Research Article

The Effect of Organizational Climate, Work Discipline and Job Satisfaction Towards Teacher Performance at State Senior High School

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ABSTRACT

The purpose of this study was to analyze: Direct and indirect effects of organizational climate, work discipline, and job satisfaction on teacher performance. This is explanatory research with a quantitative approach. It used a sample of 140 people. The data collection instrument was a questionnaire. Data examination to test hypotheses relied on path analysis with multiple regression methods. The results showed that: (1) Organizational climate, work discipline, and teacher job satisfaction are included in the high classification, while teacher performance is in the good classification, (2) there is a direct and indirect influence of organizational climate, work discipline, and job satisfaction on teacher performance.

Keywords: Organizational climate, work discipline, job satisfaction, performance

Introduction

Performance is someone's ability to conduct activities toward work. It also means one's description in regards to quality and productivity in the organization (Supardi, 2013). According to Soetjipto, the quality of the teaching-learning process is greatly influenced by the teacher's performance. Therefore, attempts to improve the ability of teachers to conduct the learning process need to continually be monitored by the person in charge of the curriculum. Teacher performance is the ability of an instructor to achieve various tasks assigned to him (Soetjipto, 2011).

Teacher performance is vital in ensuring the achievement of school objectives. It is, therefore, necessary for it to be boosted to better the performance. However, this is not easy since many factors are influencing the level of teacher performance. According to Baharudin and Umiarso (2012), it is necessary to monitor and evaluate teacher performance since they

have a professional assignment, which is only carried out with exclusive competence through education programs. According to Mulyasa (2014), personnel performance is dependent on their ability, skills, personality, and motivation. Employees' maximum output might be achieved if their behavior is compatible with performance standards.

Other factors that determine teacher performance include; personality, dedication, professional development, teaching ability, and relationships with the community (Baharudin & Umiarso, 2012). According to Supardi (2013), the elements that limit teacher performance include organizational dynamics, professional ethics, and general job satisfaction.

The job satisfaction is important for self-actualization. Teachers who do not get job satisfaction will never reach psychological maturity and subsequently will result in frustration, low work morale, fatigue and boredom, unstable emotions, doing busynes that has nothing to do

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with the work to be done, and so on. Gibson (Supardi, 2013) explains that job satisfaction factors also affect performance. This is consistent with what was revealed by Sinambela that employee satisfaction is closely related to employee performance. Teacher job satisfaction can increase work productivity and work discipline. Besides, job satisfaction can emphasize the level of teacher discharge and the number of dissatisfaction responses. The satisfied teacher, he will have high morale and discipline so that he can improve his performance. With good performance, the teaching productivity of teachers increases, and vice versa.

This study aimed to establish how the organizational climate, work discipline, and Job satisfaction influence teachers' performance in state senior high schools in Hulu Sungai Tengah Regency. Teachers at state senior high school at Hulu Sungai Tengah Regency was considered underperformed due to lack of preparedness. In several cases, teaching and learning materials were shared amongst the teaching staff. The findings in the preliminary study above reveal that the performance of teachers in the Hulu Sungai Tengah District High School must still be optimized, including improving the work climate, improving teacher work discipline, and

increasing teacher job satisfaction. This is because these three aspects are the deciding factors on the performance of teachers in state high schools in the Hulu Sungai Tengah Regency.

Material and Methods

This research is explanatory research with a quantitative approach and was carried out in August 2019 involving 9 (nine) state high schools in Hulu Sungai Tengah Regency. The number of samples in this study was 140 teachers with the status of Civil Servants. Data collected through questionnaires, observation, and documentation. Data were analyzed quantitatively using path analysis with the help of SPSS version 22.

Results and Discussion

The results about Mean, standard deviation and stage of organization climate, teacher work discipline, job satisfaction, teacher performance (Table 1). The results about analysis of the relationship between organizational climate (X1), work discipline (X2), job satisfaction (Z) and teacher performance (Y) (Figure 1).

