

The Effect Of The Work Climate And Motivation On Teacher`S Job Performance At Smp Negeri 2 Masohi, Central Maluku Regency

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Abstract

Teachers as education personnel are one of the determining factors for the success of educational goals, because teachers are directly in contact with students to provide guidance and will produce the expected graduates. The aims of this study was to investigate the effect of the work climate and motivation on teacher`s job at SMP Negeri 2 Masohi. The research method was by survey method with quantitative approach. The participants of this research were the teachers at SMP Negeri 2 Masohi, Central Maluku Regency. This results showed that the variables of school organizational climate and teacher`s work motivation have positive effects on teacher`s teaching performance. The magnitude of the contribution of school organizational climate and teacher work motivation to teacher teaching performance was expressed by the coefficient of determination (R^2) of 68.3%. It is conclude that that level of organizational climate and the work`s motivation of teachers has positive correlation with teacher`s job performance in schools, though about 31.7% is influenced by other factors outside the study.

Keywords: Work Environment, Performance Motivation, Teachers

1. Introduction

Teacher work motivation is one of the most important factors in the atmosphere of an educational environment. According to [Owens \(2004\)](#) stated that motivation could be as the forces that affect people to behave as they do. Education is very important and occupies a central position in development because it is oriented to improving the quality of human resources. Education is a process of transforming cultural values as an activity of cultural inheritance from one generation to another ([Mathews & Savarimuthu, 2020](#)). These cultural values undergo a process of transformation from the previous generation to the present and future generations. The school is an educational institution that provides teaching to the community, especially the SMP Negeri 2 Masohi Central Maluku, the authors see that so far the motivation of the work climate has not been fully touched on the teacher's performance, then it is necessary to know that a good work environment is a motivational boost for schools.

Teachers, as one of the elements in the education process have multiple functions such as transferring knowledge, guides the students to develop alternatives in learning ([Utomo, 2018](#)). Teachers are human resources who become planners, actors and determinants of achieving educational goals. For this reason, supporting teacher activities requires a conducive school climate and good relations between elements in the school, including principals, teachers, administrative staff and students. As well as good relations between

elements in the school and parents/community. Motivation is a potential force that exists in a human being, which can be developed by himself, or developed by a number of outside forces which are essentially around monetary rewards, and non-monetary rewards, which can affect the results of his performance positively or negatively, which depends on the situation, and the conditions faced by the person concerned. Motivation is also not an easy thing to do, because a leader is difficult to find out the needs and wants needed by a subordinate in completing his work. Motivation does not arise from within humans only but also from environmental forces that influence individuals to do something based on predetermined goals to be achieved. This encouragement can have a positive or negative impact on individuals if it is not directed, either by oneself or by others who also know the potentials possessed by certain individuals. Encouragement towards positive will increase optimal results for yourself and others who are co-workers and those outside the work environment. On the other hand, if what happens is an impulse towards a negative direction, then what happens is a loss from the activities carried out both for oneself and for others and the surrounding environment so that impacts like this must be re-directed in a positive direction for the real interest of progress. There are various kinds of motivation in humans depending on which needs will be prioritized. If these main needs have been met, other needs that were previously owned will arise, so that they will continue to the needs that have never been owned by others. That is, humans can use other people as a benchmark against a need to motivate to achieve the same thing but can also achieve other things because they are different from what they want. Humans generally tend to get something the same or different from other people if internal conditions and external conditions support that direction. This indirectly shows the strength of motivation in the form of self-ability to achieve what has been or has never been achieved by others or in other words that the individual also has the ability to do something. Thus, the motivation that is expected from the teacher is that the function of the motivation can affect the performance of the teacher. Motivation questions how the teacher's passion works, so that teachers want to work hard by donating all their abilities, thoughts, skills to realize educational goals. Teachers have potential energy reserves, how that energy will be released or used depends on the strength of one's motivational drive and the available situations and opportunities. Previous studies reported that satisfaction levels and motivation were influenced by employees' work stress (Detert et al., 2007; Pugliesi, 1999). Based on the description above, the teacher's performance must always be improved considering the challenges of the world of education to produce quality human resources that are able to compete in the increasingly stringent global era. There are many factors that affect the teaching performance of teachers, including: teacher competence, work motivation, work ability, teacher competence, teacher social status. Of the several performance factors, the most interesting to study are school organizational climate and teacher work motivation. The low work motivation of some teachers causes the teacher's teaching performance to decrease. Very few teachers are highly motivated at school. Teachers who do not have high motivation are teachers who do not have the initiative and are creative in procuring and writing teaching materials, less productive because their energy is not used to teach in various schools, less sociable in association and less informative so they cannot access everywhere and rarely obtain other additional tasks from the principal. Thus, the work motivation of the teacher is one of the causes of the teacher's low teaching performance. We all know that the current salary for teachers is still insufficient to cover their daily needs. Especially the teachers who are still non-civil servant and contract teachers.

