



## The Climate Of The Organization Faces The Work Of Certified Teachers In SMAN 1 CENTRAL LAMPUNG

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### Abstract:

The purpose of this research is to find out the impact of the organizational climate on the performance of certified teachers at the Highest State High School. This research is a kind of survey survey survey using quantitative methods. This study involved 182 people, with samples of 119 people. The data collection tool in this study is a method of questionnaire data analysis using simple regression analysis, continued through qualitative descriptions, to get a clearer picture. The results of the research showed that the organizational climate influenced the performance of certified teachers in the State High School at 68.5% and was moderate. Based on the findings, this study draws conclusions to improve the performance of certified teachers, then should improve the organizational climate. The better the organizational culture, the greater the likelihood that a certified teacher's performance will be better and more optimal.

**Keywords:** *Organizational Climate, Certified Teacher Performance*

### INTRODUCTION

The success of the educational activities and the achievement of the quality of education is influenced by the performance of teachers. Because teachers are the primary in education. Teachers plan educational activities and teachers are responsible for the pupils. If teachers carry out their educational activities professionally, then surely the educational outcomes will be optimal. That is why it is essential for a good teacher to perform his duties and responsibilities in the best way possible.

Ade Mulyani's findings reveal that teacher performance has a positive and significant influence on the quality of learning at SE-Regency Purwakarta SMK. The results of this study show that the higher the teacher's performance, the better the quality of learning.

Ning Zahroh's research finds that teachers' performance in planning learning, implementing learning, and evaluating learning outcomes improves, as does the quality of learning (Mulyani, 2012). Similar findings were also found by Zurnica who found that there was a significant influence between the performance of teachers on the quality of learning of State high school students in the Copan region (Zahroh, 2017) (Zulnika, 2017).

The results of the study show that the performance of teachers has a significant influence on improving the quality of education and learning in schools. It is therefore clear that teachers are the most important resource in the effort to develop the future potential of students. Therefore, the profession of teacher contains the meaning of a strategy, because it represents a real challenge to the process of humanization, intelligence, aculturation, cultivation of values, and development of character of the nation.

The recognition of professional teacher status is demonstrated by the qualifications obtained by educators through teacher certification. Teacher certification is a Master certification process is a process of granting educator certificate to teachers for formal teaching credits. The teacher certificate is a formal proof that a teacher is recognized as a professional.

Nurhattati Fuad's research shows that teacher certification has a significant impact on improving teacher performance (Fuad, 2018). According to the findings, teacher certification is one of the government's efforts to improve teacher quality while improving their well-being, in order to improve the quality of education in Indonesia sustainably. Certified teachers must have creative abilities, good teaching performance in carrying out their daily duties as teachers and educators, as well as be innovative and highly motivated to be recognised as professional teachers.

It represents the skill of the teacher in the teaching process as seen from the teacher's performance is good. Therefore, it can be affirmed that certification brings high expectations from the public and government on the quality of Indonesian education through certification programmes. The performance conditions of teachers, especially certified educators, are still not optimal in improving the quality of education.

The results of the survey of certified teachers revealed that despite the rise in grades, there are still problems such as the decrease in the number of teachers attending academic capacity-building activities as an attempt to improve their academic capabilities continuously. Meanwhile, in relation to teacher participation in education and training, data show that half of teachers (52.5 per cent) do not attend training, either in school or unpaid. Teachers who do not attend training explain why their school does not provide such an opportunity and why the training is not relevant to the field they are teaching (Kartowagiran, 2011).

Increased performance of certified teachers is still unsatisfactory, indeed, teachers who have not obtained certification also show high motivation for work. Kodija's findings on the performance of madrasah teachers and post-certified Islamic education teachers in Sumsel are: (1) planning, implementation, and evaluation of learning, (2) between rural and urban citizens; (3) between those who pass through the Portfolio and those who graduate through the PLPG; in other words, performance of certified teachers is still below minimum performance standards (Khodijah, 2013).

Based on the results of the study, it is clear that there is a need to improve the performance of certified teachers so that certified teacher can meet the expectations of the public and government through the certification program. To improve the performance of certified teachers, efforts are required not only on the part of the teachers themselves, but also support from various sources such as supervision of the head of the madrasah and organizational culture.

There are several factors that influence the performance of certified teachers, such as the organizational climate factor; the reason that the organization's climate is used as a variable that affects certificated teachers' performance is because the organization climate represents a set of characteristics of the working environment that are directly or indirectly judged by the staff who behave so; it is based on Shaikul Sagara's opinion that it can be regarded as the primary workforce. Influencing employee behavior (Sagala, 2009), Stephen P. Robbins also proposed an attribution theory that states that in order to identify individual or organizational behaviors it is necessary to look for their causes in the internal or external environment, these two opinions are based on the foundations for researchers to make the organizational climate a variable that affects the performance of certified teachers in this study (Robbins, 2006).

