

The Effect of School Climate, Organizational Commitment and Job Satisfaction on Teacher Achievement



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ABSTRACT: This study aims to analyze the effect of school climate, organizational commitment and job satisfaction on work performance. It utilized a correlational study with a quantitative approach. The research population was 160 elementary school teachers. The sample technique used was a proportional random sampling, and 115 people were obtained as the sample. The data collection was carried out using instruments consisting of school climate (27 items), organizational commitment (24 items), job satisfaction (38 items), and work performance (33 items) which have been tested for validity and reliability. The data was analyzed using path analysis. The results of the study revealed that there is an effect of school climate on work performance, organizational commitment on work performance, job satisfaction on work performance, school climate on job satisfaction, organizational commitment on job satisfaction, school climate on job satisfaction as well as work performance and organizational commitment on job satisfaction and work performance.

KEYWORDS: School climate, organizational commitment, job satisfaction, work performance

I. INTRODUCTION

Work performance is a person's ability to complete a job successfully. Employees will be more motivated to offer or do their best effort to their employer by completing their task as efficiently as possible if they have assurance that the company where they work can meet their requirements and life objectives. It will ultimately result in positive accomplishments (As'ad, 2018)

Work performance is influenced by a number of variables, such as organizational atmosphere, organizational commitment, job satisfaction, and incentive provision (Pribadi, 2019). Organizational characteristics, such as organizational environment and job satisfaction, are associated to employee performance. Organizational climate determines whether employees are exposed to a happy or unpleasant work environment. This situation will have further effects on employee performance. Even if an organization has dependable people, a lack of a suitable organizational climate will hamper employee performance, which will have a negative effect on the organization's success.

One aspect related to teacher work performance is job satisfaction. High job satisfaction indicates that a school organization has been well managed with effective management. According to (Usman, 2018), job satisfaction is a feeling related to job satisfaction and dissatisfaction which tends to reflect present and past experiences rather than future expectations.

Another factor that cannot be ignored that effects work performance is the organizational climate or school climate. The school climate needs to be fostered so that it remains conducive to achieving school goals. According to Purnomosidhi (2015), organizational climate is a condition or organizational atmosphere created by various components that form a policy value where its implementation is in accordance with the common interest. Furthermore, it is also explained that organizational climate has a positive effect on performance and job satisfaction, so that the more appropriate and healthy an organizational climate, the higher the level of job satisfaction and employee performance.

Teacher job satisfaction is an important matter in a school, one of the things that can increase teacher job satisfaction is the implementation of achievement assessments that are managed and in accordance with the teacher's work. Thus, it can be assumed that a person's performance is effected by the level of work commitment concerned and in line with good teacher performance, automatically the work commitment possessed by the teacher can be said to have high commitment. Therefore, it is suspected that teachers with high work commitment have a positive effect on teacher job satisfaction in an organization.

The results of a preliminary study conducted at public elementary schools in Baturamban District showed that the teachers' performance is not at its best. There are occasionally teachers who, on looking at the quantity of work, have not been able to do the job perfectly. Only a few teachers do it well from a quality standpoint, especially when it comes to teaching the use of learning media. Since the teaching approach places more emphasis on cognitive skills, pupils are often encouraged to memorize information in a mechanical way. Given the issues raised earlier in this section, it is assumed that they are closely related to the unfavorable school climate created by the elementary schools in the Baturamban District, which is thought to be the root of variations in teacher

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performance and job satisfaction, which leads to a decline in educational quality. The integrity of the Unitary State of the Republic of Indonesia will be threatened if this is allowed to continue, so it is urgent to find the best solution to resolve these issues. If this is allowed to continue, it will have a macro-level impact that will lead to various types of multi-dimensional crises in various facets of life.

Organizational culture, dedication to the organization, and job happiness are just a few variables that affect how well people perform at work. Work commitment will support the development of job satisfaction, which will have an impact on the achievement of work performance, and organizational environment and job satisfaction are two characteristics within the company that are related to employee performance.

II. METHOD

This research intertwines a quantitative approach with correlational research, namely the research aims to explain the facts and determine how much effect the variables have. The population in this study were 160 elementary school teachers. The sampling technique used was a proportional random sampling. Following the Slovin formula, 115 individuals were used to determine the number of samples. The school climate instrument was used to collect data covering a range of factors (teacher-student correlation, teacher working team, professional development, freedom to work, teacher involvement in making decisions, school innovation, adequacy and appropriateness of resources or facilities, work pressure and encouragement). Aspects comprise variable organizational dedication (affective, continuing, normative). Job satisfaction variables comprise of elements (working circumstances, coworkers, supervision, promotion, the work itself, and compensation received), whereas work performance variables consist of aspects (the work itself, the work itself, and the compensation received) (quantity and quality of work, cooperation, leadership, prudence, knowledge of position, honesty, loyalty, reliability, initiative). The instrument was assessed by examining the validity and dependability of the gathered data description using route analysis to determine direct and indirect effects, after first conducting normality and linearity tests.

