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The Correlation between School Climate and Achievement Motivation with Teachers' Performance

Idha Ayu Budi Prasetyaningsih[✉], Y. Bagus Wisanto, Augustina Sulastri

Pascasarjana, Universitas Katolik Soegijapranata, Indonesia

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Abstract

The study is aimed to evaluate the correlation between school's climate and achievement motivation with performance of SMA Negeri 3 Pati's teachers. The method used in this study is quantitative method with 70 respondents of teachers that consists of 29 males and 41 females. Teachers' performance scale arranged based on performances' dimension, Uno and Lamatenggo's theory. Climate's scale based on dimension of schools' climate, Moors and Arter's theory, while scales of achievement motivation based on the theory of McClelland which modified by the researcher. Simple evaluation of correlation uses Pearson form, got from coefficient's value of correlation between school's climate and teachers' performance equal with 0.609, while $p = 0,000$, Whereas Correlation Coefficient's value of achievement motivation with Teachers' performance equal with 0,570, while $p=0,000$. Whereas doubled correlation got from coefficient's value of doubled regression, that is $R_{x1.2.y} = 0,659$ and $R^2 = 0,435$. While the result of counted $F = 25,776$ with $p=0,000$. This result shows that school's climate and achievement motivation give contribution as amount of 43,5% to teachers' performance, 56,5% remained comes from other variables. This result shows the better School's climate and the higher teachers' achievement motivation the better teachers' performance.

[✉] Correspondence address:

Jl. Pawiyatan Luhur Sel. IV No.1, Bendan Duwur, Kec.

Gajahmungkur, Kota Semarang, Jawa Tengah 50234, Indonesia

E-mail: idhaayubp@gmail.com

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INTRODUCTION

A formal education, teachers is one of important elements in an education process (Alfianto et al., 2014; Shabir, 2015), therefore a teacher should have an effort to improve his/ her competence (Hidayah et al., 2021). As a teacher he/ she has to deliver learning material to the students, lead students to have honest behavior, discipline, responsibility, care to others, polite, responsive, proactive and to be able to show an attitude as a solution of problems, to build an interaction effectively with social surroundings, and can show as a mirror of nation among nations in the world. Grajcevcic & Shala (2021) also said that a teacher is a key of today's economy, where a good education is an essential foundation for every child's future success.

Teachers' performance is an important factor and a key of success in developing education's quality (Özgenel & Mert, 2019). Good teacher performance can be seen from good work commitment, capable to do their tasks well (Alawi, 2019). To identify the level of teacher performance needs assessment of teacher performance, while the purpose is to determine teachers' competence and to improve teacher performance effectively and efficiently. There is a bad impacts if teacher performance is not optimal, such as the result of students achievement and it's organization are not good (Alawi, 2019; Murdaningsih, 2019; Pujiastuti et al, 2012).

In early observation, researcher given a data of teacher performance SMA N 3 Pati, based on Permendiknas No 16 , 2007 by a vice headmaster, it showed about the result of assessment of teacher performance in 2018, the result of assessment was 84,33 in average (Category Good), and in 2019 the result was 85,98 (good Category) showed that there is an enhancement/ improvement, while in 2020, the assessment run into a decline result to be 80,26, but it was also in a good criteria, this was in a pandemic are, so there were 20 teachers of that school have a decline performance assessment, while 50 teachers stayed in good result of performance assessment. In early interviewing with the headmaster, vice head masters, guidance and counseling teacher, homeroom teacher and some of teachers, it could be concluded that there were some teachers that their performance had to

be increase, because some of the teachers' behavior couldn't be able to reach a result expected, for example when there was a school activity, like *In House Training* (IHT) or a workshop, many teachers were absence, there are many teachers avoid to teach in a certain class, some of teachers don't care to the students, *Musyawarah Guru Mata Pelajaran* (MGMP) couldn't be running well, and Some of teachers build small groups in school (there is *Klik*).

Teacher performance is a result of working achieved by a teacher appropriates to norms, etc, tasks, and responsibility set (Duze in Azeem & Omar, 2018; Satriadi, 2016; Uno & Lamatenggo, 2015). Good teacher performance can be indicated from the result or competence showed by the teacher (Bandhary et al., 2017). A teacher is demanded to be able to have a good personality and be able to do with her/his friends. This is suitable with Sahlberg (2010) who said that success in an education is a result of collaboration of elements in an education system that support each other. So, the bad relationship among the school's members, the bad condition of a school, a social-emotional condition of a school's members will influence teacher performance. Pidarta (2004) stated that factors which can influence teacher performance in doing his/ her tasks, are: a) headmaster's leadership; b) school climate; c) expectations; d) trust of school's personnel. Therefore school climate is one of the factors that has a role to influence teacher performance (Ideswal et al., 2020; Septianty, 2016; Hoy & Sabo in Styron & Nyman, 2008).

