

Research Article

School Climate Contribution as an Intermediary Variable to Teacher's Work Through Work Motivation and Satisfaction

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ABSTRACT

A teacher has a crucial role in creating a high-quality education in the world. This research aims to find out the school climate contribution to the teacher's performance through work motivation and satisfaction as the intermediate variable. The study focus was on the national junior high school of Tabalong district model, South Kalimantan. There are 132 teachers used as a sample from a population of 199 teachers. The result is analyzed and grouped into four questionnaires. The result showed that: (1) The school climate is a major contributing factor to the teacher's work motivation; (2) The teachers work contribution is a great contributor to the performance; (3) The satisfaction of the teacher is a significant factor in the gift to work performance; (4) The school climate is an intermediate variable to a teacher work contribution and (5) The contribution of the school climate is an intermediate variable of teacher work satisfaction.

Keywords: School climate, teacher job, work motivation, teacher's satisfaction

Introduction

Teachers have a strategic role in achieving educational goals. The duty of a teacher is to educate, teach, guide, evaluate, train, assess, and direct students (President of the Republic of Indonesia, 2007). Besides, a teacher is required to inculcate values that must be understood by students (Waterson, 2009). Excellent performance is a vital issue in teaching, as it makes the students feel comfortable to understand the content well.

When viewed from various levels of education, from year to year the results are not satisfying. If the National Examination Score is considered an indicator of student learning outcomes at the SMP level, it appears that for public and private SMPs in 2016 with an average number of 890 schools, 65.05. In 2017, with the number of schools using UNBK, there were 8,882, the average result was 55.51, while in 2018 with 17,760 schools, it reached an

average of 52.96, so that the value of students in the national examination was seen to decrease. For Tabalong regency, especially in the SMP Negeri Model, the overall national exam results continue to decline from the previous year. Given the importance of teacher performance in schools in efforts to improve the quality of education as well as to increase the motivation and job satisfaction of these teachers, it is necessary to strive continuously.

According to Rusman (2009), teacher performance is a form of achievement-oriented behavior that can be rated based on teaching activities, planning, implementing, and evaluation of learning. According to Uno and Lamatenggo (2010), teacher performance is the principal's assessment score on planning, implementing, and evaluating learning outcomes. Work motivation, job satisfaction, and the school climate are some of the factors that affect a person's performance.

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According to Sergiovanni and Starrat (1983), work motivation is the desire and willingness of someone to make decisions and act to it. For a person to achieve specific goals, all their psychological abilities, social and physical strength must be in use. Work motivation is a crucial factor in teaching and educating students.

Job satisfaction is an attitude that reflects pleasant and unpleasant experiences in the workplace (Wexeley & Yukl, 1977). Furthermore, Robbins (2006) defines job satisfaction as an individual's general attitude towards the job. This involves being satisfied or dissatisfied with all dimensions of the work. This clearly shows that if a teacher feels satisfied with the work, then he will be happy to carry out his duties and responsibilities. According to Owen (1987) stated that "Organizational Climate is the study of perceptions that individuals have regarding the environment in the organization." Thus the assessment of organizational climate can be done by mining data from individual perceptions in the organization.

He defined the organizational climate as follows: (1) The organizational environment is related to the enormous unit, and it contains specific characteristics; (2) The organizational climate describes an organization unit and mark it; (3) The organization climate originates from the organization's practice; (4) Organizational climate influences the behavior and attitudes of members.

The perceptions of members of the organization and the relationship between organizational activities and management behavior are the critical determinants in organizational climate. Halpin (1971) identified an organizational climate continuum based on the results of his research using the "Organization Climate Description Questionnaire." There are six classifications of organizational climate. They include: (1) Open climate: It describes a situation where the workers love to work, cooperate, and there is openness; (2) Autonomous climate: It is a platform where there are freedom and creativity. Members have the chance to fill and satisfy their needs; (3) The controlled climate: It highlights the achievement of the social

needs where every person is engaged in his work, thus lacking the social relationship with others; (4) The familiar climate: It factors in the partnership between leaders and members; (5) The Paternal climate: It characterizes the control of the leadership to members; (6) The closed climate: It shows the satisfaction and achievement of the task and the members' social needs. The leader feels connected to the members.