One of the underlying ways in which organizations manage performance is certain assumptions about employee behavior, or "motivation". Based on Gibson (2008), the major factor that affect performance is individual variables including skills, abilities, background,

and demographics. These conditions can be a hindrance due to the employee's great dissatisfaction with the work or the working conditions impeding performance. Signs of dissatisfaction as a symptom – expressed in the form of turnover, absenteeism, and verbalized attitudes are often easier to observe than Performance problems. We also rely on satisfaction as a key factor in motivation. In this case, especially for performance, it produces outcomes – productivity for the organization and rewards for personnel in the form of salaries, benefits, job security, recognition from coworkers and superiors, as well as promotional opportunities for individual employees. This is in line with motivating factors and health factors. Employees in general often measure job satisfaction in terms of these rewards, which are the most tangible things they receive from work. Individuals can derive job satisfaction from their sense of personal accomplishment through work and also from feedback on their performance. If the performance of a teacher or staff in a particular school, is a function of effort and competence, it is important for individuals to feel confident that they are capable of performing at the desired level. This effort depends on positive or negative feelings about the outcomes or rewards associated with Performance. Expectations that effort will result in the completion of assigned tasks. The expectation that the settlement will result in or avoid an outcome or reward. Expectancy theory of performance says that employees' perceptions and values are an important determinant of the effort they will give.

The appraisal should create an accurate picture of the individual's typical job performance. In the context of this work here is a teacher as an educational staff. This means that job descriptions, especially in the teaching function and teaching standards (qualitative and quantitative) are absolute. Ratings were not done just to reveal the bad. Acceptable and favorable outcomes should be identified hence that they can be strengthened. To achieve this goal, appraisal systems must be job-related and practical, include standards, and use reliable measures. Job-related means that the system evaluates important behaviors that determine job success (job analysis). If the evaluation is not job related, it is invalid. In this context, the assessment of teacher performance by students is theoretically sufficient. The purpose of this research was to investigate the effect of the work climate and motivation on teacher's job at SMP Negeri 2 Masohi.

2. Methods

The research method was by survey method with quantitative approach. In this study, the object of research was the independent variable (X1), school organizational climate, work motivation (X2) and the dependent variable (Y) was the teacher's teaching performance. The participants of this research were the teachers at SMP Negeri 2 Masohi, Central Maluku Regency. The parameters of this research were School Organizational Climate as X1, work motivation as X2 and teacher training performance as Y. In this study, the data collection technique used a questionnaire/questionnaire and documents based on the needs of the researcher. To measure the state and system of teacher performance in SMP Negeri 2 Masohi, there was a standard instrument that was outlined in the form of questions that have been adjusted to the object under study, so that all questions are based on the three main issues in the research. The three problems were: first to the organizational climate of the school, the second was related to work motivation and the third was looking at the teaching performance of teacher. Sample was part of the number and characteristics possessed by the population, the sampling technique uses simple random sampling. Assuming that the teachers as the sample representative of teachers in SMP Negeri 2 Masohi, Central Maluku and in this case the authors take 65-70% or as many as 27 teachers as samples in this study.