Table 1. Mean, Standard Deviation and Stage

Variable	Mean	Standard Deviation	Stage
Organizational Climate	75.24	3.65975	Medium
Teacher Work Discipline	106.53	5.58184	Medium
Job Satisfaction	79.79	5.61303	High
Teacher Performance	54.26	2.24925	Very Good

Figure 1. Results of analysis of the relationship between organizational climate (X1), work discipline (X2), job satisfaction (Z) and teacher performance (Y)

Overview of institutional environment, professionalism, career gratification, and performance of teachers

This is a collection of the internal organizational dynamics determining the emergence of motivation and focuses on essential perceptions assessed to determine the direct influence on the performance of staff (Wirawan, 2014).

The total average organizational climate of State Senior High Schools in Hulu Sungai Tengah Regency is 3.42, which is a high score in other comparisons. The policy and regulatory sub-variable of the organization obtained the highest mean of 3.53. This means the average state senior high schools in the Hulu Sungai Tengah Regency implement policies and regulations that pay close attention to the welfare and comfort of teachers in carrying out their duties and responsibilities, especially those relating to the professional responsibilities to motivate them.

Communication effectiveness had a score of 3.33, which translates to good channels of flow of information among the school community. This is evident from the fact that the principal is willing to establish a complete communication cycle.

Work discipline of teachers of State Senior High Schools in Hulu Sungai Tengah Regency

Discipline is the act of respect and obedience to written and unwritten rules that apply, and violations attract consequences. The following indicators were used to measure teacher's work discipline; professional objectives and abilities, Attendance List, Leadership attributes, Retribution, Justice, Oversight, and Legal Sanctions.

The results for this factor indicated that the mean of the total teacher work ethic and the present list was 3.55 and 3.77, respectively, which are high numerical representations. This shows that high schools throughout the Hulu Sungai Tengah Regency are keen on the level of attendance at school and time management, as recorded in the attendance register. The sub-variable value of human relations had the smallest mean of 3.42, this furthermore, ranked highly, affirming the progressive relationship

between the schools' management and the entire community.

Professional fulfillment of teacher of State Senior High School in Hulu Sungai Tengah Regency

This is an employee's satisfaction with his work and his/her expectation from his/her job or work or surroundings (Luthans, 2016). The average of teacher job satisfaction varied at 3.80. The variable representing co-workers' mean was 4.13. These values highlight cohesiveness and cooperation exhibited by a high school teacher, which has a positive impact on the implementation and speed at which a task is completed. Work itself obtained the lowest mean of 3.53. This, however, is high, especially since several teachers in state senior high schools consider this job challenging. This is due to the extra responsibilities they have to shoulder together with their major role as instructional guides.

Performance of teachers of State Senior High Schools in Hulu Sungai Tengah Regency

Teacher performance is the outcome in the activities carried out or scheduled to be conducted by an instructor. According to (Mulyasa, 2014), performance is the result of ability and effort. Additionally, performance is the successful role achievement obtained by a teacher from work as assessed by the principal (Porter, 2006).

The mean scores in this regard were 3.88 and 4.22, representing assessment and organizational culture and motivation, respectively. This means the state senior high school teachers in carrying out learning assessments based their reference on the RPP. This involves applying various methods and strategies and using instruments according to the RPP, where the assessment results might be considered in the design of the next RPP.

Learning plan has a low mean of 3.53, which means the average teacher in state senior high schools throughout the Hulu Sungai Tengah Regency in preparation of lesson plans pays less attention to the characteristics of students. The learning process becomes ineffective since the strategies or methods specified in the lesson plan do not conform to the characteristics of students.

The effect of organizational climate on job satisfaction

Organizational climate is the internal environment and the characteristics existing at the employees' workplace (pleasant or unpleasant).

It has further been established that these conditions influence employees' performance, motivation, and job satisfaction to a greater extent (Davis, 2014).

The results of the analysis show that the Standardized Coefficient Beta has a score of 0.299, which means that there is a low or weak relationship, though it is certain and in the direction of the organizational climate with teacher job satisfaction. The Sig value from the relationship of Organizational Climate (X1) with Teacher Job Satisfaction (Z) of State Senior High Schools 0,000 and the significance is 0.05. since $\text{sig} = 0,000 < 0.05$ H_0 is rejected. Therefore, organizational climate variables are proved to have a significant direct relationship with teacher job satisfaction.