According to Halpin (1971), there are eight factors that form the school organization. They include: (a) Disengagement; (b) Hindrance; (c) Esprit; (d) Intimacy; (e) Aloofness; (f) Pressure on the result; (g) (Production emphasis); (h) Thrust; (i) Consideration.

Material and Methods

This research was conducted in nine junior high schools in Tabalong area. To determine the number of participants, researchers used a sample table developed by Krejcie (Sugiyono, 2006), this is because members of each school were considered relatively homogeneous, especially in terms of education and the teaching experience of teachers. The number of subjects in this study amounted to 199, because the number 199 is not in the table, the closest being 200, so the sample taken with a factor of 5% is as many as 132 people. To be fair, the selection in this study uses a proportional random sampling technique (Proportionate Random Sampling) using the formula:

$$n = \frac{n_1}{N} \times N_1$$

Where: n = The member of sample

n_1 = Amount of population in every national Vocational School

N = Amount of Population

N_1 = The amount of population based on the Krejcie Table.

Based on the parameters used, there are three types of instruments used to get data: (1) teacher work motivation questionnaire, (2) Teacher performance appraisal instruments to obtain data about teacher performance, (3) questionnaire about organizational climate, (4) questionnaire about teacher job satisfaction.

Teacher work motivation questionnaire

Work motivation parameter was developed from Frederick Herzberg's "Two Factor" Motivation Theory. The questions in the questionnaire are arranged in 2 patterns, namely negative and positive questions. The directions of this questions were developed based on indicators on 14 items of hygiene factors and 28 driving factors. The total items of the statement in the questionnaire were 42 items.

Teacher performance assessment questionnaire

The teacher performance evaluation questionnaire checks the teaching plans undertaken by the teacher, the implementation of learning activities, and the assessment of learning. This questionnaire has 14 items.

Teacher questionnaire on school climate

To measure organizational climate variables, the Organizational Climate Description Questionnaire (OCDQ) instrument was first developed by Halpin (1971).

Teacher job satisfaction questionnaire

Teacher job satisfaction variables are adjusted according to their respective dimensions and indicators consisting of (1) the intrinsic dimensions of the indicators as follows: success, togetherness, appreciation, skills and responsibilities; and (2) the extrinsic dimensions of each indicator are: support, opportunity, position, then compiled or developed instruments of work satisfaction in the form of a Likert scale with 5 choices namely SS = Strongly Agree (5), S = Agree (4), TS = Disagree (3), KS = Disagree Less (2), SD =Strongly Disagree (1), with 12 statements. To obtain data on school climate, teacher work motivation, job satisfaction and teacher performance in Model State Junior High Schools in Tabalong Regency as intended, the methods considered appropriate for use were questionnaires that follow a Likert scale pattern which provides alternative answers always (5), Often (4), Sometimes (3), Rarely (2), and Never (1) are distributed to respondents to be answered or filled in by each teacher and then collected together, so that each respondent receive questions that are same.

In this study, data is analyzed using path analysis to describe and test the relationship between variables in the form of causation. Through this path analysis the most appropriate and brief of an independent variable to the last dependent variable can be found. Path analysis is the development of regression analysis, so regression analysis can be said to be a specific form of path analysis (regression is a special case of path analysis) (Sugiyono, 2009).

Results and Discussion

The contribution of school climate to teacher work motivation in Tabalong District Model State Junior High School

One-way ANOVA test results produced a p-value = 0.002 which is smaller than the critical value $\alpha = 0.05$. Because Sig = 0.002 < 0.05, H_0 is rejected. Thus, the hypothesis which says there is a relationship between the school climate and the work motivation of teachers in the Tabalong Regency Model Middle School is accepted.

The results of this study found evidence of the relationship between school climate and the work motivation of teachers in the SMP Negeri Model Tabalong Regency. So it can be said that the results of this study prove that the climate of the workplace organization can affect the work motivation of the workers who work there (Madhukar & Sharma, 2017). In terms of the relationship that occurs, it can be seen that the work motivation of teachers in open climate types produces an average mean that is greater than other types of climate.

