

The Influence of School Climate and Achievement Motivation of High School Teacher Performance in Sidrap Regency

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Abstract: This study aims to determine the effect of achievement motivation on high school teacher performance in Sidrap Regency. The method used was a quantitative survey. The data processed by the analysis of Structural Equation Model (SEM) in the form of Analysis of Moment Structure (AMOS) to see whether or not the effect on the performance of school climate and achievement motivation. Total population is 450 people consist of teachers from 11 high schools in Sidrap Regency. The samples were 140 people. The sampling was done by proportional random sampling technique among the population of teachers in each school. The data is processed with the analysis contained in Microsoft Excel and SPSS. The results showed that Climate school indirectly affect through achievement motivation on the performance of high school teachers in Sidrap Regency with the school climate estimated value of the performance is 0.386 and $p > 0.005$. Achievement motivation directly affect the performance of high school teachers in Sidrap Regency with the estimated value 0.638 and $p < 0.005$. This means, achievement motivation contributed positively to the performance of high school teachers in Sidrap Regency.

Key words: Achievement motivation, school climate, teacher performance, high school, positively

INTRODUCTION

Each individual that given the task entrusted to research in an organization/school is expected to show good performance and give a maximum contribution to the achievement of the school's goal. Performance can be defined as the level of success of teachers in carrying out educational tasks in accordance with the responsibility and authority based on performance standards that have been established for a certain period within the frame research of achieving educational goals. According to Indrawati performance is the appearance of the personnel research, either the quantity or quality within an organization and either an individual appearance or personal research groups.

From the description above, it can be concluded that the teacher performance is very important in developing the quality of education. The error of teachers in understanding the profession will cause the shifting of teachers' function slowly. It results between teachers and students in need of each other becomes no longer need each other.

The low performance of teachers will affect the implementation of the task which influenced the achievement of educational goals (Lisetskii and Rodionova, 2012). This is supported by the findings of Danim reveals that one of the characteristics of the

education crisis in Indonesia is the teacher is not able to show adequate performance (research performance). This shows that the performance of teacher is not yet fully supported by an adequate degree of mastery of competencies. Therefore, it needs a comprehensive effort to improve the competence of teachers and how the efforts to improve the competence of teachers.

The result of preliminary study was conducted in SMA Tanrutedong Sidrap Regency on December 5, 2013. By observation and interview of 10 teachers at the school, found that the teacher is not present in teaching, teachers do not plan the teaching and learning process well and there are teachers refuse extra duties. Teachers do not guide and train students. Half of teachers do not carry out the improvement and enrichment programs. It is suspected that teachers are experiencing performance problems at the school.

Other issues are the necessity of teachers in teaching. It is characterized by the teacher only give assignments to students then left the classroom. The teacher does not enter teaching because of family matters or empty class hours. It is assumed that the organization climate is not conducive in the school. Half of teachers do not make the lesson unit. The teachers make learning unit if it was about to be promoted even they only copy the lesson units of other teachers. The teacher that lack of preparation is characterized by students dictate lessons

to other students while the teacher is sitting in the classroom. The teacher gives task to the students but not corrected well by the teacher. All of the problems are assumed because teachers have low achievement motivation.

The reality today shows that the levels of the quality of teacher turned out to be regarded as the cause of low levels of quality graduate. The declines of the quality of education as pointed out by many mass media are always accompanied by accused the teacher. Therefore, it is realized that the importance of coaching teacher directed and programmed can improve the performance of teachers.

Many studies have been conducted related to the influence of organizational climate, job satisfaction and achievement motivation on performance. The research on the influence of job satisfaction and research motivation on the performance of a lecturer of medicine faculty of UKI Jakarta had done by Rumiati. The results showed that there is a positive and significant effect of job satisfaction on lecturer performance and there is a positive and significant effect on the performance of research motivation of lecturers.

The aspect of the performance of teachers is an important aspect to be considered. To maintain and strive for a teacher to have a high performance is absolutely necessary to create quality human resources. The factors that influence the formation of teachers' performance needs to be resolved so that the poor quality of education in Sidrap Regency can be solved. These factors are assumed because the research climate, job satisfaction and achievement motivation.