According to National School Climate Center (NSCC), School climate is based on the lifestyle of students, parents, school personal showing norms, purpose, values, relationship among the members, experience of learning process, and organization structure (Thapa et al., 2013). School climate becomes an important thing in keeping schools' survival, and teacher performance (Calik et al., in Dincer, 2021). School climate can be defined as a school personality, situation of working place, individuality perception to activities, practice, and procedure, also perception of good, supported and expected behavior in an organization (Sari, 2016). There are four dimensions in climate school, they are relationship dimension, growth dimension, change dimension and physic surrounding dimension

(Moos & Arter in Hadiyanto, 2016). These dimensions can influence teacher performance, because according to Moos dan Arter (in Hadiyanto, 2016) to measure school climate, involves school climate, involve school personal, main school's purpose is growth and developing individually, stakeholder's expectation, control and respond to school's changing. Therefore, the decrease of teacher performance of SMA N 3 Pati suspected that it is influenced by the school climate itself.

A teacher as an educator hoped to be able to motivate students in order that he/she gets chance to study based on his/her capability. Therefore, a teacher must understand what the students 'need and wish, and he/she can give motivation. However, the teacher must raise his/her own achievement motivation first to be able to do his/her task well, good achievement and able to be responsible professionally. Related to teacher's motivation, a teacher needs to be motivated, in order to be able to increase his/her performance, by giving a stimulation like promotion or giving rewards. The result study of Choliq et al (2014) dan Titik (2017) showed that achievement motivation influence positively to teacher performance. This is also supported by the statement of Purnamasari (2017) dan Mangkunegara (2019) that performance was influenced by motivation. Motivation depends on a person's effort to reach his/her goal, improve his/her effort to reach what he/ she wants, so motivation makes someone can do anything voluntarily or without somebody else's coercion (Dincer, 2021; Pitono, 2012; Prihatin et al., 2013).

Toding et al (2015) defined that achievement motivation is an attitude to support to do something, to determine the purpose, and get spirit to reach its goal. Somebody who has high achievement motivation tends to have an encouragement to do beyond and do whatever related to their tasks to reach their goals and their success (Fatwati & Fakhrudiana, 2014). When a teacher doesn't have a high achievement motivation, it can affect his / her performance. Underlying aspects when someone has achievement motivation, such as, hope to be success, love his/her job and responsibility, stay persistent and toughness in doing his/her tasks, has full of consideration, do everything realistically (Cohen, 1976; McClelland in Sarbani &

Subandoro, 2017; Sujarwo, 2011). It can be concluded that achievement motivation is a power in doing the tasks and through achievement motivation, a teacher will attempt getting best result and try to avoid failure.

Other studies researching teacher performance related to many variables on school climate, and pedagogy competence (Widyastika & Agustina, 2021), head master's leadership and work climate of teachers (Arlianti & Tambunan, 2015), Managerial competence of a headmaster and school climate (Daniel et al., 2019), work discipline and achievement motivation (Despari et al., 2021), headmaster's leadership and achievement motivation (Mudofar, 2022), achievement mitivation and organization's culture (Mahyunir, 2016), work stress and achievement motivation (Candra et al., 2017). Those studies showed that factor influences teacher performance comes from internal and external factors. Other studies using climate school and achievement motivation as their variables can be found from the study of Lubis & Malau (2011) that related to students' habit of learning in SMA Methodist 1 Medan. Besides that, the study's result of Mariatin & Siregar (2012) also research about correlation achievement motivation and organization climate, however related to work productivity of PT Ikando Medan's employee. The studies showed before, nobody does research about correlation between school climate and achievement motivation with teacher performance, so there is newness in this study.

Based on the above statements encourage the researcher to know there is a correlation between school climate and achievement motivation with teachers' SMA N 3 Pati performance or not. Thus, the result of the study is hoped can optimize understanding of teachers that climate school and achievement motivation will be able to be a consideration in improving teacher performance of SMA N 3 Pati, in order to increase students and school's achievement.

