


ORGANIZATIONAL CLIMATE IMPACT ON QUALITY EDUCATION WITH TEACHER PERFORMANCE AS INTERVENING VARIABLES (CASE STUDY IN HIGH SCHOOL AND SABANG CITY SMK ACEH PROVINCE)

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| ARTICLE INFO | ABSTRACT |
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| <p>Article history:</p> <p>Received 19 June 2023</p> <p>Accepted 19 September 2023</p> | <p>Purpose: The study aims to know the direct and indirect influence of organizational climate variables affecting the quality of education through teacher performance as intervening variables.</p> |
| <p>Keywords:</p> <p>Organizational Climate; Qualitu Education; Teacher Performance.</p> | <p>Theoretical framework: The quality of professional teachers will produce graduates who are able to compete competitively. It takes a strong commitment from the foundation to build a conducive work climate. This will enable teachers to bring out their best abilities.</p> |
|  | <p>Design/Methodology/Approach: This type of study is quantitative research, the population of this study all students / I high school and high school in Sabang Aceh which totaled 921 people and the sample in this study used simple random sampling which totaled 90 students as respondents. The data analysis technique in this study uses SEM PLS.</p> <p>Findings: The results of this study show the coefficient of the path of 0.879 This shows that if the higher the organizational climate in high school and high school schools the higher the quality of education. The organization’s climate against teacher performance has a path coefficient of 0.845 This shows that if the higher the organization’s climate in high school and high school schools then the higher the teacher’s performance.</p> <p>Research, Practical & Social implications: The implication of the findings in this study is that organizational climate is created through working time flexibility. Teachers can choose their working time according to their ability. Currently, the determination of working hours is based on many considerations of the leadership in assigning tasks. Working time can also be done outside of working hours.</p> <p>Originality/Value: The novelty value in this study is that there has been no research that makes teacher performance a mediating variable in improving the quality of education, especially in Sabang City, Aceh Province, Indonesia.</p> <p>Doi: https://doi.org/10.26668/businessreview/2023.v8i9.3840</p> |

IMPACTO DO CLIMA ORGANIZACIONAL NA QUALIDADE DA EDUCAÇÃO COM O DESEMPENHO DO PROFESSOR COMO VARIÁVEL INTERVENIENTE (ESTUDO DE CASO EM UMA ESCOLA DE ENSINO MÉDIO E NA CIDADE DE SABANG, PROVÍNCIA DE DE ACEH)

RESUMO

Objetivo: O estudo tem como objetivo conhecer a influência direta e indireta das variáveis do clima organizacional que afetam a qualidade da educação por meio do desempenho dos professores como variáveis intervenientes.

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Referencial teórico: A qualidade dos professores profissionais produzirá graduados capazes de competir de forma competitiva. É preciso um forte compromisso da fundação para criar um clima de trabalho propício. Isso permitirá que os professores mostrem suas melhores habilidades.

Desenho/ Metodologia/ Abordagem: Esse tipo de estudo é uma pesquisa quantitativa; a população desse estudo é composta por todos os alunos da escola de ensino médio I e da escola de ensino médio em Sabang Aceh, totalizando 921 pessoas, e a amostra desse estudo usou amostragem aleatória simples, totalizando 90 alunos como respondentes. A técnica de análise de dados neste estudo usa SEM PLS.

Resultados: Os resultados deste estudo mostram que o coeficiente do caminho é de 0,879. Isso mostra que, quanto maior o clima organizacional nas escolas de ensino médio e superior, maior a qualidade da educação. O clima da organização em relação ao desempenho do professor tem um coeficiente de caminho de 0,845. Isso mostra que, quanto maior o clima da organização nas escolas de ensino médio e superior, maior será o desempenho do professor.

Pesquisa, Implicações práticas e Sociais: A implicação dos resultados deste estudo é que o clima organizacional é criado por meio da flexibilidade do horário de trabalho. Os professores podem escolher seu horário de trabalho de acordo com sua capacidade. Atualmente, a determinação do horário de trabalho se baseia em muitas considerações da liderança na atribuição de tarefas. O tempo de trabalho também pode ser feito fora do horário de trabalho.

Originalidade/Valor: O valor inovador deste estudo é que não há nenhuma pesquisa que faça do desempenho do professor uma variável mediadora para melhorar a qualidade da educação, especialmente na cidade de Sabang, província de Aceh, Indonésia

Palavras-chave: Clima Organizacional, Educação Qualitativa, Desempenho do Professor.