III. RESEARCH RESULTS AND DISCUSSION

The following direct and indirect effect coefficients were determined based on the results of the data analysis outlined in Figure 1.

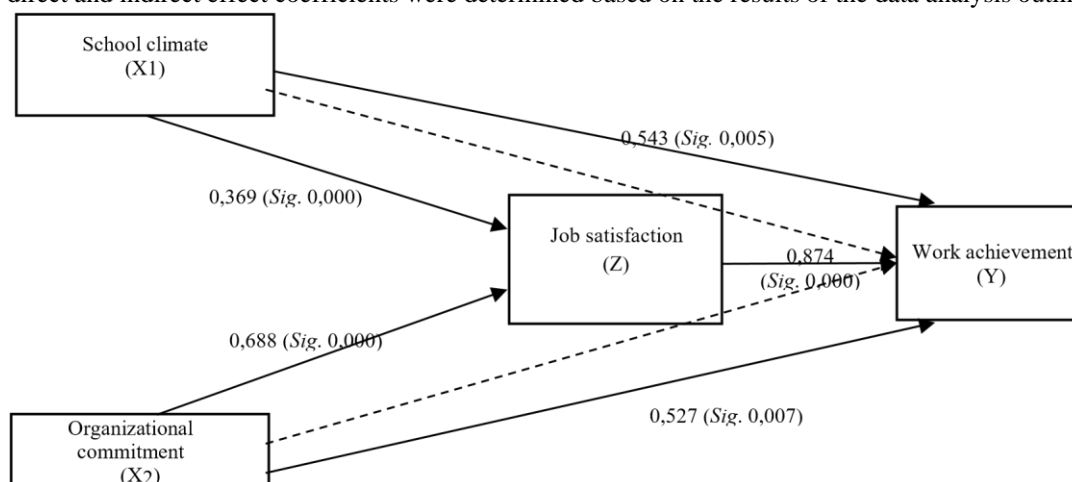


Figure 1. The summary of the path analysis results

Table 1. Summary of Hypothesis Testing Decisions H₁ H₂ H₃ H₄ H₅

Hypothesis	P	Decision
H1 There is a significant positive effect of school climate competence on work performance	0,000	Accepted
H2 There is a significant positive effect of organizational commitment on work performance	0,000	Accepted
H3 There is a significant positive effect of job satisfaction on work performance	0,000	Accepted
H4 There is a significant positive effect of school climate on job satisfaction	0,005	Accepted
H5 There is a significant positive effect of organizational commitment on job satisfaction	0,007	Accepted

Table 2. Summary of Hypothesis Testing Decisions H₆ and H₇

	Direct	Indirect	Decision
H6 There is an indirect positive effect of professional competence on work productivity through work discipline	0,543	0,323	Accepted
H7 There is an indirect positive correlation of communication to work productivity through work discipline	0,527	0,601	Accepted

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HYPOTHESIS

Table 1 provides a summary of the decisions H1, H2, H3, H4, and H5 with significance values less than 0.05, indicating that the hypothesis is accepted. The decisions for testing hypotheses H6 and H7 are summarized in Table 2 with the proviso that if the direct effect coefficient is smaller than the indirect effect coefficient, then the hypothesis is accepted. Based on the results of the analysis shown in Tables 1 and 2, this study was able to identify the effect between factors, which may be interpreted as follows.

A. The Effect of School Climate Competence on Work Performance

The direct effect of school climate on the work performance of elementary school teachers is indicated by the Standardized Coefficients Beta value of 0.543 with a significance value of $0.005 < 0.05$, then H_01 is rejected. Thus, there is a direct effect of the school climate on the work performance of elementary school teachers in Baturamban District.

The findings of this study indicate a direct relationship between school atmosphere and the work performance of primary school teachers in the Baturamban District. The school climate provides an effective means that is bigger than the teacher's work performance in terms of contribution. This study's findings are corroborated by prior studies (Tilova & Anismadiyah, 2020); Umasangadji et al., 2014; Utami, 2013) demonstrating a positive association between organizational atmosphere and work performance.

B. The Effect of Organizational Commitment on Work Performance

The results of the analysis showed that the direct effect of organizational commitment and job satisfaction on the work performance of Elementary School Teachers in Baturamban District is indicated by the Standardized Coefficients Beta value of 0.527 with a significance value of $0.007 < 0.05$, then H_02 is rejected; therefore, there is organizational commitment and job satisfaction on the work performance of the elementary school teachers in Baturamban District.

