnitude of the relationship can be seen in Table 7.

Table 7
The Determination Score of Students' Attitudes towards Art (X_1) and the School Climate (X_2) with Student Art Learning Outcomes (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.458[a]	.362	.416	2.118	.362	11.036	1	127	.000

a. Predictors: (Constant), Sikap Siswa terhadap Seni, Iklim sekolah
b. Dependent Variable: Hasil Belajar Seni Siswa

Based on Table 7, the R square score is 0.362, which indicates the contribution of students' attitudes towards art and the school climate to students' art learning outcomes by 36.2%. In comparison, the remaining 63.8% is influenced

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by other variables not examined in this study. Therefore, if students' attitudes towards art can improve positively and are supported by a good school climate, students' learning outcomes will also improve.

Students have diverse perspectives on art subjects, especially when using the independent curriculum; teachers can help them freely discuss subtopics. The student's desire to learn art depends on their talents and interests (Kurniawan et al., 2019). When students learn fine arts, they will feel comfortable and able to express their creative ideas in drawing or painting. However, students who enjoy music will be enthusiastic when the teacher teaches music art, and students who do not like dancing will be more interested when learning to dance in class with their teacher.

Students' diverse attitudes and tendencies towards art education make it a subject of great interest to them. Students will be enthusiastic about attending the lesson in every art class schedule. However, the challenge at SD Negeri Kampung Bayur, East Sepatan District, Tangerang Regency, is that the school implements different art learning schedules at each grade level due to limited resources. It has resulted in a decreasing attitude of students towards art subjects, which can be evidenced by the lack of student motivation in learning, leading to suboptimal art learning outcomes. Therefore, students' attitudes towards art closely relate to their learning outcomes. The higher the students' attitude towards art subjects, the better their art learning outcomes, and vice versa; the lower the students' attitude towards art subjects, the lower their art learning outcomes. This attitude enables them to develop positive judgments toward themselves, others, and their environment or situation (Agustini, 2023).

The school climate, encompassing various facilities where students learn, communicate, and participate in activities, is an external factor that indirectly influences students' learning outcomes, including art education (Sitepu et al., 2023). However, the unavailability of good facilities and learning environments can become a problem and hinder the learning process and the achievement of good learning outcomes due to their neglected availability (Ferdiyanto, 2015). Achieving good art learning outcomes indicates success in the learning process, and conversely, not achieving good learning outcomes indicates a lack of success in the

learning process. It can also be influenced by the school climate, specifically the provision of art education, especially the facilities and infrastructure for art learning, art teaching aids, and the competence of the teachers, who must also be proficient in the field of art.

D. Conclusion

Based on the acquisition and analysis of the research data that has been conducted, it can be concluded that students' attitudes towards art have a significant relationship with students' art learning outcomes, meaning that the more positive the students' attitudes toward art, the higher their art learning outcomes. The school climate also has a significant relationship with students' art learning outcomes, meaning that the better the facilities and infrastructure provided by the school, the higher the students' art learning outcomes. Furthermore, students' attitudes towards art and the school climate simultaneously have a significant relationship with students' art learning outcomes, meaning that if students' attitudes towards art are positive and supported by a good school climate along with complete facilities and infrastructure, then their art learning outcomes will also be higher.

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