According to Stringer (2016), organizational climate is everything that is perceived as a subjective influence of the formal system, the information style of managers, and other environmental factors in the attitudes, beliefs, values, and motivations of people working in a certain company.

Therefore, in this study, the organizational climate is defined as a person's experience of the work environment. These conditions provide stimuli that are perceived by employees and often affect their behavior towards the organization.

The Cavity of Aprihadi (2016) established that work climate and job satisfaction have a close relationship, in comparing the organizational structure and job satisfaction, or work results with job satisfaction, as well as between processes in organizations with job satisfaction. A worker-oriented climate is consultative and is generally associated with a positive attitude. According to Davis (2014) argued that the work climate within an organization affects the job satisfaction of its members. Work climate is defined as a psychological environment felt by each member of the organization, leading to different assessments in feeling, perceiving,

and living. Job satisfaction refers to the affective responses that employees have at work. This shows the relationship between work climate and job satisfaction.

Employees who feel a conducive working atmosphere are likely to complete the assigned tasks in time and eliminate complaints.

These findings conform to the previous research, stating that the organizational climate directly has a significant effect on the level of teacher performance (Herman, 2014). Similarly. The stated that there was a significant relationship between the climate of school organizations and teacher job satisfaction. According to Utami (2017) reinforced the results of this study.

The effect to teacher work discipline with job satisfaction in teachers

Awareness and welfare of employees is the key to the successful enforcement of discipline, which should not only be faced with regulations and sanctions but also be balanced with an adequate level of welfare. This means that the income earned improves the living standards of individuals. Every employer or employer has needs that satisfaction, both materially and non-materially. In case these needs are met, job satisfaction arises and encourages employees to be more eager to work. As a result, it stimulates the formation of a disciplined attitude from the employee.

The analysis shows that the Standardized Coefficient Beta score is 0.618, which means that there is a significant but moderate and directional relationship between work discipline and teacher job satisfaction. The Sig value of the Work Discipline (X2) relationship with the Teacher Job Satisfaction (Z) is 0,000. The significance is 0.05, because $\text{sig} = 0,000 < 0.05$ then H_0 is rejected. Therefore, the word discipline has a significant direct relationship with teacher job satisfaction.

According to Herzberg (2017), satisfied workers are characterized by high motivation to work, and increased happiness in the organization. In contrast, those who are less contented are lazy, and this causes several problems. For instance, the organization has to deal

with the case of high absenteeism, late on deadlines, and other disciplinary violations.

According to Ghozali (2012) stated that job satisfaction is a manifestation of the attitudes of employees with sincerity and a sense of awareness in obeying regulations and policies to achieve company goals. A contented person maximizes the capabilities possessed in the completion of the duties. Mulyanto and Setiyarti (2013) showed that work discipline is indirectly related to job satisfaction and is significant to performance.

These results indicate that the increase in work discipline due to the presence of employees on time, not leaving before working hours are completed, complete work on time and use it effectively, good quality work, follow procedures and work instructions from superiors, present in every meeting and dressed politely and dress according to the existing rules. This leads to employee job satisfaction, and with it comes excellent performance.

The influence of organizational climate and performance of teachers

Performance improvements are achieved in case the work environment supports the output of members. The working conditions concern all aspects of the social environment, both formal and informal. The atmosphere of the work environment felt by each individual in an organization is often referred to as the organizational climate.

The analysis shows that the Standardized Coefficient Beta score is 0.482, which means there is a significant but moderate and unidirectional relationship between organizational climate and teacher performance. The Sig value from the relationship of Organizational Climate (X1) and Teacher Performance (Y) is 0,000, and the significance is 0.05. Since $= 0,000 < 0.05$, H_0 is rejected. Therefore, organizational climate variables have a significant direct relationship with teacher performance.

Stringer (2016) stated that organizational climate is a collection and environmental patterns determining the emergence of motivation and focus on perceptions, which are reasonable for it to have a direct influence on the performance. According to Simamora (2014) further explained, a conducive organizational climate

provides a sense of security, which allows employees to work optimally. Such conditions are needed to support the implementation of employee duties. Organizational climate is an essential factor when it comes to improving the performance of an employee.