The results in this study are in line with the results of previous studies which were conducted by Hadi (2016). These studies show that increase in quality of organizational climate can positively and significantly increase teacher work motivation. In addition, the organizational climate can also positively and significantly improve teacher performance. Similar research results were also recorded by Haseeb et al., (2016) namely the organizational climate has a significant influence on the motivation of workers and when viewed from the dimensions of the organizational climate found that innovation, appreciation, reinforcement, training and development, and communication

have positive influences to work motivation. However, the conflict factor has a negative relationship with the work motivation of the workers. In addition, research carried out by Neal et al., (2000), which found that organizational climate will affect the climate of work security which then also will affect the work motivation of workers. With the creation of a good work climate, the motivation and performance of workers will increase (Raja et al., 2019).

The description above indicates that a harmonious work environment will be able to increase the morale of the teachers. When there's a pleasant environment, then a teacher will be happy to carry out their duties without any problems. But creating a harmonious work climate is not an easy thing. Based on the comparisons of theories from several studies that have been discussed before, it can be used in the following research framework.

Teacher work motivation is a psychological factor that drives a teacher to perform activities in a school organization. A good school climate is believed to improve teacher performance which will also have potentials for improving student academic performance (Gemnafle et al., 2016). If this is understood, then it is the principal's responsibility to create an environment that will boost the motivation of teachers, thereby boosting performance. Motivation usually comes from outside stimulation, this means that organizational climate and leadership style can influence the intensity of motivation the teacher experiences. Leadership style has a positive and significant influence on organizational climate and work motivation (Diputra et al., 2018). Leadership style that emphasizes the importance of a warm and friendly environment will be responded positively by the staff. This response is the work motivation. Likewise, any leadership that prioritizes completion of tasks, without regard to the limitations of the staff, will get a negative response from subordinates. Comparing the organizational climate in various studies showed a significant relationship between, an open organization that allows subordinates to work intensively and closed organizations. While the openness or closeness of organizational climate shows a close relationship with leadership style. An open climate is characterized by

the cooperation and respect of the employees (teachers) and leaders.

This cooperation can create a climate in which leaders listen and are open to employees, leaders give gifts that are truly sincere, courteous and respectful of the professional abilities of teachers (high support) and give teachers the freedom to act within their circle. Teacher behavior is supportive, open and related to leadership. The teacher shows open friendship (high intimacy) and commits to their work. In short, the leaders and staff (teachers) are open to each other. Whereas in a closed climate the relationship between leaders and subordinates is strictly business. The leader emphasizes the importance of work, while the teacher responds minimally and shows low commitment to its duties. The leadership is seen as supervisory, rigid, uncaring, and unsympathetic and gives low support.

The leaders might even show suspicion, lack of attention to the teacher, while the teacher portrays less flexibility, apathy and non-commitment. The findings of this study are supported by the results of Barachielli et al., (2019) research which shows that managers who work in an open organizational climate show better results than managers who work in a closed organizational climate.

The organizational climate also influences motivation, performance and job satisfaction; therefore, it can be very vital to the effectiveness of the organization. Organizations with an open climate show a higher level of trust and effectiveness than those who use a closed climate. The others conclude that school (organization) performance is determined by the type of leadership operated and the strong school climate. Thus, the organizational climate and leadership style have a significant relationship with staff work motivation. The leaders who received high support operated from a favorable climate, while leaders who received low support operated from a less favorable climate. The Garland and O'Reilly (in Owens) study found that the success of a leader is not due to staff achievements, but by his ability to create an environment (a situation or climate) that allows organizational development to reach a high level. In relation to the quality of the relationship between leaders and subordinates

that describe the organizational climate, Fiedler (Owens) research discovered that if the relationship between leaders and subordinates is good, then the leaders will be able to exert more influence and authority than if the leadership and subordinate relationships are not good (for example, leaders lack respect and lack trust).