The findings are consistent with the theory (Tasmara, 2018), which indicates that teacher work commitment is a conscious self-correlation and duty as a teacher, as well as the need to provide direction and guidance in learning activities. To build a professional work environment, a high level of instructor dedication is required. The concept loyalty, which frequently precedes the word commitment, is inextricable from any discussion of teacher work dedication. The results of this study are corroborated by prior research conducted by Suriansyah (2014), who found that "job dedication and teacher performance have a substantial association." Similarly, according to the findings of Joni et al. (2015), organizational commitment characteristics influence work performance. Organizational commitment is also backed by Noriawati et al. (2022) and Rumanti et al. (2022) respectively.

C. The Effect of Job Satisfaction on Work Performance

The direct effect of job satisfaction on the work performance of elementary school teachers in Baturamban District is shown by the standardized coefficients Beta value of 0.874 with a significance value of $0.000 < 0.05$, then H_03 is rejected; thus there is an effect of job satisfaction on the work performance of elementary school teachers.

Job satisfaction determines performance. Classroom activities can be a source of intrinsic enjoyment for teachers. Everyday interactions with students influence a teacher's perception of whether or not there are learning outcomes from students. According to Lee (Périé et al., 2014), student characteristics and teacher views of the classroom environment are also fundamental factors influencing teacher satisfaction. Intrinsic considerations play a significant part in inspiring individuals to teach, and the majority of instructors chose the profession because they enjoy teaching and want to engage with youth. b) External variables (Extrinsic factors). Extrinsic characteristics related with teacher job satisfaction include compensation, obtaining administrative support, school safety, and the availability of school resources. Previous study (Daulay & Handayani, 2021; Hutama et al., 2016; Yuniastuti & M, 2011) confirms that job satisfaction has a favorable influence on work performance.

D. Effect of School Climate on Job Satisfaction

The direct effect of school climate on the job satisfaction of elementary school teachers is shown by the Standardized Coefficients Beta value of 0.368 with a significance value of $0.000 < 0.05$, then H_04 is rejected; thus there is a direct effect of school climate on job satisfaction of elementary school teachers in Baturamban District. Climate is a general concept that reflects the quality of organizational life. The quality of organizational life has been reviewed from various perspectives. One of the concepts and measurements of climate is reviewed from the behavior of leaders and subordinates. Halpin and Croff in Hoy & Miskel (2017) have examined this behavior in the field of schooling, namely the behavior of principals and teachers. There are six climate dimensions that he studies, three dimensions are the behavior of the principal, namely: supportive, directive, and restrictive. Three more are the behavior of teachers, namely: collegial, intimate, and disengaged. So organizational climate is a picture of the school's organizational climate according to Halpin and Croft, namely the teacher's perception of his peers as a whole as a group and a reflection of the teacher's perception of his school principal.

Yulk (2016) explains that job satisfaction is a person's attitude towards his work that reflects pleasant and unpleasant experiences at work and his hopes for future experiences. Furthermore Robbins & Judge (2018) define job satisfaction as an individual's general attitude towards his work. Individual attitudes can involve satisfaction or dissatisfaction in all dimensions of the job. Usman (2018) stated that satisfaction or dissatisfaction with a number of work aspects depends on the discrepancy between what is considered to have been obtained and what is desired. The desired number of job characteristics is defined as the minimum amount required to

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satisfy existing needs. Someone will be satisfied if there is no difference between the desired conditions and actual conditions. Meanwhile, Porter in (Usman, 2018) defines satisfaction as the difference between the amount of something that should be there and the amount of what is there. Then Hasibuan defines job satisfaction as the fulfillment of all workers' needs by the institution. This view shows that institutions have an obligation to meet all the needs of their workers (Hasibuan & P, 2019). This view is more specific because it directly refers to human needs in organizations or institutions. Thus worker satisfaction arises when the needs of workers are met by the institution, whereas worker dissatisfaction arises as long as the institution does not meet the needs of its workers.

Oliver (2018) states that satisfaction is the consumer's fulfillment response or customer response to fulfillment. This statement in the school context implies that school customers consist of internal customers and external customers. Internal customers are students, educators, and education personnel. External customers are school committees, the community, employers, parents, alumni and members of the profession. Associated with teachers, the more fulfilled the needs of school teachers the higher the level of job satisfaction. The research results are supported by previous research conducted (Kesawa et al., 2016; Surachim & Firdaus, 2018; Susanty, 2012) which states that the work climate in an organization has an effect on job satisfaction. Job satisfaction is supported (Normaini et al., 2022).