IMPACTO DEL CLIMA ORGANIZACIONAL EN LA CALIDAD DE LA EDUCACIÓN CON EL DESEMPEÑO DOCENTE COMO VARIABLES INTERVINIENTES (ESTUDIO DE CASO EN LA ESCUELA SECUNDARIA Y LA CIUDAD DE SABANG SMK PROVINCIA DE ACEH)

RESUMEN

Propósito: El estudio pretende conocer la influencia directa e indirecta de las variables de clima organizacional que inciden en la calidad de la educación a través del desempeño docente como variables intervinientes.

Marco teórico: La calidad de los docentes profesionales producirá egresados capaces de competir competitivamente. Se requiere un fuerte compromiso de la fundación para construir un clima laboral propicio. Esto permitirá a los profesores sacar a relucir sus mejores capacidades.

Metodología: Este tipo de estudio es una investigación cuantitativa, la población de este estudio todos los estudiantes / I escuela secundaria y la escuela secundaria en Sabang Aceh que un total de 921 personas y la muestra en este estudio se utilizó el muestreo aleatorio simple que un total de 90 estudiantes como encuestados. La técnica de análisis de datos en este estudio utiliza SEM PLS.

Conclusiones: Los resultados de este estudio muestran el coeficiente de la ruta de 0,879 Esto demuestra que si cuanto mayor sea el clima organizacional en la escuela secundaria y las escuelas secundarias, mayor será la calidad de la educación. El clima de la organización frente al rendimiento de los profesores tiene un coeficiente de camino de 0,845 Esto muestra que si cuanto mayor es el clima de la organización en las escuelas secundarias y preparatorias entonces mayor es el rendimiento de los profesores.

Implicaciones de la Investigación: La implicación de los resultados de este estudio es que el clima organizacional se crea a través de la flexibilidad del tiempo de trabajo. Los profesores pueden elegir su horario de trabajo en función de su capacidad. Actualmente, la determinación del horario laboral se basa en muchas consideraciones de la dirección a la hora de asignar tareas. El tiempo de trabajo también puede realizarse fuera del horario laboral.

Palabras clave: Clima Organizativo, Educación Qualitu, Rendimiento del Profesorado.

INTRODUCTION

The existence of teachers today gets serious attention from many parties because of its main role in the effort to produce quality human resources through education services in schools (Iwuoha, 2020). Such serious concern for the teacher shows the high expectations of society to

form an ideal teacher who performs the task of being a professional (Shanti, 2020). Characteristics of professional teachers can actually be observed from the performance of teachers in the instruction of learning in the subjects they foster (D. M. P. P. N. S. H. Nasib, 2021). Teachers as educators are the most hanging out with students and other professionals in school (D. M. S. Y. L. Nasib, 2022). Teacher is tasked with planning and executing the process (B. A. Nasib, 2022).

Learning assesses learning outcomes, conducts guidance and training, conducts research and study, and opens communication with the community (Rahmah, 2022). According to (Rivai, 2020) performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as: a mark of work, target, objective or criteria that have been determined in advance and have been agreed together. Furthermore according to (Mangkunegara, 2013) the term performance comes from the word job performance or actual performance (actual performance achieved by someone). More clearly performance is the result of the quantity and quality of work achieved by a person in carrying out his duties in accordance with the responsibilities given to him.

Teacher Performance is the willingness of a teacher to perform an activity and perfect it according to his responsibilities with the results as expected (Nabella, 2022). which will be seen from the educational ability in various teaching skills, guiding, assessing, using teaching aids, communicating with students, skill preparing activities or planning teaching learning, administrative skills (Cherry, 2022). Thus the performance of the teacher is the ability of the teacher to plan and carry out learning as a task and responsibility to achieve educational and teaching goals (Arroyo, 2020).

Seen the phenomenon that occurs in the foundation the performance of teachers who have not mastered the learning materials that will be taught in the classroom until students are not able to master the material that is potent by the teacher, the teacher is not able to establish good communication with students then the student is afraid if inquired to the teacher about the teaching material that the teacher taught in the classroom. Teachers do not prepare learning by creating syllabus and Learning Implementation Plan (RPP) the teacher does not do it alone but the teacher only copy from fellow teachers. Teachers do not check the assigned tasks to students and students there are who do not submit tasks on time. Professional teachers are teachers who are able to master the material that will be given to students, and have extensive knowledge of education now that can encourage students to become smarter.

