THE EFFECT OF WORK CLIMATE AND MOTIVATION TOWARDS TEACHERS' PERFORMANCE IN TEACHING AND LEARNING PROCESS

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Abstract

Work climate and work motivation for teachers that affect their success in carrying out their profession to be investigated, to explore information and understand educational practices that have achievements and vice versa, the extent to which the work climate and teacher motivation also influence and even determine it. The purpose of this study was to determine whether the climate and work motivation either partially or simultaneously affect the performance of teachers in the teaching and learning process. This type of research is quantitative with multiple linear regression method. Data collection through: filling out questionnaires and interviews. Analysis of the data using SPSS media in the form of validity, reliability and hypothesis testing. This study resulted in the findings (1) The work climate has an effect on teacher performance in the teaching and learning process as indicated by the significance value of the work climate variable (X1) of 0.025 <0.05, it can be concluded that Ha is accepted and Ho is rejected. The tcount value of the work climate variable is 2,394 > ttable 2,069. This means that there is an effect of work climate (X1) on teacher performance (Y) in the teaching and learning process. (2) Motivation has an effect on teacher performance in the teaching and learning process by 0.007 <0.05 and through the t test, the t value for motivation is 2.992 > t table 2.069. So it can be concluded that Ha is accepted and Ho is rejected. (3) Work climate and motivation have a simultaneous effect on teacher performance in the teaching and learning process of 8.519 > Ftable 3.40 with a significance level of 0.002 < 0.05, it can be concluded that Ha is accepted, Ho is rejected.

Keywords: *Work climate, motivation, teachers' performance, teaching and learning process*

Introduction

The goals and objectives of a school achieve success if the school can maximize the function of all resources (resources). Factors that influence the achievement of school goals include teachers or educators who are directly involved with students. As a resource, the teacher will carry out his duties and functions optimally if the teacher has a strong desire or drive and is responsible for carrying out his duties.

Performance that reflects one's work ability is often called work performance. Therefore, performance is synonymous with work performance. Performance is an outcome of an employee's effort and the contribution of human resources to the company.[1] Good teacher performance can also be seen from high commitment, high achievement orientation, high self-confidence and high self-control, and always being able and able to carry out their duties well. Because the performance of teachers in education is closely related to the technical problems of education, namely the teaching and learning process. [2]

Husanker's statement quoted by Supardi in his book suggests a theory regarding the notion of performance, namely the interaction between ability and encouragement. Capability is the interaction between compatibility, training and resources. Drive/motivation is the interaction between compatibility, training, resources, desire and commitment. Another opinion states that performance is a combination of essential knowledge times (x) motivation_. This theory reveals that individuals who have high skills but low motivation or motivation will have low performance, and vice versa. [3]

While the school work climate is the atmosphere in a school. The work climate in the school describes the state of the school's residents in a cheerful and friendly state or caring for one another. The intimate relationship in the work climate in the school/madrasah occurs because of the good relationship between the principal and teachers, and between teachers and students. [4] The success or failure of a teacher can be seen from the conducive factor of the work climate in schools. One of the things that makes the work climate conducive is the interaction of school residents. The work environment here includes physical, social, cultural which must support each other.

Another factor is motivation. Motivation is the provision of a driving force that creates enthusiasm for one's work so that they are willing to work together, work effectively and be integrated with all their efforts to achieve satisfaction. Teachers who have high work motivation will always work hard to overcome all kinds of problems faced in the hope of achieving better results. [5] The impulse that arises because of the effort to do a job is called motivation. From the theoretical concept, we can conclude that to know the performance of a teacher, we can see from the teacher's basic ability and motivation to work. [6]

Erina Putri in her journal put forward the statement of Callahan and Clark who said that motivation is the force that pushes a person towards a certain goal. Meanwhile, Hamzah argues that a motivation is an impulse that exists within the

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[1] Supardi, *Kinerja Guru*, Catatan ke-1, (Jakarta: Rajawali Pers, 2013), hlm. 46-47.
[2] Ahmad Susanto, *Konsep, Strategi, dan Implementasi Manajemen Peningkatan Kinerja Guru*, (Semarang: Prenada Media, 2016), hlm. 214.
[3] Supardi, *Kinerja Guru*, hlm. 47.
[4] Supardi, *Kinerja* Guru, hlm. 121.
[5] Titin Eka Ardiana, Pengaruh Motivasi Kerja Guru Terhadap Kinerja Guru Akuntansi SMK Di Kota Madiun, *Jurnal Auntansi dan Pajak*, (Vol 17 No 2, Januari 2017) hlm. 17-18.
[6] Supardi, *Kinerja Guru*,hlm 47.

human being itself so that it causes a behavior. Therefore, a person's actions are based on the underlying motivation. [7]

The work climate and work motivation for teachers that influence their success in carrying out their profession are important to research, to explore information and understand educational practices that have achievements and vice versa, the extent to which the work climate and teacher motivation also influence and even determine it.