Organizational climate is the quality and consistency of interaction between individuals and organizational communities, which influences the cognitive, social, and psychological development of students (Hoffman, 2015). Therefore, organizational climates are external factors, both physical and non-physical, within an organization that directly or indirectly influence the behavior of people in an organization through a

sense of well-being, job satisfaction, and an atmosphere full of enthusiasm.

Croff explains that a positive organizational culture can boost the enthusiasm and energy of employees, thus giving satisfaction to members of the organization (Sagala, 2009). Burhanuddin also stated that a good organizational culture will result in high productivity (Burhanuddin, 1994). The results of Imam Shorikful Hadi's research successfully proved that the organizational climate has a significant influence on the professional performance of Muhammadiyah teachers in high school, SMK, and master's programmes in the Holy District (Hadi, 2016). Laudatul Jana's research also found that the organizational climate has a direct positive impact on PAUD teacher performance in Depok City. The correlation coefficient is 0.612 and the line coefficient value is 0.442 (Janah, 2020).

Based on some of these opinions it can be understood that a conducive organizational climate will be able to improve one's internal performance, will work with a happy atmosphere and enthusiasm, so that the results of the work will be achieved better. By comparison, when a person works in an unpleasant climate, full of stress, less attentive, less facilitative, lack of family atmosphere and familiarity, then they will work with compulsion, quickly saturated and bored, and the result will be less than maximum.

An initial survey of the culture of the State High School 1 Terbangi Big revealed the following preliminary data: The school environment is excellent, clean, neat and has good ventilation. Good air quality and students in every class. Ideally, large classrooms, lots of light and low humidity, enough learning media, relationships between pretty good, a few teachers involved in school development, teachers' ideas and criticisms pretty much listened to and considered, the relationship between teachers and leadership wrapped up pretty well.

Highest State High School, preliminary study data on the performance of certified teachers in the high school show that the level of performance of certificated teachers is still poor. There are still teachers who are late in collecting teaching equipment, half-semester learning is done only by giving assignments to students, less varied learning methods are used, less frequently used learning media, students rarely follow up activities that only evaluate learning outcomes, tasks and repetition results.

Based on the results of the preliminary survey, the researchers were interested in conducting further research to find out the impact of the organizational climate on the performance of certified teachers in the first high school, so that through this research will be found the concept of efforts to improve the performance, especially in the secondary school, and in the provincial high school as a whole.

## **RESEARCH METHODS**

This type of research is survey research using quantitative research methods. Using the type of survey research to obtain data from a particular location that is natural (Sugiyono, 2008). In addition to the use of survey research as a result of data collection, the author collected information from respondents using questionnaires as a basic method. As Masri Singarimbun suggested, that survey research is research that takes samples from a population and uses questionnaire as a fundamental data collection tool." (Singarimbun, 1989)

Based on the method, this study uses the method of quantitative associative research. The method of associative quantitatively research is used because quantitatinal research aims to find out the relationship of two or more causal (causal) variables, test the theory, and analyze data using statistics to test the hypothesis. Based on the above opinion, then the type of survey research and with the method of quantitative research is seen from the side and its usefulness in accordance with the research that the author did, namely to know the influence of the organizational climate on the performance of certified teachers in the Highest State High School. Therefore, there are two variables in this study: the independent variable or the influential variable (variable X): the organizational climate (X), and the dependent or influenced variable, i.e. the performance of certified teachers. (Y).The methods developed by Isaac

and Michael are a way to determine the following number of qualifying samples: (1) known population numbers; (2) at the significance level of 1%, 5% and 10%.<sup>18</sup>

## RESULTS AND DISCUSSION

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Based on the calculation of Isaac and Michael's sample study with a 5% error rate, out of 182 Highest State High School Teachers in Bandar Lampung at a 5% infection rate, the sample was known as 119 Higher State High school Teacher. The sampling technique with Proportional Random Sampling is performed by taking random samples without determining who is the most important person in the specified research population, according to the number of samples that have been specified, namely 119 Highest State High School Teachers.

Data collection techniques use lifts to obtain data about the organizational climate and performance of certified teachers. The data analysis technique uses a simple regression test that previously tested normality, homogeneity, and linearity first. Simple regression linear analysis is used to examine the influence between two variables. A simple regressive clarity test with the criterion used is that when  $r$  is greater than a certain value then  $H_0$  is accepted. By contrast, when a value is smaller than ( $<$ ) a particular value,  $H_0$  is rejected.

Organizational climate overview and performance of certified high school teachers are usually moderate or moderate. These findings suggest that due to unoptimal achievements, there is still need for improved supervision of the head of the madrasah, the organizational climate, and the performance of certified high school teachers. For more clarity can be seen in the following table and picture:

Table 1  
Recapitulation of High School Profile

No	Variable	Category		
		Tall	Currently	Low
1	Climate Organization	17.6%	65.5%	16.8%
2	Performance of Certified Teachers	22.7%	58%	19.3%

In table 1, it is found that in general the level of the organization's climate, and the performance of certified high school teachers of State 1 Highest is in the moderate category. It shows that the efforts of the government, the head of the madrasah, the educational and educational personnel are still needed. The organizational climate and performance of the high school teacher of the state is more ideal.