METHODS

This study uses quantitative methods with *ex post facto* design, it means that the researcher doesn't use treatments of study's variables, but this study discusses facts appeared based on teachers' perceptions. Through this approach, it is hoped

data got can be converted in numbers and analyzed using correlation form statistics, so it can be concluded exactly. Model of Study design is school climate and achievement motivation have a correlation with teacher of SMA N 3 Pati performance as a dependent variable.

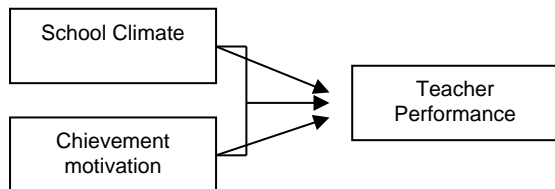


Figure 1. Correlation school climate and achievement motivation with teacher SMA performance

Respondent in this study are teachers in SMA N 3 Pati, consists of 29 male and 41 female. Collecting data done directly to the respondent, before the researcher came to SMA N 3 Pati, she has contacted this school first, to determine when she can come and collect data. Study scale has passed from *Komisi Etik* evaluation of every single item of the three measuring instruments before collecting the data. Teacher performance is achievement of work or competence performance reached by the teachers of SMA N 3 Pati deals with their responsibility of education. School climate are score got from description, situation and condition of the school surroundings appeared because of correlation among the school’s members that show norms, purpose, values, interaction among the members affect their behaviors deals SMA N 3 Pati teachers’ collective perception for quality and characters of school life. While achievement motivation is score got from description encouragement or initiator form the teacher him/herself that tend to reach his / her success.

This scale contains of statements of attitude consists of 2 kinds of statements, that are statements which are support attitude’s object (favourable) and the remain is statements show unsupported the attitude’s object (unfavourable) (Azwar, 2013). There are three measurements used in this study, they are teacher performance scale that consists of 30 items statements, climate school scale that consists of 30 items statements, and achievement motivation scale that consists of 20 items statements. Evaluation of the three measurements uses Likert scale with number 4

represents (absolutely appropriate) up to number 1 represents (absolutely inappropriate) for favourabel items and number 1 represents (absolutely appropriate) up to number 4 represents (absolutely in appropriate) for unfavourabel.

This study uses simple correlation analyses to verify minor hypothesis, that is correlation between climate school and teacher performance and correlation between achievement motivation with teacher performance, while mayor hypothesis is the correlation between school climate and achievement motivation together with teacher performance verified using doubled correlation test or *uji F* (Sugiyono, 2016). Besides that, researcher also does statistic descriptive test to get general description about the variables.

RESULTS AND DISCUSSION

Before doing hypothesis test, researcher did descriptive test assumption test first. Descriptive test done to get general view of respondents and the three variables using in this study. Refers to *cut-off hypothetical mean* every variable will be divided into four categories, that are very good, good, poor, and very poor. While assumption test done to determine whether the data worthy or not in correlation test that will be used to test hypothesis.

Based on the result of descriptive analysis found that score average (mean) of teacher performance is 101.3143 (SD = 7,82701), as for the lowest score 81 and the highest score is 120. From the statistical analysis, got teacher performance SMA N 3 Pati generally at good criteria and very good criteria, that is 57,14% or 40 teachers. This result normatively teacher performance has still unsatisfied, not optimal yet, though it includes in a good criterion, so teacher’s performance must be improved.

Based on the result of descriptive analysis found that score average (mean) of school climate = 95,5714 (SD = 7,1110), while the lowest score in school climate is 77 and the highest is 107. From the statistical analysis, got that the condition of school climate SMA N 3 Pati generally in good and very good criteria, reach up to 67,14% or 47 teachers stated it. The result normatively school climate of SMA N 3 Pati is unsatisfying yet, though it concludes to good criterion, so school climate of SMA N 3 Pati needs to be improved.

Based on the result of descriptive analysis found that score average (mean) of achievement motivation is 62,2286 (SD = 4,744318), while the lowest score of achievement motivation is 52 and the highest is 73. From the statistical analysis, got that achievement motivation of SMA N 3 Pati teachers are still unsatisfying yet, because 52,86% or 37 teachers stated that achievement motivation has not optimal yet and needs to be improved.

Before doing statistical test to hypothesis, researcher did assumption test to test the normality of data by using One Sample Kolmogorov-Smirnov Test, it shows the result like in table 1.