E. The Effect of Organizational Commitment on Job Satisfaction

The direct effect of organizational commitment on job satisfaction of elementary school teachers in Batumandi District is demonstrated by the standardized coefficients Beta value of 0.688 with a significance value of 0.000 < 0.05; therefore, Ho5 is rejected. There is a direct effect of organizational commitment on job satisfaction of elementary school teachers.

Commitment is a person's willingness to sacrifice more time and energy than what has been given to him/her. With a person's strong devotion, it is hoped that education would be better prepared and able to overcome all of Glickman's challenges and obstacles (Setiawan, 2020). Employment satisfaction is a happy emotional state or positive mood resulting from the evaluation of one's job or work experience. In accordance with the laws of nature, human needs are extremely diverse, both in terms of type and degree; in fact, human needs tend to be virtually limitless. This implies that wants are perpetually increasing and that humans are constantly adapting in response to their ability to meet these needs (Luthan, 2018). Amilin & Dewi (2018) found that organizational commitment has an effect on work performance, which is corroborated by the findings of the current study. Furthermore, organizational commitment influences job satisfaction (Dwiyanti & Bagia, 2020; Setiawan, 2020; Ufi & Wijono, 2020).

F. Indirect Effect of School Climate on Work Achievement through Job Satisfaction

The indirect effect of the school climate variable (X1) on work performance (Y) through job satisfaction (Z) which is the multiplication of the beta value of the school climate variable (X1) on the job satisfaction variable (Z) with the beta value of the job satisfaction variable (Z) on the variable work performance (Y). namely: $0.369 \times 0.874 = 0.323$. this means that indirectly there is school climate (X1) on work achievement (Y) through job satisfaction (Z) of elementary school teachers in Batumandi District. The sobel test statistical value for the indirect effect of the school climate variable (X1) on work performance (y) through job satisfaction (Z) for elementary school teachers is 6.592. the sobel test statistics value is greater than t-table 1.96, then Ho6 is rejected; so that it can be said that school climate (X1) indirectly has a significant effect on the job achievement variable (Y) through job satisfaction (Z) of elementary school teachers.

The research results are supported by previous research conducted by (Kesawa et al., 2016; Surachim & Firdaus, 2018; Susanty, 2012) stating that the work climate in an organization has an effect on job satisfaction. Likewise, research conducted by (Daulay & Handayani, 2021; Hutama et al., 2016; Yuniastuti & M, 2011) found that job satisfaction has a positive effect on work performance.

G. The Effect of Organizational Climate on Work Performance Through Job Satisfaction

The indirect effect of Organizational Commitment variable (X2) on Work Performance (Y) through Job Satisfaction (Z) of Elementary School Teachers in Batumandi District which is the multiplication of the beta value of the Organizational Commitment variable (X2) to the Job Satisfaction variable (Z) with the beta value of the Satisfaction variable Work (Z) on Work Performance variable (Y), namely: $0.688 \times 0.874 = 0.601$ This means that there is an indirect effect of Organizational Commitment (X2) on work performance (Y) through Job Satisfaction (Z) of Elementary School Teachers in Batumandi District. The Sobel Test Statistical value for the indirect effect of the Organizational Commitment variable (X2) on Work Performance (Y) through Job Satisfaction (Z) for Elementary School Teachers in Batumandi District is 7.908. The Sobel Test Statistics value is greater than ttable 1.96, then Ho is rejected; so that it can be said that the Organizational Commitment variable (X2) indirectly has a significant effect on the Job Achievement variable (Y) through the Job Satisfaction variable (Z) of Elementary School Teachers in Batumandi District. Organizational commitment is an employee's allegiance to a certain organization and its objectives, as well as their desire to maintain participation in the organization. High job engagement entails taking sides with a person's specific job, whereas high organizational commitment is taking sides with the organization that recruited the person. A teacher's or educational staff's commitment to accomplishing their organization's goals can be a significant factor in their job happiness (Lianna, 2017).

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Previous research Amilin & Dewi (2018) supports the conclusion that organizational commitment affects work performance, which is corroborated by the findings of the current study. Furthermore, organizational commitment influences job satisfaction (Dwiyanti & Bagia, 2020; Setiawan, 2020; Ufi & Wijono, 2020). Similarly, research conducted by (Daulay & Handayani, 2021; Hutama et al., 2016; Yuniastuti & M, 2011) indicated that job satisfaction has a beneficial influence on work performance.

IV. CONCLUSION

There are both direct and indirect relationships between school environment, organizational dedication, and work satisfaction and teacher performance. Efforts must be made to improve teacher work performance, particularly in terms of initiative, so that teachers do not engage in boring learning in order to increase student motivation.

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