3. Results and Discussion

General condition in Research location

The Junior High School (SMP) Negeri 2 Masohi was a new school that was established with the Decree of the Regent of the Head of the Central Maluku Region No.421.3/652 of 2003. Initially it was an alternative class from SMP Negeri 1 Masohi which was specially designed for Muslim students from a number of junior high schools in the city. Masohi and its surroundings, as an effect of the horizontal social conflict that occurred in 1999 that hit the Central Maluku district and especially the city of Masohi. When the SMP Negeri 1 Alternative was formed on January 13, the number of students accommodated in 6 classrooms was approximately 300 students. Teaching and learning activities were carried out by riding in two elementary school buildings, with various obstacles due to limited facilities and limited infrastructure and limited teaching and learning activities. The area at that time, which was entering its second year, where the number of students continued to grow because other schools at the junior high level in Masohi City were relatively safe, only two in number with a smaller capacity than SMP 1 Alternative. Meanwhile, the number of students who will continue their studies to the junior high school level were very large, coupled with the return of exodus students from outside the region. This forced the addition of study groups for all levels (levels 1-3) to a total of 9 study groups. The learning process was increasingly not optimal due to students have to jostle in a narrow study room with a very insufficient number of chairs and tables

In the third year due to pressure from the SD where SMP Negeri 1 was sheltered, this alternative school moved to a school building that had previously been built by the local government but was abandoned because it was not used. At that time the available study rooms only opened 4 rooms: 1 teacher's room, 1 TU room, 1 principal's room and Mushollah. To maximize the teaching and learning process that was forced to be implemented with a double shift system. Thus, in the course of history, it was quite influential when and conditions of social conflict have subsided and have even entered conducive conditions and situations as well as the movement of all parties in line to build a masohi city, both physically and non-physically. And for the education sector, the Masohi city government, in this case the regent, has re-established various schools and educational facilities in the Masohi city so that the community has easy access to education in the capital city of Central Maluku. Fortunately, SMP Negeri 2 Masohi has been established in the middle of Masohi city and was able to support quite dense and many students until now by having a building that was quite luxurious and presentative

Since this school was founded, there have been several changes in the leadership of the principal and since approximately the principal who has been entrusted by the local government has been given to Drs. Safarun Sitania. M.Si. as one of the principals for a long time where in the development of his leadership was quite good and advanced so that until now he has entered the 3rd year of leadership period and he was still valid and active as principal of SMP Negeri 2 Masohi with a total of almost 500 students in 2018.

Respondent Characteristics

The purpose of collecting data on the characteristics of respondents was to determine the profile of research respondents. According to the results of the study, it can be seen that the description of the characteristics of the respondents in terms of gender, education level, and age as follows

a. *Distribution of Respondents by Gender*

Table 1. shows the distribution of respondents by gender

No	Gender	Total	Percentage
1.	Male	10	37.03
2.	Female	17	62.97
Total		27	100

Based on [Table 1](#), of the 27 respondents, the number of male respondents were 10 people (37%) while the number of female respondents were 17 people (63%). To clarify the status of the teaching staff / teachers who were taken as respondents in this study, it was seen that the number of male respondents was less than the female group.

b. *Distribution of Respondents Based on Education Level*

The distribution of respondents according to their level of education is presented in the following [Table 2](#)

Table 2 Distribution of Respondents Based on Education Level

No	Education level	Total	Percentage
1.	Bachelor	22	81.48
2.	Master	1	3.70
3.	Diploma 1	1	3.70
4.	PGSMTP	2	7.40
5.	Dimploma 3	1	3.70
Total		27	100.00

According to the data in [Table 2](#), it can be seen that the respondents with the most S1 education in this study, which were 22 people (81.48%) for S2, there was 1 respondent (3.70%) while 1 person has D1 education with a percentage (3.70%) and those with PGSMPT education were 2 people with a percentage (7.40%) and for D3 education there are 1 person or (3.70%) while in this study the status of teachers in SMP Negeri 2 Masohi there was no level S3 education and high school level. Thus, according to the researcher, that according to the data that has been obtained at the school illustrates that the level of education at SMP Negeri 2 Masohi was multi in this case because the status of the existing teachers basically has qualifications of all disciplines according to their bachelor degrees.