From the description before, it can be assumed that through organizational climate and achievement motivation will be able to generate maximum performance of teachers. From these thoughts, then it is planned a study entitled "The Influence of School Climate and Achievement Motivation of High School Teacher Performance in Sidrap Regency."

Based on the explanation above, the problems of this research can be formulated as follows is there a direct or indirect influence of the school climate through achievement motivation on high school teacher performance in Sidrap Regency? Is there any effect on the achievement motivation toward high school teacher performance in Sidrap Regency?

The purposes of this study are as follows: to determine the direct or indirect influence of the school climate through achievement motivation on high school teacher performance in Sidrap Regency. To determine the effect of achievement motivation on the high school teacher performance in Sidrap Regency.

Literature review

Definition of performance: Hasibuan (2005) states that the performance (job achievement) is a result of research that is achieved in executing the tasks that assigned to him based on skills, experience and determination as well as time.

According to Fatah (2000) performance is the accumulation of competence and motivation. Furthermore, it described by Fatah that achievement or job skills (performance) is defined as the ability expression based on the knowledge, attitudes, skills and motivation to produce something. According to Eko Djatniko, teacher performance is always a concern because it is a decisive factor in improving learning achievement and contribute to improve the quality of graduate so that the performance and the totality of loyalty and devotion will be the main attention in school.

The low of teacher performance can be seen in the lack of readiness of teachers to carry out teaching duties, many teachers do not prepare teaching units and there are many subjects that do not have the textbook.

Factors that affect performance: Pidarta (2004) suggests that the factors that can affect the performance of teachers in performing their duties are the leadership of the principal researching facilities research motivation and school climate. The same thing is stated by Steers (1987) states that the factors that can affect the teacher performance are the structure of duties research motivation, the leadership the pressure on achievement the security in doing the duties and the status within the organization.

According to Anoraga (2011) the factors that affect the performance are as follows motivation education research discipline skills attitude and ethics the rate of income and research environment. Arwady and Hasibuan argues that there are four factors that affect the performance. They are lack of skills and knowledge, lack of incentives or incorrect incentives, research environment is not supportive and the lack of motivation.

The indicators of performance: The standard research load of teachers refers to Law No. 14 Year of 2005 on Teachers and Lecturers. In Article 35 states that the research load of teachers covers the main activities, namely planning the lesson, implementing the learning, assessing the learning outcomes, guiding and training the learners as well as carry out the additional tasks. Hasibuan (2005) states that there are eleven of teacher performance indicators that can be assessed as follows: loyalty, research performance, honesty, discipline, creativity, teamresearch, leadership, personality, initiative, skill and responsibility.

From the description above description, it can be concluded that the indicators of teacher performance are planing the lesson, implementing the learning process, evaluating, guiding and training the learners, carrying out the additional tasks the result of research and loyalty and research discipline.

Definition of school climate: The definition of school climate that more operational is stated by Stringer. He states asset measurable properties of the research environment, based on the collective perception of the people who live and research in the environment and demonstrated to influence their behavior. In addition, R. Tagiuri and Liwin (Wirawan, 2007) defined the organizational climate as. A relatively enduring quality of the internal environment of an organization that is experienced by its members, influences their behavior and can be described in terms of the values of a particular set of characteristics (or attributes) of the organization.

Thus, it can be concluded that the organizational climate is working conditions, both material/physical and non-material/non-physical that can affect the behavior/performance of teachers in an organization (school).

Discuss the organizational climate of school (organizational climate) means talking about the characteristics of work environment that is consciously or unconsciously considered affect the behavior of people in the research environment. Climate according to Hadiyanto (2004) states that the school climate is the end product of the interaction between groups of students in the school, teachers and staff administration (administrator) who research to achieve a balance between the dimensions of the organization (school) and individual dimensions.