Based on the explanation given, it can be summarized that leaders who trust and respect their subordinates will receive greater support than those who do not do these things and as a result the organization will be more efficient. Organizational climate depends on the manager's leadership style. From the explanation above it can be inferred that the function of the leader is to create an atmosphere and climate so that employees can develop. Thus, the leadership style of a leader influences the climate of the organization he leads. Based on the results of the above studies it can be concluded that the organizational climate is influenced by leadership style.

The contribution of school climate to teacher job satisfaction in Tabalong District State High School

From the analysis it is known that the calculated F value = 1.911 is smaller than the F table = 2.675 which means that the school climate model (X) as a predictor of teacher job satisfaction (Z_2) as an intervening variable can be accepted then H_0 is rejected. Determined coefficient of determination R^2 (R Square) on the results of the study amounted to 0.014 (1.40%). This means that the magnitude of the relationship between school climate and job satisfaction of Model Middle School teachers in Tabalong Regency is 1.40%.

The coefficient of teacher job satisfaction variable is 0.538 and the constant is 126.561 with the regression equation is $\hat{Y} = 126.561 + 0.538 Z_2$. So it can be interpreted that every increase in school climate scores will increase teacher job satisfaction by 0.538 and vice versa if there is a decrease in climate scores one school will reduce teacher job satisfaction by 0.538.

The findings in this study are in line with the results of previous studies conducted by

Shalihin et al. (2018) with the title "Relationship of Organizational Climate with Work Motivation and Teacher Performance". The results showed that positive increase in organizational climate could significantly increase teacher work motivation. In addition, the organizational climate can also positively and significantly improve teacher performance. Furthermore, several other studies also show the same thing, namely organizational climate has a positive and significant effect on the performance of workers.

As Jyoti's (2013) study conducted at four universities in North India involving 820 lecturers, the results of the study showed that organizational climate significantly influenced lecturers' satisfaction and increased the level of lecturer satisfaction and reduced the willingness of lecturers to quit or change jobs. Similar results were also reached by Kumar (2014) who conducted a study at a company in India, the results of his research found that organizational climate has a positive effect on the satisfaction of workers at the company. Another study that also showed similar results was a study conducted by Rahimić (2013) in several companies in Bosnia and in Hezergovina, the results of the study indicated that the job satisfaction of workers in these companies were strongly influenced by the organizational climate in the company.

Climate is a general concept that talks about the quality of organizational life. The quality of life of the organization is widely viewed from various perspectives. One of the concepts and measurements of climate is the relationship between leaders and subordinates. Other research conducted in the educational context were also carried out by several other researchers. The results also indicate that the school climate has a significant influence on the job satisfaction of teachers. Another research conducted by Okoli (2018) who conducted research at some Private Universities in Nigeria, where the results of his research found that the job satisfaction of academic staff in private universities is strongly influenced by the climate of the campus organization. The same results at the university level were also found by Sahito and Vaisanen, (2017), who conducted research

at several universities in Pakistan, where the organizational climate affected the satisfaction of lecturers at the college. At the level of basic education, research conducted by Trepurtharat and Tayiam (2014) in several primary schools in Thailand shows that the organizational climate in schools has a significant influence on job satisfaction of teachers. For the secondary education level, research conducted by Mebrate and Lemma (2017) in Sidama recorded the same results, namely the climate of school organizations had a significant influence on job satisfaction for both female and male teachers. As for senior high schools, the research of Shalihin et al., (2018) in several state senior high schools in Indonesia found that the job satisfaction of teachers was greatly influenced by the climate of school organizations.

Suchanek and kralova, M (1997) reported that, Satisfaction is the consumer's fulfillment response (customer response to fulfillment). This statement in the context of the school implies that school customers consist of internal customers and external customers. Internal customers are students, educators, and education personnel. External customers are school committees, communities, employers, parents of students, alumni and members of the profession. Also, when the needs of the teachers are met, they become satisfied.