Distribution of Respondents by Age

To see the respondents based on groups according to the data that has been obtained by researchers at the research location schools. Then the data on the distribution of respondents by age is presented in [Table 3](#) below.

Table 3. Respondent`s Distribution Based on Age

No	Age	Total	Percentage (%)
1.	> 30 years	5	18.51
2.	> 40 years	5	18.51
3.	> 50 years	17	62.00
Total		26	100.00

Based on [Table 3](#), it was known that the respondents aged between 30 years and over were 5 people (18.51%) followed by respondents aged 40 years and over as many as 5 people (18.51%) and the last one was 50 years and over as many as 17 people (62%) so here the

number of teachers whose age was above 50 years and over more than the age between 30 to 40 years. After the researchers looked at the respondents based on gender and education level, it was also necessary to know the age of the respondents in SMP Negeri 2 Masohi, Central Maluku Regency.

Variable Descriptive Analysis

Descriptive analysis can be used to determine the minimum and maximum size, standard deviation and variance of a data. The results of the descriptive analysis obtained from the School Organizational Climate (X1), Teacher Work Motivation (X2) and Teacher Teaching Performance (Y) are presented in Table 4 below.

Table 4 Descriptive Statistics of Teacher Organizational Climate (X1), Teacher Work Motivation (X2) and Teacher Work Motivation (Y)

Description	Teacher Training performance	School Organizational atmosphere	Teacher's Work Motivation
N	27	27	27
Range	25	36	39
Minimal	90	88	79
Maximal	115	124	118
Mean	102.8	102	103.1
Std. Deviation	8.35	8.77	11.04

Based on Table 4, it can be seen that the teaching performance of teachers obtained a minimum score of 90, a maximum value of 115, an average value (mean) of 102.88 and a standard deviation of 8.35. Meanwhile, in the school organizational climate, the minimum score was 88, the maximum value was 124, the average value (mean) was 102.03 and the standard deviation value (Standard Deviation) was 8.77. Meanwhile, the teacher's work motivation obtained a minimum score of 79, a maximum value of 118, an average value (mean) of 103.18 and a standard deviation of 11.04.

b. Hypothesis Testing the Positive Effect of School Organizational Climate Variables (X1) and Teacher's Work Motivation (X2) Together on Teacher's Teaching Performance

Multiple linear regression analysis was intended to test how much the positive influence of school organizational climate and teacher work motivation together on the quality of teacher teaching performance in schools. Furthermore, it is written in the following hypothesis

$H_0: \mu_i = 0 ; i=1,2$ (X₁ and X₂ not effect on Y)

$H_0: \mu_i \neq 0$ (X₁ and X₂ effect on Y). Table 5 shows the multiple linier regressions

Table 5. Results of Testing Multiple Linear Coefficients for School Organizational Climate Variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	61.21	23.44		2.61	0.015
1 School atmosphere	0.41	0.176	0.428	2.321	0.029
Teacher work motivation	0.011	0.140	0.001	0.003	0.047

Based on Table 5, the multiple linear regression equation model is obtained as follows

$$\hat{Y} = 61.211 + 0.408X_1 + 0.011X_2$$

Furthermore, the coefficients b1 and b2 are called the regression direction coefficients and state the change in the average teacher teaching performance variable (Y) for each change in the school organizational climate (X1) and teacher work motivation (X2) each of one unit. so that the equation can be interpreted as follow:

1. The constant of 61.211 states that if there was no school organizational climate value
2. The X1 regression coefficient of 0.41 stated that for every addition of 1 climate value
3. The X2 regression coefficient of 0.011 stated that each addition of 1 motivation value 4.1. the teacher's work, the value of the teacher's teaching performance increased by 0.011.