Factors that influence school climate: Santoso describes that organizational school climate and research environment have always influenced by various environmental internal factors and external environment both physical and non-physical environment. The aspects of the physical environment that influence the school climate organizations include the cleanliness of the room and courtyard, personnel health (teachers, administrators and students the orderliness in implementing the rules or collective agreements, the cooperative interaction between the school and the society, the monumental evidence of the result of cooperation with the schools and society and the joint statement that need each other to help each other between schools and societies. While the

non-physical aspects, include a sense of family and personnel togetherness, the spirit and commitment of personnel, the pride of duty and mutual aid between personnel.

Indicators of school climate: The indicator used to measure school climate which includes physical conditions of research, covering aspects of infrastructure, welfare and awards; the social conditions of employment covering the aspects of trust, job design, control, interaction, communication; organizational conditions, namely climatic leadership, formulation of objectives and the establishment of policies and decision-making.

Definition of achievement motivation: McClelland was quoted by explains that humans have a need to excel. Human researchs not only to achieve great material rewards but also further than that. People working for the achievement of high (highly achievement). They will achieve satisfaction if it can finish the job perfectly. While material rewards becomes a secondary factor. Therefore, to achieve high performance in research requiring completeness human self in order to do the job, it does not face the obstacles and barriers that can reduce achievement, productivity and the human potential.

Mangkunegara (2009) argues that the characteristics of people who have high motivation achievement, namely. Has the responsibility of high private, dare to take and carry risks has a realistic goal has a comprehensive research plan and strive to realize the goals, utilizing concrete feedback in all the activities that is carried out, thinking and positive self-concept, creative and innovative and (h) confident.

Factors that affect achievement motivation: Saydam (2000) argues that motivation as a psychological process in a person who is influenced by several factors, namely external and internal factors. External factors that can affect motivation, namely:

- The research environment
- Compensation
- Supervision
- Awards for achievement
- Status and responsibilities
- Regulations

Whereas the internal factors that can affect motivation, namely) personal maturity) education, desires and expectations, needs, fatigue and boredom, morale.

Indicators of achievement motivation: According Winardi (2007) the indicators used in achievement motivation are: the responsibility, trying to find feedback, dare to take risks, creative and innovative, clever to set time and hard research.

Based on the description above, it can be concluded that achievement motivation is the encouragement that comes from within the people to excel and strive to excel in an effort to achieve the goal. It is characterized by responsibility taking risk has the sustainable goal, always learning and using feedback, creative and innovative confidence and thinking and positive self-concept.

MATERIALS AND METHODS

The analytical method used in this research is path analysis. The variables would be studied consist of: school climate, achievement motivation and the teachers' performance. In this study, there is one exogenous variable, one intervening variable and exogenous variable. The exogenous variable is school climate (X_1). The intervening variable is achievement motivation variable that is given (Y_1). The endogenous variable is teachers' performance (Y_2). For more detail, it can be seen fully in the picture as follows Fig. 1.

Notation:

- X_1 = School climate
- Y_1 = Achievement motivation
- Y_2 = Teacher performance

Population and sample of the research: Based on the earlier survey results, a total population of 450 teachers are scattered in 11 high schools in Sidrap Regency. The total population are >100 people. Then, the sampling in this research using random sampling technique by adopting a sample size according to Arif (2011) with a confidence level of 95 and 7% level of accuracy desired. The total number of sample in this study is 140. The sampling technique is purposive sampling.

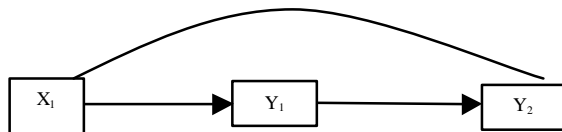


Fig. 1: The design of school climate, achievement motivation and teachers' performance

This research was conducted at the State High School in Sidrap Regency in South Sulawesi province in stretches of time three months, including validation and testing instrument. The research conducted in 11 high school which is spread in Sidrap Regency.

RESULTS AND DISCUSSION

The data processed by the analysis of Structural Equation Model (SEM) in the form of Analysis of Moment Structures (AMOS) to see whether or not the effect on the performance of school climate toward teachers' performance and achievement motivation toward teachers' performance.