The Sabang City Government continues to improve the quality of education that is highly affected amid the COVID-19 pandemic, with a variety of strategic programs. In Sabang City itself is currently entered into one of the categories of 3T regions, namely the left, leading, and outermost areas therefore it is needed an organisational climate that is conducive so that teachers can teach well so that the quality of education in Sabang Province Aceh has increased catching up with other provinces.

THEORETICAL FRAMEWORK

Quality Education

According to (Tarman, 2020) quality education is Education that is able to produce graduates who have the ability or competence, both academic competence and vocational competence, based on personal and social competence, as well as noble moral values, which are the whole life skills, education capable of producing whole human beings (full human) or human beings with integral personality (integrated personality) who are able to integrate faith, science, and charity (Giannakopoulos, 2023). Quality Education is a pillar for developing human resources (HR) (Romanowski, 2021). Which one future of the nation lies in the existence of the quality of education that is in the present. A quality education will appear when there is good school management. Quality is also a very important competition, because it is a vehicle to improve the quality of service products. Thus, realizing a quality education is important, as an effort to improve the future of the nation as well as a part of the service product. National quality standards refer to Government Regulation of the Republic of Indonesia No. 32 Year 2013 on changes to Government Regulation No. 19 Year 2005 About National Standards of Education (SNP) (Regulation of Government No. 19 Year 2005 About National Standards of Education, 2022) include: 1) Standard Competency, 2) Content standard, 3) Process standard, 4) Educator standard, 5) Standard means and prejudice, 6) Processing standards, 7) Financing standards, and 8) Educational assessment standards.

Teacher Performance

In the book (Asf et al., 2019) also proposes that performance is the result of quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Similarly, it is stated (Hasibuan, 2014) that performance or potential work is a result of work achieved by a person in performing the tasks given to him based on the ability, experience, and earnestness of time fiber. Based on the above description

it is seen that teacher performance is related to teacher competence, meaning that in order to have good performance a teacher must be supported with good competence. If a teacher does not have good competence then it will not be possible to have good performance. (Kebijakan Departemen Pendidikan Nasional, 2004) states that teacher performance is the ability of teachers to demonstrate the various skills and competencies that he has. The essence of the teacher's performance is nothing but the ability of the teacher to show the skills or competencies he has in the real work world. Based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 Year 2007 on Academic Qualification Standards and Teacher Competence in the Directorate of Energy (rubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan, 2022) explained that the Teacher Competency Standards are developed intactly that integrate in teacher performance, including: 1) pedagogic competence, 2) personality competence, 3) social competence, and 4) professional competence

Organization Climate

Organization's climate is the quality of every interaction process within an organization to achieve its established goals so that employees will conduct assessments about the company and form their perceptions about the organization's climate in which it works (F. R. A. L. S. S. Y. L. Nasib, 2023). If employees perceive that the company applies regulations that do not have suitability to its value, then this condition can cause job dissatisfaction (S. B. E. E. N. Y. L. Nasib, 2023). Conversely, if employees perceive the company to implement regulations that have suitability to its value, then satisfaction will be created (Atwater, 2021). According to (F. R. A. L. S. S. Y. L. Nasib, 2023) the organization's climate is also an organisational atmosphere is a series of work environments around the workplace that affects one's behavior in carrying out work that ultimately makes the organization's goals fast achieved. The organization's climate is the quality of the organization's internal environment that is relatively continuous experienced by members of the organization, thus affecting their behavior (Paisal, 2020). The organization's climate is a characteristic that distinguishes one organization from another that affects employees, so that it is willing to work willingly without being forced (Adriana, 2023). According (Rožman, 2021) states that there are several indicators of the organization's climate, are as follows: 1) Leadership 2) Trust. 3) Joint decision making or support. 4) Honesty 5) Communication. 6) Flexibility or autonomy. 7) Job risk

METHODOLOGY

This research uses a type of quantitative research is a method of research in which it uses many numbers. From the process of data collection to its interpretation. The research method is a deep study and full of caution of all facts. Because quantitative tode has been used for quite a while so it became a tradition in research. The population of this study is all students / I high school and Sabang City SMK which number 921 students. The sample is done because researchers have limitations in conducting research both in terms of time, energy, funds and a large population. Then the researcher should take a truly representative sample (can represent). To determine the size of the samples taken from the research population using the formula proposed by slovin in (Amalia, 2022) with a trust level of 90% with an $e=10\%$ value with a sample number of 90 students. The study used data analysis using Structural Equation Modeling Partial Least Squares (SEM-PLS) using SmartPLS software. Quantitative data analysis using statistical analysis with SEM-PLS aids consists of two stages: validity test and reability test.