The contribution of teacher work motivation to the teacher performance in the Tabalong District Model State Junior High School

From the analysis results, the calculated F value = 0.381 is smaller than F table = 2.675, which means that the teacher performance model (Y) as a predictor of teacher work motivation (Z1) as an intervening variable can be accepted. It is known that the coefficient of determination R² (R Square) is 0.03 (3.00%). This shows that the contribution of teachers' work motivation to the performance of Model Middle School teachers in Tabalong Regency is 3.00%. The coefficient of the teacher performance variable is 0.194 and the constant is 161.741. So that the regression equation of teacher work motivation on the performance of teachers in the Model Middle School in Tabalong Regency is $\hat{Y} = 161.741 + 0.194 Y$. Based on the equation it is known that every increase in teacher work

motivation scores will improve teacher performance by 0.194 and vice versa if there is a decrease in one teacher's work motivation score will reduce teacher performance by 0.194.

Motivation at the end of the day is the willingness to do something (Robbins, 1984). The will is seen in the effort someone puts into doing something. Someone who has high motivation will always try harder than someone who has low motivation. But motivation is not behavior, but it is a complex internal process that cannot be directly observed, but can be seen through the energy of one's efforts in doing something. The coefficient of teacher performance variable is 0.194 with a constant of 161.741. Therefore, its regression equation in accordance with work motivation in Model Middle School located in Tabalong Regency is $\hat{Y} = 161.741 + 0.194 Y$. Based on the equation, an increase in teacher work motivation scores improves performance by 0.194 and vice versa.

According to Aleksovska-velickovska and Gontarev (2018) defined motivation as the willingness to carry out an activity. Highly motivated people, tend to try harder compared to those with low motivation. Although this act is not attributed to behavior, it is complex and cannot be directly observed, but understood through efforts.

Furthermore, it is obtained from the development of various theories related to subordinate mobilization. The humans relate work to the satisfaction of various needs and desires, to achieve set organizational or personal goals. In accordance with the above description, it is understood that motivation is very important for workers in carrying out their various duties. In a research conducted by Mohamud et al., (2017) the performance of workers in Somali Hormuud companies was found to be strongly influenced by motivation.

Similar result was obtained in a study conducted by the Nabi et al., (2017) at Karmasangsthan Bank Limited, Bangladesh. In addition, research conducted by Andarwati (2018) at the Tax Office in Surakarta also found employees' performance greatly influenced work motivation. While in the educational context of Shahzadi et al., (2014) in several public and private schools involving 180 teachers, motivation also had a strong influence on their

performance. Research conducted by Afful-Broni (2012) at the University of Mines and Technology, Tarkwa, Ghana showed that motivation influences the performance of lecturers. Similarly, the research conducted by IP and GO (2018) at a state tertiary institution in Nigeria, showed that staff and lecturers on the campus have better performance with higher motivation. In addition, the results of a study by Bangun (2009), stated that the greater a teacher's motivation, the higher the performance.

Teacher's work motivation acts as a stimulant of desires and motives which tends to cause excitement. Those enthusiastic in teaching are seen in their perseverance when carrying out assignments, with creativity and ability to solve problems, thereby, creating good performance.

The success of teachers in carrying out tasks and in solving various problems is one indicator of the level of achievement and performance. The teacher as one of the human resources plays an important role in the school. They interact directly with students, and greatly contribute to supporting the success of student learning. Furthermore, their ability to manage teaching and learning processes encourages the development of students' potential.

The contribution of teacher job satisfaction to performance in the Tabalong Regency Model Middle School

From the analysis, the value of $F = 2.463$ is smaller than F table = 2.675, which means that the teacher performance model (Y) as a predictor of job satisfaction (Z_2) and intervening variable is accepted. While the coefficient of determination R^2 (R Square) is 0.019 (1.90%). This shows that the contribution of teacher job satisfaction in Tabalong Regency is 1.90%, with a 0.177 coefficient of variable and constant of 140,551. Therefore, the regression equation on the performance of Model Middle School teachers in Tabalong Regency is $\hat{Y} = 140,551 + 0.177 Y$.