The results of the testing of the research hypothesis obtained findings there is an influence of the organizational climate on the performance of certified teachers in State High School 1 Upper.

Table 2  
The Big Impact of Organizational Climate on the Performance of Certified Teachers in Highest 1st State High School.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685	.470	.465	11,526
a. Predictors: (Constant), Climate Organization				
b. Dependent Variable: Certified Teacher Performance				

In table 2, the impact of the organization climate on the performance of certified teachers in State High School 1 is shown as 0.685 or can be said that the change in performance of the certified teacher in State high school 1 is influenced by the variable of the organisation climate of 68.5%, which is categorized as moderate/sufficient. Here's the calculation:

Table 3  
Coefficients of the Organization's Climate Impact Track on the Performance of Certified Teachers in High School 1

Coefficients				
Model	Unstandardized Coefficients	Standardized Coefficients	t	sig
(Constant)	20,130	.7493	2,686	.008
Climate Organization ,	.088	.685	10,181	.000
a. Dependent Variable: Certified Teacher Performance				

Based on the table of coefficients of the impact of the organization's climate on the performance of certified teachers in State High School 1, the Highest obtained a t-hitung price of 10,181 and a p-value of 0,000 that is smaller than the used  $\alpha$  value is  $0,000 < 0,05$ , which means that the variable of the organizational climate (X) has a direct positive effect on the teacher's performance variable in State high school. (Y). The results of the calculation of the coefficient of the organization's climate influence path to the performance of certified teachers in the State High School 1, then performed the test of its significance by applying the analysis of variance.

Thus, it can be understood that there is an influence of the organizational climate on the performance of certified teachers in Higher 1st State High School. This indicates that the coefficient of the organization's climate influence path on certificated teachers' performance in Highest 1st state High School is significant and can explain the direction of the strength of the impact of the organisation's climates on the teacher's performance at Higher 1. The impact of the organization's climate on the performance of certified teachers in the Highest State High School was 68.5%, which was categorized as sufficient. Based on the results of the above tests, it was concluded that the organizational climate had a significant impact on the effectiveness of

certificated teachers at the Higher State High school of 68.5% which was classified as moderate/sufficiently strong. The findings explain that to improve the performance of certified High School Teachers in State 1st High requires a good climate. The better the organizational climate, the higher the performance of certified high school teachers.

The results of the study are in line with Crof's opinion that a conducive organizational climate will make employees more energetic, have vitality in life and bring satisfaction to members of the organization. Burhanudin also said that a good organizational climate would also boost high productivity. A happy worker is also a productive worker. The results of Imam Sholih Hadi's research have proved that the organizational climate has a significant influence on the professional performance of high school, SMK and MA Muhammadiyah teachers in the Holy District. Raudhatul Janah's research also found that there is a direct positive influence of organizational climate on PAUD teacher performance in Depok with a correlation coefficient value of 0.612 and a path coefficient of 0.442. (Burhanuddin, 1994)

Raza's research also succeeded in proving that the majority of state college heads argue that open climates correlate highly and positively with teacher performance, while father climates and closed climates are negatively correlated with teacher performances. (Hadi, 2016)

Gemnafle's research also proves that one factor that contributes significantly to teacher performance is the school's organizational climate (Janah et al., 2020). A positive school organization climate will continue to encourage teachers to devote everything they have to knowledge or ideas, energy, time, commitment, harmony and professional responsibility to improve student performance. 26 Dalanon also found that a good organizational climate would improve teacher performance in the school. (Janah et al., 2020)

Based on some of these opinions it can be understood that a conducive organizational climate will be able to improve one's internal performance, will work in a pleasant and enthusiastic atmosphere, thus achieving better results (Kartini et al., 2017). Compared to people who work in an unpleasant environment, stress, lack of attention, less facilities, less blood contact and less familiarity, they will work compulsively, will soon get bored and bored, and the results will be less than expected. (Raza et al., 2010)

## **CONCLUSION**

Based on the findings and interpretation of the results of the study in line with this research question, it was concluded that the organizational climate has a great influence on the performance of certified teachers in Negri 1 Telbangi high school, and the percentage reaches 68.5%. In line with the conclusion of this study, always establish and maintain good communication relationships with the whole element of religious organization, keep the well-being of teachers always at the forefront, and improve the environment of the school organization.

Several proposals have been made for that. Goal.Attention is always given to advancing teacher performance by giving a variety of appreciation and positive reactions to teacher performance, providing benefits, security, comfort, exciting experiences, and encouraging teachers, We advance the talent and ideas of our instructors and staff, and always build good work. Relationship, quality enhances supervision through discipline and wisdom.

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