RESULT AND DISDUSSCON

Characteristics of Respondents

Table 1: Characteristics of respondents by Gender

| No | Gender | Total | Persentage |
|---------------|--------|-----------|-------------|
| 1 | Male | 37 | 41% |
| 2 | Female | 53 | 59% |
| Jumlah | | 90 | 100% |

Source: Data processed authors 2023

Based on the table above, we can find out about the sex of the respondents show that the male respondents were 37 people with a percentage of 41%. While female respondents were 53 people with 59% percentage

Table 2: Characteristics of respondents by Major

| No | Major | Total | Persentage |
|--------------|-------|-----------|-------------|
| 1 | IPA | 25 | 28% |
| 2 | IPS | 33 | 37% |
| 3 | SMK | 32 | 35% |
| Total | | 78 | 100% |

Source: Data processed authors 2023

Based on the table above can be known about respondents majors show that respondents with IPA majors as many as 25 students with a percentage of 28%, respondents majoring as

many as 33 people with a percentage of 37% and respondents majoring as many as 32 people with a percentage of 35%.

Convergen Validity

Table 3: Validity Test

| Variable | Indicator | Outer Weights | Loading Factor | Description |
|--------------------------|-----------|---------------|----------------|-------------|
| Organization Climate (X) | X1 | 0,177 | 0,735 | Valid |
| | X2 | 0,188 | 0,708 | Valid |
| | X3 | 0,101 | 0,781 | Valid |
| | X4 | 0,140 | 0,745 | Valid |
| | X5 | 0,197 | 0,775 | Valid |
| | X6 | 0,167 | 0,804 | Valid |
| | X7 | 0,187 | 0,824 | Valid |
| | X8 | 0,203 | 0,789 | Valid |
| | X9 | 0,151 | 0,790 | Valid |
| | X10 | 0,187 | 0,735 | Valid |
| Teacher performance (Z) | Z1 | 0,070 | 0,748 | Valid |
| | Z2 | 0,237 | 0,794 | Valid |
| | Z3 | 0,048 | 0,745 | Valid |
| | Z4 | 0,122 | 0,775 | Valid |
| | Z5 | 0,198 | 0,771 | Valid |
| | Z6 | 0,163 | 0,712 | Valid |
| | Z7 | 0,219 | 0,716 | Valid |
| | Z8 | 0,162 | 0,706 | Valid |
| | Z9 | 0,227 | 0,751 | Valid |
| | Z10 | 0,230 | 0,717 | Valid |
| Quality education (Y) | Y1 | 0,190 | 0,848 | Valid |
| | Y2 | 0,202 | 0,801 | Valid |
| | Y3 | 0,207 | 0,897 | Valid |
| | Y4 | 0,198 | 0,881 | Valid |
| | Y5 | 0,176 | 0,838 | Valid |
| | Y6 | 0,202 | 0,840 | Valid |
| | Y7 | 0,409 | 0,722 | Valid |
| | Y8 | 0,365 | 0,781 | Valid |
| | Y9 | 0,359 | 0,770 | Valid |
| | Y10 | 0,106 | 0,757 | Valid |

Source: Data processed authors 2023

Based on the table above it is seen that all indicators meet the value above loading factor of 0.5 means the indicator in this study has met.

Composite Reliability

Table 4: Reliability Test

| Variabel | Crombach's Alpha | rho_A | Composite Realibity | AVE | Hasil Uji |
|----------------------------|------------------|-------|---------------------|-------|-----------|
| Organizational Climate (X) | 0,765 | 0,739 | 0,771 | 0,686 | reliabel |
| Teacher Performance (Z) | 0,907 | 0,910 | 0,923 | 0,545 | reliabel |
| Education Quality (Y) | 0,938 | 0,943 | 0,949 | 0,700 | reliabel |

Source: Data processed authors 2023

Based on the data presentation above, it is known that each variable of the research has a cronbach's alpha value and composite reliability > 0.6 , which means that each variable used in the study is reliable.