From the coefficient data path in Table 1 shows that the estimate of organization climate on achievement motivation has a value of 1.569. The organization climate on teacher performance has a value of -0.638 and achievement motivation on teacher performance has 0.386. This means that the school climate does not directly affect the performance of teachers because the value is $p > 1$. However, the achievement motivation directly influences the performance of teachers. In other words, the school climate indirectly effect the achievement motivation on teacher performance.

Hypothesis testing results: The first hypothesis states that there is a direct or indirect influence of school climate through achievement motivation with high school teacher performance in Sidrap Regency. Based on the output result of AMOS 20, the value of CR (Critical Ratio) is 1.608; error probability value is 0.108 and the estimated value is -0.386. It means the hypothesis which stated that the effect of school climate directly affect the performance of the teacher is not proven true. However, the school climate through achievement motivation contributes significantly to the performance of teachers with CR values of 4.848 and estimation value of 0.638 (Liu *et al.*, 2009).

Although, various research results showed that a favorable school climate directly impact on teacher performance as the result of research conducted by Sumartiningsih and Prasad proved that organizational climate has direct influence and significant on employee's performance.

Therefore, it is necessary to create a favorable climate to create a quality school environment that is characterized by an atmosphere full of enthusiasm and the

Table 1: Statistics interpersonal variables

Variables	Estimate	SE	CR	p-values
Motivation-climate	1.569	0.269	5.841	<0.001
Performance-climate	-0.386	0.240	-1.608	0.108
Performance-motivation	0.638	0.132	4.848	<0.001

satisfaction in the research that can enhance a person's performance. Schools that create a favorable climate will provide an opportunity to obtain a good performance. The good performance is obtained because it has successfully completed the task with a clear procedure. The openness of principals and teachers in fostering smooth communication and a conducive relationships can build mutual respect, mutual trust and mutual support.

The creation of good school climate will be oriented on achievement. Working conditions support can improve the performance of teachers in performing their daily duties. Improving school climate pursued by both the principal and the teachers themselves. The effort to improve the organization of climate can be done by teachers need to establish good cooperation, help each other in completing the research and sit down together to overcome the problems that arise in organizations. Thus, teachers have the comfort in carrying out its duties and lead the teacher performance will be better the principal as a decision maker in school need to build a culture of openness in the organization so that teachers can give feedback without fear either teachers or principals of high school in Sidrap Regency need to continuously gain knowledge about the organizational climate from various sources in order to achieve the vision, mission and goals that has been set together.

The second hypothesis states that there is a direct influence of achievement motivation on high school teacher performance in Sidrap Regency.

Based on the output result of AMOS 20, it is obtained the CR (Critical Ratio) is 4.848; error probability value is $p < 0.005$ and the estimated value is 0.638 which means the hypothesis stated that there is a direct influence of achievement motivation on teacher performance is proven true.

Motivation is formed from the attitude of a teacher in the face of the research situation. Motivation is a condition that drives a person directed to achieve educational goals. It is appropriate with McLelland said that there is a positive relationship between achievement motivation and performance. Teachers as educators have big duty and responsibility. Teachers should realize that they must do their job sincerely, responsible and sincere. So, the students can easily accept what is delivered by his/her teacher. If it is reached then the teacher will have a high level of performance.

It can be concluded that success in carrying out the duties of teachers and always working to improve achievement motivation of teachers in performing their duties is critical to improve the performance of teachers.

CONCLUSION

Based on the results of research and discussion, the researchers draw some conclusions as follows: school

climate does not directly affect teacher performance but impact directly through achievement motivation of high school in Sidrap Regency. This means that the creation of the performance either good or bad is not caused because the climate is good or bad. It is strongly influenced by someone's motivation. Achievement motivation significantly affects the performance of high school teachers in Sidrap Regency. This means that achievement motivation directly influence the performance of high school teachers in Sidrap Regency.

LIMITATIONS

In this research, there are some limitations and weakness as follows: the collecting data on teacher performance and achievement motivation only based on filling the questionnaire conducted by the respondent that is strongly influenced by the nature and filling the questionnaire, for example honesty, the seriousness and the ability of the respondents in answering the questionnaire, the factors that influence high school teacher performance in Sidrap Regency are very much but in this study, the researcher only discusses school climate variable and achievement motivation variable.

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