Based on the equation it is known that each increase in job satisfaction scores rises teacher performance by 0.177 and vice versa. The

study results in a relationship between job satisfaction and teacher performance. This finding is supported by several other studies related to performance. Furthermore, the research conducted by Inuwa (2016) at Bauchi State University Gadau Nigeria analyzed that educational staff with higher job satisfaction tended to possess higher levels of performance. While, research conducted by Pires (2018) in several European countries, showed job satisfaction has a significant effect on the performance of workers. The results of these studies were also supported by Miah (2018), Abuhashesh et al., (2019) in Kuching, Malaysia, on job satisfaction of workers in the private sector. Similar results were also found by Talasaz et al., (2014) on midwives working in health facilities in Mashhad, Iran.

The contribution of the school climate to teacher performance through job satisfaction as an intermediate variable in the Tabalong Regency model middle school

With reference to Model II Regression output in the Coefficients table section it is seen that the calculated F value of the two variables is 1.225 smaller than the F table of 2.675. These results provide the conclusion that school climate has a significant influence on performance.

The value of R^2 contained in the summary model table is 0.19, which shows the contribution of school climate to teacher performance through an intermediate variable is 1.90% while the remaining 98.10% is the contribution of those not included in the study.

The direct contribution of X to Y is 0.01, while its indirect contribution through Z_2 is the multiplication between the values of beta X and Z_2 , is $0.104 \times 0.990 = 0.10296$. Therefore, the total contribution of X to Y is the direct plus indirect effect of $0.01 + 0.10296 = 0.11296$. Based on the above calculation it is known that the value of direct and indirect contributions is 0.01 and 0.11296 which shows that indirectly the school climate through teacher job satisfaction has an influence which is significant to their performance. The results of this study are also supported by several previous researches. According to Uso et al., (2013) job satisfaction

and teacher performance have a close relationship.

The contribution of school climate to teacher performance through work motivation and job satisfaction as an intermediary variable in the Tabalong regency model middle school

With reference to the Model III Regression output in the Coefficients table section, the calculated F value of the two variables is 0.934 smaller than the F table of 2.675. According to these results the school climate has a significant effect on performance through the intermediary variables of teacher work motivation and job satisfaction. The value of R2 contained in the Summary model table is 0.21, which shows that the contribution of the school climate to teacher performance through the intermediary variables is 2.10% while the remaining 97.90% are contributions from those not included in the study. These are supported by researches conducted by Saeed and Nasir (2016) which stated that work climate influences job satisfaction with motivation as the mediating variable.

Conclusion and Recommendation

Based on the analyzed research and discussion described, the following are concluded in accordance to the Model Middle School in the Tabalong Regency:

1. Schools contribute to the work motivation of teachers.
2. Schools contribute to teacher job satisfaction.
3. There is a contribution of the school climate to the performance of teachers.
4. Schools contribute to the work motivation of teachers.
5. There is a contribution of teacher job satisfaction to their performance.
6. Schools contribute to teacher performance through work motivation which acts as an intermediary variable.
7. There is a contribution of the school climate to teacher performance through job satisfaction.

The results of the study showed a Contribution of School Climate to Teacher Performance with Work Motivation and Job Satisfaction as

Intermediary Variables in the Tabalong Regency Model Middle School. Therefore, the following suggestions were made:

a. All the Principals

This study found a significant relationship with teacher performance through motivation and job satisfaction as an intermediate variable. In addition, these skills are relatively high when the school has an open climate therefore, principals need to build an open school climate by fostering and caring for supportive, collegial and intimate aspects while minimizing directive and disengaged aspects. Furthermore, teacher and staff coaching models need to be developed to enhance employee welfare and achieve job satisfaction.

b. For the Teacher

Due to the discovery of teacher work motivation is an unavoidable variable it is important to always maintain and increase the work motivation. This is achieved by increasing a sense of togetherness, reducing the level of unfair competition, maintaining and obeying prevailing orders, increasing understanding regarding, and inculcating confidence which works with good intentions and a calling of the soul.

c. For the Supervisors in Education Offices

In this study a model school with a closed climate was found as a reference for supervisors in conducting guidance and the right approach for school principals to improve their leadership abilities.

d. For Institutions

The results of this study are used as a basis and reference in the preparation of school coaching programs and the creation of a conducive organizational climate. This is because school performance is determined by the type of leadership developed and a strong climate.

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