Determination Test

Table 5: Determination test

| variable | R square | R square adjust |
|-------------------------|----------|-----------------|
| Teacher performance (Z) | 0,773 | 0,770 |
| Qualitu education (Y) | 0,713 | 0,710 |

Source: Data processed authors 2023

Based on the table above it can be seen that the r-square result for endogenous latent variables of 0.77 indicates that the model is substantial (good).

F Square Test

Table 6: F Square Test

| Variabel | Organization Climate | Teacher performace | Quality education |
|--------------------------|----------------------|--------------------|-------------------|
| Organization Climate (X) | - | 0,619 | - |
| Teacher Performance (Z) | - | - | 2,487 |
| Quality Education (Y) | - | - | - |

Source: Data processed authors 2023

Based on the table above it can be seen that teacher performance is influenced by the organization's climate of 0.619, and the quality of education is influenced by teacher performance of 2,487, indicating that there is a great effect.

Hyphothesis Test

Table 7: Hyphothesis test

| Variable | Original Sample | Sample mean | Standard Dv | T statistic | P. Values |
|----------|-----------------|-------------|-------------|-------------|--------------|
| X > Y | 0,879 | 0,889 | 0,031 | 28,336 | 0,000 |
| X > Z | 0,845 | 0,848 | 0,039 | 21,527 | 0,000 |

Source: Data processed authors 2023

Based on the table above can be seen as follows:

- 1) Direct influence on the organizational climate variable on education quality has a path coefficient of 0.879 This shows that if the higher the organizational climate in high school and high school schools the higher the quality of education. The effect has a

probability value of $0.000 < 0.05$, there is a significant influence between the organization's climate on the quality of high school education and Sabang province of Aceh.

2) Direct influence on the organizational climate variable on teacher performance has a path coefficient of 0.845 This shows that if the higher the organizational climate in high school and high school schools the higher the teacher's performance. The effect has a probability value of $0.000 < 0.05$, there is a significant influence between the organization's climate on the performance of high school teachers and high school in Sabang province of Aceh.

DISCUSSION

Professional teachers will always develop themselves against knowledge and explore their skills, and also must diligently read literature (Teresia, 2021). As a professional teacher must have extensive requirements, experience and knowledge (Manumanoso, 2021). The task of a teacher in the world of education is not only to convey material, but to be more professional and experienced enough in teaching then the performance will be high (Johansson, 2021). The influence of a teacher's professionalism and the organization's climate will drive performance for the better. Based on the table above it can be seen that teacher performance is influenced by the organization's climate of 0.619, and the quality of education is influenced by teacher performance of 2,487, indicating that there is a great effect.

The results of research conducted by (Chung, 2020)(Inkeeree, 2021)(Setrojoyo, 2023) organizational climate is a characteristic of the organization as a whole and relates to the feelings of the members concerned. Climate as a subjective influence that can be felt from formal systems, informal styles of leaders and other important environmental factors, which concern the attitudes/beliefs and motivating abilities of those who work in the organization. Furthermore, (Prastiawan, 2020) said that Work climate is a set of characteristics that distinguish between one individual and another individual who can harm the individual's own behavior.

Organizational climate is a very important concern for an organization leader, as these factors can affect the effectiveness of its employees' performance (Saha, 2023). The organization's climate concerns not only the social aspect but also the physical aspects of the organization. The organization's climate also concerns the perception of members of the organization, both individually and groups, about the nature and characteristics of the

organization that reflects the norms and beliefs in the organization so that the organization's climate is formed, such as: 1) the willingness to work hard, 2) cooperation between leaders and employees, 3) enforcement of regulations for all members of the organization. This study is in line with the research conducted (Qingyan, 2023)(Masias, 2023)(Nurhasan, 2023) explain in his research that the organization's climate affects the quality of teachers' education in high school and Sabang Aceh through teacher performance as intervening variables.

CONCLUSIONS

The direct effect on the organizational climate variable on the quality of education shows that if the higher the organizational climate in SMA and MA schools, the higher the quality of education. The effect has a probability value of $0.000 < 0.05$, there is a significant influence between the organizational climate on the quality of education in SMA and MA Sabang City, Aceh Province. The direct effect on the organizational climate variable on teacher performance shows that if the higher the organizational climate in SMA and MA schools, the higher the teacher performance. The effect has a probability value of $0.000 < 0.05$, there is a significant influence between the organizational climate on the performance of public high school and vocational school teachers in Sabang City, Aceh Province.

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