According to Gillies (2016), the climate is said to be positive for an organization in case it contributes to effective performance and productivity, and core values are held and embraced intensively and extensively. In contrast, an adverse climate is very fragmented and not bound by various values and beliefs. It is a source of rejection and chaos, and often hinder effective problem-solving. According to Sundari (2019) discovered, work climate influences teacher performance. Hence tend to agree with the findings of this study.

The effect of work discipline on the performance of teachers

Discipline is an essential factor because it will affect the performance of employees in the organization. The higher employee discipline, the higher work performance can be achieved. Discipline is a reflection of the magnitude of one's responsibility in carrying out the tasks given to encourage passion and enthusiasm for work.

The analysis shows that the Standardized Coefficient Beta score is 0.786, which means that there is a high, strong, and direct relationship between Work Discipline and teacher performance. The Sig value from the work Discipline (X2) relationship with the teacher performance (Y) is 0,000 and the significance is 0.05. Since $\text{Sig} = 0,000 < 0.05$, H_0 is rejected. For this reason, the work discipline variable has a significant direct relationship with teacher performance.

According to Musanef (2012) argued that discipline is no less critical than other principles, which means, employee regulation always influences work performance results. Therefore, in every organization, it is necessary to stress the discipline of its employees, for high discipline levels result in improvement of employee productivity.

According to Hasibuan (2015) stated that discipline is the sixth operative function of the most critical human resource management.

This is because better employee discipline leads to higher work performance. Without good employee discipline, it is difficult for organizations to achieve optimal results.

Additionally, Sutrisno (2016) discussed that good discipline reflects the magnitude of one's responsibility for the tasks assigned to him/her. This encourages workplace passion, enthusiasm for work, and the realization of company goals. Therefore, there is a need for companies to instill and uphold high discipline levels, to realize growth and success.

There is a positive relationship between discipline and performance. With better discipline, teacher performance is also improved; this conforms to the findings of this study (Wulan, 2013).

Furthermore, Utami (2017), results seek to strengthen this research's foundation proving that work discipline has a direct positive effect on performance. The same argument is shared by (Sundari, 2019), which stated that discipline influences teacher performance.

How job satisfaction influences the performance of teachers

Job satisfaction is closely related to personal feelings and motivation to work in its existing state. Teacher performance improves when job satisfaction increases and vice versa is true.

The results of the analysis show that the Standardized Coefficient Beta has a value of 0.912, which means there is a very high or strong relationship, reliable and unidirectional between the job satisfaction and the Teacher Performance.

The Sig value from job satisfaction (Z) and the performance of teachers (Y) is 0,000, and the significance level is 0.05. since $\text{sig} = 0,000 < 0.05$, H_0 is rejected. Therefore, job satisfaction has a significant relationship with teacher performance directly. According to Robbins (2014), job satisfaction depends on the suitability or balance between the expected and reality. Indications of job satisfaction are usually associated with absenteeism, labor turnover, work discipline, loyalty, and conflict in the work environment. These aspects affect em-

ployee performance and organizational effectiveness. The job satisfaction has a significant positive effect on employee performance. The higher the level of employee satisfaction, the better his/her performance.

According to Robbins (2014), the relationship between the two is called a "management myth," and it is difficult to determine the direction of a causal relationship between them. However, from various studies, evidence was obtained, suggesting, organizations that have more satisfied employees tend to be more effective than organizations that have less satisfied employees.

As it has been explained extensively, job satisfaction raises performance, since contented employees are more productive. There is no specific direction or relationship either, more productive employees feel satisfied, and their performance improves. Therefore, job satisfaction improves performance.

The results of this study are in line with Herman (2014), which stated, job satisfaction directly has a significant effect on the level of teacher performance. Likewise, (Setyoningsih, 2015) affirms in his research, stating, there is a very significant positive relationship between job satisfaction and teacher performance. (Suriansyah, 2013) there is a relationship between job satisfaction with the performance of elementary school teachers in Banjarmasin City, (Aslamiah, 2015) the relationship between satisfaction and performance is a management myth, and (Suhaimi, 2015) there is a significant direct relationship of job satisfaction with teacher performance, are among other 300 research papers to prove the relationship.