To examine the above, the author took the object of research at the boarding school of the Integrated Islamic Junior High School, hereinafter called SMP IT, Assalam Pekalongan. This IT SMP is a boarding school in which there are about twenty-six subject teachers with different ages, experiences and of course educational backgrounds and regions of origin. This school was chosen as the object of research because from the initial observations there was a good synergy between the school community as a whole with the condition of the school being spacious and shady.

Based on the above background, the authors took the title of the thesis "The Influence of Work Climate and Motivation on Teacher Performance in the Teaching and Learning Process at the Integrated Islamic Junior High School Assalam Pekalongan".

Research Method
Type and Research Approach
This type of research is field research with a quantitative approach. This research was conducted at SMP IT Assalam Pekalongan.
Research Variable
There are 3 variables that the researcher uses, namely X (1 and 2) as independent variables, namely the influence of work climate (X1) and work motivation (X2) and Y* as dependent variable, namely teacher performance.
Population, Sample, and Sampling Technique
Population and Sample
Here the researcher makes the teachers who teach in the morning and evening classes, totaling twenty-six teachers at SMP IT Assalam Boarding School Pekalongan as the research population and samples are taken from all existing populations.
Sampling technique
Sampling in this study using saturated sampling. This is done because the population is relatively small or small, ie less than thirty people or research that wants to make generalizations with relatively small errors. [8]
Data Collection Techniques and Research Instruments
Questionnaire
The researcher used a closed questionnaire, without any feedback from the informants. This method is used to obtain data on climate analysis and motivation on

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[7] Erina Putri, Motivasi Kerja Guru Dalam Pelaksanaan Tugas Mengajarkan di SMK Negeri Bukittinggi, *Jurnal Administrasi Pendidikan* (Vol. 2 No. 1, Juni 2014) hlm. 210-211.
[8] Febri Endra, *Pedoman Metodologi Penelitian*, (Sidoarjo: Zifatama, 2017), hlm, 117.

teacher performance in the teaching and learning process. The work climate and work motivation were obtained from a questionnaire including what the teacher felt about these two things at school.

Observation

This technique is used to obtain information on the situation, condition of teachers at SMP IT Assalam. This data is obtained from direct observations to schools that will be the object of research.

Documentation

This research takes place at IT Assalam Pekalongan. This method is used to find out the general description of SMP IT Assalam, Pekalongan, vision and mission and so on obtained through this process.

Data analysis technique

Quantitative is the method chosen by the author with statistical testing media. The procedure used is:

Data Description

The results of the questionnaire were obtained by using a frequency distribution rather than the variables that were discussed in the study. Here are some steps to take:

a. Input the data from the questionnaire into the frequency and calculate the number of each variable.
b. Determine the value interval by using a formula.
c. Define class boundaries.
d. Arrange interval classes.
e. Find the average of each class.

The answer to each instrument item has a level from very positive to very negative. For the purposes of quantitative analysis, the answer can be given a score of value, strongly agree is given a score of 5, agree is given a score of 4, doubtful is given a score of 3, disagree is given a score of 2, strongly disagree is given a score of 1.

Data analysis

Validity test; Calculations performed through SPSS software are not calculated manually. For a significance level of 5%.

Reliability Test: SPSS system with the criteria used in this test are as follows:

0.0 – 0.20 : Less reliable	> 0.60 – 0.80 : Reliable
>0.20 – 0.40 : Somewhat Reliable	>0.80 – 1.00 : Very Reliable
>0.40 – 0.60 : Quite Reliable	

Hypothesis Testing Analysis

This study aims to analyze the data obtained from the measurement results of the influence of climate and motivation; on teacher performance, so the researchers used multiple linear regression statistical analysis via SPSS 20 which is a data analysis program used in processing, calculating, and analyzing statistical data from simple to complex and complex. The general form of the multiple linear regression

equation that shows the relationship between two independent variables with one dependent variable, namely the variables X1, X2 and Y is: = a + b1X1 + b2X2

Where:

$\hat{Y}$ = estimated valueY

a = estimate curve intercept/constant

b_1, b_2 = *regression coeficient*

X_1, X_2 = independent variables

The search for regression equations was carried out using SPSS software. In this analysis, the regression coefficient was tested to determine whether the independent variable had a significant effect on the dependent variable. With the following steps:

Hypothesis Formulation

First Hypothesis: Ha: There is a significant effect of work climate on teacher performance in the teaching and learning process.

Second Hypothesis: Ha: There is a significant effect of motivation on teacher performance in the teaching and learning process.

Third Hypothesis: Ha: There is a significant effect of work climate and work motivation on teacher performance in the teaching and learning process.

Hypothesis testing

This hypothesis test is done by comparing the value of Fcount with Ftable.