Table 1. Result of Data Normality Test

No	Variable	K-S	P	Description
1.	Teacher Performance	0.082	0.050	Normal
2.	School Climate	0.200	0.050	Normal
3.	Achievement Motivation	0.200	0.050	Normal

Based on the data in table 1 above, teacher performance, school climate, achievement motivation is in normal distribution. For linearity test done with F test technique, the result are as below.

Table 2. Result of Linearity Test

No	Relationship between Variables	P hitung	Sig	Description
1.	School climate with teacher performance	0.664	0.050	Linier
2.	Achievement motivation with teacher performance	0.586	0.050	Linier

Based on the data stated in table 2 above, there are linear correlation between school climate and teacher performance, as well as between achievement motivation with teacher performance. While multicollinearity test done by finding values of tolerance dan variance inflation factor (VIF), with the result in table 3.

Table 3. Result of Multicollinearity Test

No.	Relationship between Variables	Tolerance	VIF
1.	School Climate	0.633	1.580
2.	Achievement Motivation	0.633	1.580

There are not found the multicollinearity problem of School climate and achievement motivation. Based on statistically test of assumption by using SPSS 17.0 verse (Sulisty, 2010), so it can be said that the data of the study is qualify for hypothesis test.

In the first minor hypothesis test found that there are positive correlation and significant between school climate and teacher performance and the result belongs to high criteria ($r = 0,609$), while $p = 0,000$. This shows that the better and conducive climate school the better the teacher performance. The result of this study is in line with the study of Septianty (2016) dan Bandhary et al (2017) which the result of their study shows that there is an influence school climate to teacher performance. School climate shown as surroundings quality than can influence the members' behavior, that can impact behavior of the organization itself (Purnamasari, 2017). Because school climate is one of factors that can influence teacher performance, so school climate needs to get attention from school's members especially the headmaster in keeping his/her school climate. Thus, a headmaster is as an education manager in school should try to manage school climate covers personal relationship dimension, growth and individually development dimension, change and system improvement dimension, and physic surroundings dimension.

Second minor hypothesis is achievement motivation with teacher performance, the statistically result is high ($r = 0,570$), while $p = 0,000$. This also shows that the higher teacher achievement motivation the better the teacher performance. This result is in line with the result of Wardana (2013) that showed the result of coefficient Correlation ($r = 0,636$) and the result of Titik (2017) that showed that the result of coefficient correlation ($r = 0,743$), it means that there are positive and significant correlation between teachers' achievement motivation and teacher performance. It shows that the higher

achievement motivation the better teacher performance.

Saragih (2019) explained that achievement motivation is someone encourage to finish his/ her tasks up to get success in every competition he/ she faced. Furthermore, Ivancevich et al (2007) stated that motivation learnt through adjustment with the environment. Reward given to someone tend to be able to improve his/ her achievement. When a headmaster wants to improve more optimal about teacher performance, one way to do is to increase or stimulate teacher achievement motivation well.

Mayor hypothesis test gets result doubled correlation F test/ doubled regression, gets the result $R_{x1.2.y} = 0,659$ dan $R^2 = 0,435$, while the result of F count = 25,776 with $p = 0,000$. Therefore, hypothesis stated before there are positive and significant correlation between school climate and achievement motivation together with teacher performance of SMA N 3 Pati (Ha) accepted, because $p = 0,000$. While determination coefficient (R^2) = 0,435 means variables of school climate and achievement motivation gives contribution 43,5 %, to teacher performance, while the remained 56,5 % comes from other variables that are not researched in this study. The result of this study is in line with Purnamasari (2017) and Rahmawati (2014) study that showed that together there are significant correlation between school climate and work motivation in a headmaster performance. Based on the result of this study stated that school climate and achievement motivation will be an important factor to reach the improvement of teacher performance of teachers of SMA N 3 Pati.

CONCLUSION

This research findings, known that overall, there are positive and significant correlation between school climate and achievement motivation with teacher's performance of SMA Negeri 3 Pati. It means that the better and more conducive school climate, higher achievement motivation the better teacher's performance of SMA N 3 Pati. The result of this study can be the consideration for the headmaster in building strategy to manage school climate, to encourage achievement motivation and to improve teacher's performance of SMA N 3 Pati. besides that

researcher can explore other factors that may relates to increase teacher's performance of SMA Negeri 3 Pati.

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