Influence of organizational climate and teacher performance through job satisfaction of teachers

The analysis shows that organizational climate is indirectly related to teacher performance through teacher job satisfaction. This connection between organizational climate variables (X1) and teacher performance (Y) through teacher job satisfaction (Z) is obtained by multiplying the path coefficient of the direct relationship of variables X1 with Z (P1) with the path coefficient of the direct relationship of

variables Z with Y (P5), namely: $0.299 \times 0.912 = 0.273$. This means there is an indirect positive relationship between organizational climate (X1) and teacher performance (Y) through Job satisfaction (Z) of 0.564.

According to Soetopo (2010) defined it as a quality of the institution's internal environment experienced by its members, influencing its behavior, and could be described by the values of organizational characteristics. Comfortable working space conditions I provide a conducive working climate. Also, according to Adenike (2011), organizational climate is based on experience in the work environment, including employee perceptions of formal and informal management policies or practices as well as procedures in their organizations. According to Singh et al. (2011) defined the organizational climate as the overall work environment of employees, which is limited by the rules governing it either directly or indirectly and affected the performance of the staff in the organization. This considered that working conditions are comprehensive and cover everything that is in the workplace. Stringer (2016) argued that climate exists objectively in an organization, but can only be described and measured indirectly through the perceptions of the staff.

According to Robbins (2014) defined job satisfaction as a positive feeling about one's work, which is a result of an evaluation of its characteristics. For example, communication between colleagues and good subordinate coordination affects job satisfaction. According to Gibson (2015), employees who are satisfied at work, such as getting a decent wage from their work, support, and appreciation from superiors, are motivated. Organizational climate, job satisfaction, and performance have a positive relationship, as explained by Singh (2011), stating that good organizational climate such as excellent communication between colleagues, support, and appreciation of superiors has a significant bearing on job satisfaction which when achieved, results in high performance. Therefore, this study is in agreement with the findings of (Herman, 2014) which stated, organizational climate and job satisfaction together have a direct and significant effect on the level of teacher performance.

The effect of discipline on teacher work and teacher performance through job satisfaction of teachers

The computations below show how teacher work discipline is indirectly related to performance through job satisfaction. The indirect relationship between Teacher Work Discipline (X2) to performance (Y) through job satisfaction (Z) is obtained by multiplying the path coefficient of the direct relationship of X2 by Z (P2) with the path coefficient of the direct relationship of variables Z with Y (P5), i.e.: $0.618 \times 0.912 = 0.564$. This means that there is an indirect positive relationship between the Work Discipline (X2) with the performance (Y) through Job satisfaction (Z) of 0.564.

Work discipline is a factor that is highly needed by employees at work and is the key to the realization of both individual and organization goals since it is difficult to maximize one's goals without the discipline of work. According to Sedarmayanti (2011), through work discipline, awareness, and willingness, employees will arise to obey organizational rules and social norms. Whereas an employee's work discipline is his/her perception and attitude in terms of order and self-order in the organization without any violations that harm him, others, or his environment. Thus, work discipline applied in the organization is essentially the ability to control employees in the form of not doing something that is not appropriate and contrary to the guidelines that have been determined (Aritohang & Keke, 2015). If there is a discipline in a person, then the attitude or action carried out is not felt like a burden. However, it becomes a burden when one acts contrary to expectations. Thus, the work discipline of a person at work is an attitude or treatment of obedience, order, responsibility, and loyalty to all rules that apply in the organization. When employees act following the wishes of the organization, the rules become effective. Work discipline is, therefore, when employees arrive on time, use office equipment with a sense of responsibility, satisfying work results, and when working with high spirits (Jasin, 2015).

Conclusion

The organizational climate, work discipline, and job satisfaction of high school teachers in

the Hulu Sungai Tengah Regency were highly classified, while the performance of teachers was averagely ranked.

The organizational climate and work discipline had a directly positive effect on job satisfaction of teachers respectively. While work discipline has a positive direct influence on teacher performance. The job satisfaction and organizational climate encourage the performance of teachers positively. Organizational climate influences teacher performance positively through job satisfaction as well as work discipline has a positive significant bearing on teacher performance through job satisfaction.

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