Furthermore, to test the significance of the multiple linear regression coefficients, the t-test was carried out. The t-count for the X1 regression coefficient was 2.321 with a sig = 0.029 and the t-value for the X2 regression coefficient was 2.103 with a sig = 0.047. When compared with = 0.05 for both sig values smaller than α . This shows that the variables of school organizational climate and teacher work motivation affect the teaching performance of teachers in schools

Table 6. Results of Multiple Linear Regression Variance Analysis of School Organizational Climate Variables (X1) and Teacher Work Motivation (X2) on Teacher Teaching Performance (Y)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	333.34	2	166.67	2.697	0.018 ^b
	Residual	1,483.32	24	61.805		
	Total	1,816.67	26			

Based on [Table 6](#), the significance value obtained was sig = 0.018 < = 0.05, so reject H0 and accept H1. This means that the school's organizational climate (X1) and the work motivation of teachers (X2) together have an influence on the teaching performance of teachers in schools (Y). The magnitude of the influence of school organizational climate and teacher work motivation simultaneously on the teaching performance of teachers in schools, can be known based on the coefficient of determination (R2) as follows:

Table 7 Coefficient of Determination Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.628 ^a	0.68	0.12	7.86

Based on [Table 7](#), the correlation value (R) = 0.628, which means that the relationship between school organizational climate variables and teacher work motivation together has a sufficient relationship. This finding is consistent with the previous studies ([Ladyong, 2014](#); [Yasser, Harun, & Yusrizal, 2021](#)) who found that teacher's work motivation have positive correlation with organizational climate. The magnitude of the influence of the independent variables (school organizational climate and teacher work motivation) on the dependent variable (teaching performance of teachers) can be seen from the value of the coefficient of determination (R2), which was 0.68. Thus, it can be concluded that the magnitude of the influence of school organizational climate and teacher work motivation on teacher teaching performance in schools was 68.3%. While the remaining 31.7% was influenced by other variables outside the study According to [Hamalik \(2002\)](#), the environment was something

that exists in the natural surroundings that has a certain meaning and/or influence on individuals. In line with Hamalik (2002) in Baharuddin (2007) stated: The environment is something that surrounds the individual in his life, both in the form of the physical environment such as parents, home, playmates and the surrounding community, as well as in the form of a psychological environment such as feelings that experienced, ideals, problems faced and so on. If calculated, there are many environments that accompany an individual, with various background problems and different conditions. However, in essence, the actual environment (actually) was only limited to factors in the surrounding world that really affect it (Baharuddin, 2009). Work climate defined by Hicklenton, Hine, and Loi (2019) that a condition where employees feel safe, composed, and comfortable in doing their job and can increase motivation and impact the work environment ". The work climate concerns the work organization environment, namely the overall available resources, both human and non-human resources, as well as the grouping of tasks, authorities, and responsibilities in such a way as to create an organization that can be moved as a unit to achieve the goals that have been set. The work environment based on the understanding previously mentioned means that it was a factor around humans that really has an influence on their work. The teacher as an educator in a school institution has many environmental factors that affect his work. The teacher's work environment is the school environment as an educational institution. In schools there were various factors that were included in the work environment of a teacher, including the physical environment of the school, the principal, other teacher colleagues, employees, students, school facilities and infrastructure, non-physical conditions of the school environment and school bureaucracy.

Conclusion

Based on the results and discussion, it is concluded that School Organizational Climate Variables and Teacher Work Motivation have a positive effect on Teacher Teaching Performance. This can be seen from the multiple linear regression model $Y = 61.211 + 0.408X_1 + 0.011X_2$ with a correlation strength (R) of 0.537. The magnitude of the contribution of School Organizational Climate and Teacher Work Motivation on Teacher Teaching Performance is expressed by the coefficient of determination (R²) of 68.3%. This means that the more the school organizational climate and the teacher's work motivation, the higher the teaching performance of teachers in schools. While the remaining 31.7% is influenced by other factors outside the study.

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