



The Influence of Work Climate on Primary School Teacher Performance in Narmada District

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Abstract

This study aimed to determine the effect of the working climate on the primary school teachers' performance in Narmada District, West Lombok Regency. This quantitative study was conducted at the Narmada District Public Elementary School in West Lombok Regency using an ex post facto approach. The population of this study included all primary school teachers in Narmada District, West Lombok Regency, a total of 340 PNS teachers, and 50 regional permanent teachers. The survey sample of 79 teachers obtained by proportional random sampling. The research tool used as a measure of research variables was a Likert scale model questionnaire. The data analysis technique used in this study is regression analysis. Before performing the data analysis, the data analysis requirements test is performed, which includes multicollinearity, autocorrelation, homogeneity, and normality data tests, and continues with hypothesis tests. The results showed that the work climate had a positive impact on the primary school teachers' performance in Narmada District, West Lombok Regency. This means that if the work climate is maximized, the teachers' performance of the primary school in Narmada District, West Lombok will also increase.

Keywords: *Work Climate; Teacher Performance; Primary School*

Introduction

Primary school is a formal level of education that consists of a number of components and is related to students, teaching and learning activities, facilities and infrastructure, costs, teachers, directors, supervisors, and the community (Supendi, 2016). All components of the education system are very important in determining the success of school goals (Muliati et al., 2020). Without a teacher, however, not all available components will be of maximum use for the implementation of education in schools. The teacher is professional, a teacher with extensive knowledge in the field of education has a high maturity, is independent, has a high involvement, is visionary, creative, and innovative.

Each teacher has the task of educating, teaching, guiding, leading, educating, assessing, and evaluating students. All these tasks also apply to primary school teachers. The learning and learning process is the act of the teacher and students based on reciprocal relationships that take place in

educational situations to achieve certain goals, therefore teachers are needed to demonstrate good performance, to have effective and efficient learning and learning process to create.

The situation in the field showed that the teacher's performance was in the unfavorable category. This is based on the readability results of students of Class IV (four) primary schools who are still low, including students of public primary schools in Narmada subdistrict, West Lombok, where most Class IV primary students are still not fluent in reading. According to the Ministry of Education and Culture (2013) based on the results of a Progress in International Reading Literacy Study (PIRLS) study that the reading skills of Indonesian grade IV students (405) are below the international average (500) and 41 of the 45 participating countries.

Based on data from the West Lombok Regency Ministry of Education and Culture, the average acquisition of USBN grades at primary schools in West Lombok Regency has increased over the past 4 years. Despite the increase, the increase is not too great. The average value over the past 4 years is still below 70. One of the reasons is the non-maximized performance of the teacher. Given these circumstances, an evaluation of teacher performance is needed in the learning process and an increase in teacher performance. Teacher performance needs to be improved, well, and continuously promoted so that teachers have professional educational performance.

A teacher must earn extra income to meet his needs. Therefore, in improving their performance, teachers need to be supported by a working environment and high motivation, both inside and outside themselves. This is consistent with the results of research conducted by Zulkarnin et al., (2017) that the working climate has a positive relationship with the performance of teachers in the West Lombok Regency. This means that the better the working climate, the performance of teachers in the West Lombok Regency will also increase.

This study provides a work environment as an independent variable to find out how it affects the performance of primary school teachers in Narmada District, West Lombok Regency.

Method

This study was conducted at primary school in Narmada district, West Lombok Regency. This research is a quantitative study, in which researchers describe the observed phenomenon in more detail using data in the form of both quantitative and qualitative data (Purwanto, 2007). This study takes an ex-post-facto approach, meaning that the researcher does not use treatment of research variables, but rather examines the facts that have occurred.

The population in this study included all primary school teachers in Narmada District, West Lombok Regency, a total of 340 governments employees' teachers and 50 regional permanent teachers. The sample of this study was part of the research object, which was part of the number of primary school teachers in Narmada Sub district, West Lombok Regency, obtained with a proportional random sampling technique. Based on calculations, the number of study samples was 79 or 20% of the study population distributed across each school.

The research tool used as a measure of research variables is a Likert scale model questionnaire with 4 (four) answer choices. The questionnaire contains a number of statements submitted to respondents in the form of statements (description of the situation) with four alternative answers tailored to the purpose of the statement, namely: 1) disagree; 2) disagree; 3) Agree; and 4) Strongly agree.

The data analysis technique used in this study is a simple regression analysis. Data analysis requirements, including multicollinearity, autocorrelation, homogeneity, and normality data tests, were

previously tested and hypothesis testing continued. To find out if the work climate variable influences the teacher performance variable, this is done using the F-test.

Result and Discussion

The results of the simple linear regression analysis are shown in Table 1.