If $\left| F_{count} \right| \geq F_{table}$, so H_o rejected, H_a accepted

Jika $\left| F_{count} \right| \leq F_{table}$, so H_o accepted, H_a rejected.

Results and Discussion

Analysis of Work Climate Data at SMP IT Assalam Pekalongan

In collecting data about the work climate at SMP IT Assalam Pekalongan, researchers used a questionnaire method. In this case, the researcher distributed questionnaires to all subject teachers at SMP IT Assalam Pekalongan to be used as respondents in this study as many as 26 teachers. This is evidenced by the classification of the answers to the questionnaire that have been obtained. Each answer item has a weighted value of each item having 5 (five) alternative answers with different scores as follows:

a. Choice Strongly agree has a weighted score value of 5

b. The Agree option has a weighted score value of 4

c. The Doubt option has a score weight of 3

d. The Disagree option has a score weight of 2

e. The Strongly Disagree option has a weighted score of 1

The data from the questionnaire on the work climate of SMP IT Assalam Pekalongan teachers are as follows:

74	77	81	72	53	76	68	81	83	71	70	68
76	71	68	71	71	61	76	70	81	73	86	81
73	71										

From the questionnaire data, it can be seen that the highest score was 86 which was achieved by 1 respondent, namely number 23. While the lowest score was 53 which was achieved by 1 respondent, namely respondent number 5. The total value of the questionnaire on the work climate of SMP IT Assalam Pekalongan teachers was 1903 The average (mean) of the scores on the teacher's work climate (variable X1) distributed to respondents is:

$$M = \frac{\sum Score}{N} = \frac{1903}{26} = 73$$ from the maximum score 86.

From these data, it is known that the regression analysis, using the X1 frequency table, is as follows:

Table 1. Work Climate Frequency Distribution

Interval	Frequency	Category
80–86	1	Excellent
73–79	5	Very good
67–72	11	Good
60–66	7	Fairly Good
53–59	2	Bad
Total	26	

From the calculations that have been passed, it is known that the average value (mean) of the work climate variable (X1) is 73. The average value is included in the very good category because it is in the 73–79 interval which is in the very good category.

Data Analysis of Teacher Motivation at SMP IT Assalam Pekalongan

In collecting data on teacher motivation at SMP IT Assalam Pekalongan, the researcher used a questionnaire method. In this case the researchers distributed questionnaires to all teachers to be respondents in this study as many as 26 teachers. This is evidenced by the classification of the answers to the questionnaire that has been obtained with each score weighting a score of 5 for strongly agree, a score of 4 for agreeing, a score of 3 for doubtful, a score of 2 for disagreeing and a score of 1 for strongly disagree.

The data from the questionnaire on the motivation of SMP IT Assalam Pekalongan teachers are as follows:

67	80	80	71	67	84	77	73	71	77	81	77
80	76	78	83	74	83	80	75	81	86	80	72
86	72

From these data, it can be seen that the highest score was 86 obtained from 2 respondents numbered 22 and 25, while the lowest score was obtained from 2 respondents numbered 1 and 5 which was worth a score of 67. The total value of the questionnaire on teacher motivation at SMP IT Assalam Pekalongan was 2011.

The mean (mean) of scores on motivation distributed to respondents is 77 of the total maximum score of 86. The calculation of the mean is obtained from the number of scores compared to N, namely the number of respondents.

From these data, it is known the regression analysis. After the calculation results, the following is an overview of the frequency table of the X2 motivation variable:

Table 2. Motivation Frequency Distribution

Interval	Frequency	Category
83–86	5	Excellent
79–82	7	Very good
75–78	6	Good
71–74	6	Fairly Good
67–70	2	Bad
Total	26	

From the table above, it is known that motivation is in the good category, because the average value of motivation is 77, which lies in the range of 75–78 including in the good category.

Analysis of Teacher Performance Data at SMP IT Assalam Pekalongan

In collecting data on teacher performance at SMP IT Assalam Pekalongan, researchers used a questionnaire method to all subject teachers at SMP IT Assalam Pekalongan as respondents in the study as many as 26 teachers. This is evidenced by the classification of the answers to the questionnaire that has been obtained, as well as the recapitulation of the results of the questionnaire with each answer having a different weight.

The following is the data on the results of the questionnaire on the performance of SMP IT Assalam Pekalongan teachers:

74	89	82	73	75	77	74	80	85	73	84	70
81	79	82	86	78	80	81	76	84	89	87	82
87	81

From the results of the table recapitulation above, it can be seen that the highest score was achieved by 2 respondents with a score of 89 obtained from respondents number 2 and 22 while the lowest score was 70 by 1 respondent number 12. The total score of the teacher performance questionnaire of SMP IT Assalam Pekalongan was 2089. The average The mean (mean) of the teacher performance questionnaire at SMP IT Assalam Pekalongan is 80 from the highest score of 89. The average (mean) calculation is obtained from calculating the total number of questionnaire scores obtained compared to the total respondents.

The mean (mean) of the scores on motivation distributed to respondents is 80 out of a maximum total score of 89. The calculation of the mean is obtained from the number of scores compared to N, namely the number of respondents.

From these data, it is known that the regression analysis is determined by determining the frequency distribution table, as follows:

Table 3. Teacher Performance Frequency Distribution

Interval	Frequency	Category
83–86	5	Excellent
79–82	7	Very good
75–78	6	Good
71–74	6	Fairly Good
67–70	2	Bad
Total	26	

Teacher performance has an average score of 80. This value is in the interval 78-81. So the value of the teacher's performance variable is in the good category. Analysis of the Effect of Work Climate and Motivation on Teacher Performance in the Teaching and Learning Process at SMP IT Assalam Pekalongan

Hypothesis Testing Analysis

The following are the results of data processing research results regarding the effect of work climate and motivation on teacher performance using IDM SPSS 20:

Table 4. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	22,946	13,986		1,641	,114
	Iklim Kerja (X1)	,287	,120	,382	2,394	,025
	Motivasi (X2)	,471	,157	,478	2,992	,007

a. Dependent Variable: Kinerja Guru (Y)

The Effect of Work Climate on Teacher Performance in the Teaching and Learning Process

From the output table above, it can be seen that the significance value of the work climate variable (X1) is 0.025. Because the significance is 0.025 < probability 0.05, it can be concluded that Ha is accepted. This means that there is a significant influence between the work climate on teacher performance in the teaching and learning process. From the output table above, it is also known that the tcount value of the work climate variable is 2,394 > ttable 2,069. This means that there is an effect of work climate (X1) on teacher performance (Y) in the teaching and learning process.

The Effect of Motivation on Teacher Performance in the Teaching and Learning Process

Judging from the results of the SPSS output table above, it is known that the significance value of the motivation variable (X2) is 0.007 < 0.05 and through the t test, the t value for motivation is 2.992 > t table 2.069. So it can be concluded that Ha is accepted. This means that there is a significant influence of motivation (X2) on teacher performance (Y) in the teaching and learning process.

The Effect of Work Climate and Motivation on Teacher Performance in the Teaching and Learning Process

After the research data on the effect of work climate and motivation on teacher performance were collected, a hypothesis analysis was carried out using the IDM SPSS 20 with the following results:

Table 5. ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	293,574	2	146,787	8,519	,002[b]
	Residual	396,311	23	17,231		
	Total	689,885	25			

a. Dependent Variable: Kinerja Guru (Y)
b. Predictors: (Constant), Motivasi (X2), Iklim Kerja (X1)

Based on the output table, it is known that the Fcount value is 8.519 > Ftable 3.40 with the calculation Ftable = (k; nk) = (2; 26–2) = (2; 24) with a significance level of 0.002 < 0.05, it can be concluded that Ha is accepted, meaning that there is a significant simultaneous (together) effect on work climate (X1) and motivation (X2) which is significant on teacher performance in the teaching and learning process (Y). Coefficient of determination

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,652[a]	,426	,376	4,151

a. Predictors: (Constant), Motivation (X2), Work Climate(X1)

Based on the output table, it can be seen how strongly the X variable affects the Y variable. The value of the coefficient of determination or R–square is 0.426 which comes from the square of the correlation coefficient or R, which is 0.652. This figure means that the work climate variable (X1) and motivation (X2) simultaneously (together) affect the teacher performance variable (Y) by 42.6%.

Conclusion

Based on the results of data analysis from research results, it can be concluded that there is an effect of work climate on teacher performance in the teaching and learning process as indicated by the significance value of the work climate variable (X1) of 0.025 <0.05. The tcount value of the work climate variable is 2,394 > ttable 2,069. This means that there is a significant effect of work climate (X1) on teacher performance (Y) in the teaching and learning process. Based on the results of the SPSS output, it is known that the significance value of the motivation variable (X2) is 0.007 <0.05 and through the t–test, the t–count of motivation is 2.992 > ttable 2.069. This means that there is a significant influence of motivation (X2) on teacher performance (Y) in the teaching and learning process. From the results of SPSS output, it is known that the value of Fcount is 8.519 > Ftable 3.40 with a significance level of 0.002 <0.05. This means that there is a significant influence simultaneously (together) work climate (X1) and motivation (X2) on teacher performance in the teaching and learning process (Y)

Excellent teacher performance is supported by, among other things, a conducive work climate and self–motivation which of course in this case all fellow teachers and other school members play an active role in creating it. Judging from the results of this study, both work climate and motivation have an effect on teacher performance. Therefore, it is better if what has been maintained (work climate and motivation) can be maintained and improved for the better.

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