Table 1. Results of a simple regression analysis of the working climate on the performance of teachers

Model	Coefisien		T _{count}	t _{table}	Sig.
	Score	Std. Error			
Constan (<i>a</i>)	30.507	17.860	1.708	1,664	0.092
Work Climate (<i>b</i>)	0.598	0.214	2.799	1,664	0.006

Based on Table 1, the significant value obtained is 0.006 less than 0.05 (Sig. <0.05). It was concluded that the working environment had a significant positive effect on the performance of public primary school teachers in Narmada District, West Lombok Regency. The results of the analysis also achieved a regression coefficient *b* of 0.598 and a constant (interception) *a* of 30.507. The form of the working climate regression equation (X1) on the performance of teachers (Y) in elementary schools in the Narmada District, West Lombok Regency is thus $\hat{Y} = 30.507 + 0.598X_1$. This means that a change in one perception unit in the working environment variables is followed by changes in the performance of public primary school teachers in Narmada District, West Lombok Regency with 0.598 units in the same direction with an interception of 30.507. The graphical form of the regression equation is given in the following figure.

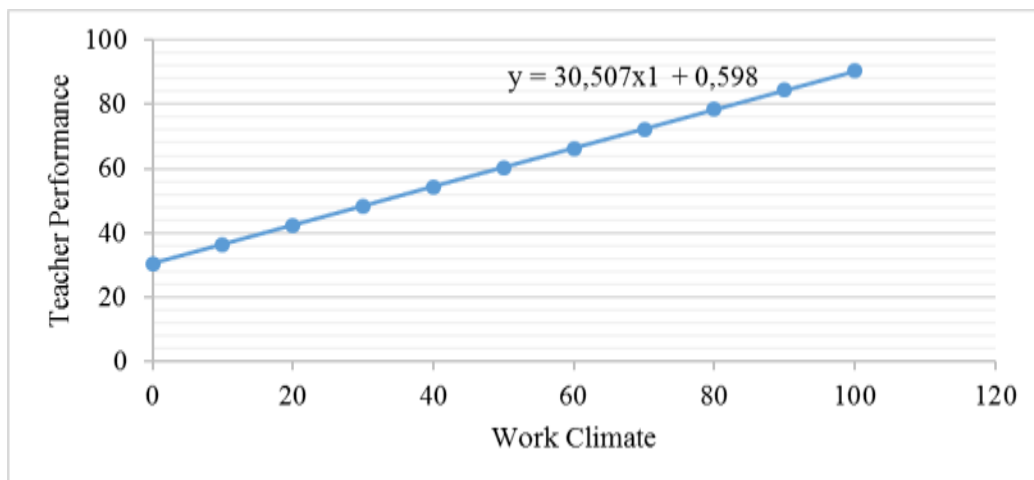


Figure 1. Graphical effect of the working climate on the performance of public primary school teachers in Narmada District, West Lombok Regency.

The magnitude of the influence of the working climate on the performance of public primary school teachers in Narmada Subdistrict, West Lombok Regency can be seen from the R2 values in Table 2.

Table 2. Contribution of the working environment to the performance of public primary school teachers in Narmada District, West Lombok Regency

R	R ²	Corrected R ²	Standard Error	Test results of Durbin-Watson
0.318	0.101	0.091	13.276	0.789

Based on Table 2, the R² value is 0.101. This means that the working climate has an effect of 10.1% on the performance of public primary school teachers in Narmada District, West Lombok Regency, while the rest is affected by other factors.

This research aims to find out the extent of the influence of the working climate on the performance of primary school teachers in Narmada District, West Lombok Regency. The results of the study have previously explained the results obtained that answer the problems in the study. The results of the study explain that the working environment has a significant impact on the performance of public primary school teachers in Narmada District, West Lombok Regency. This is consistent with the results of research conducted by Hamzah, et al., 2019; Hamid, 2014; Pohan, 2019; and Siregar & Thomas, 2015) which show that the working climate can improve the performance of teachers.

The research variable X1 has a significant effect on Y and has a positive value. Clear from the results of a simple linear regression equation that shows a constant value of 30.507, which means that if the working environment (X1) is considered not working, the teacher's performance (Y) is positive in the amount of 30.507. Then the coefficient of working climate regression (X1) is 0.598. The positive value coefficient means that there is a positive relationship between the working climate and the performance of primary school teachers in Narmada District, West Lombok Regency.

The working climate is a quality of the organizational environment, both physical and socio-psychological, that can influence a person's performance (Siregar & Thomas, 2015). The physical environment is related to existing facilities and the psychological social environment is related to working relationships between members of the organization. Based on descriptive analysis, the highest percentage of the working climate in primary schools in Narmada District, West Lombok Regency falls into the low category at 39%. This is evidenced by the results of observations, where the location of the school is less strategic and there are still many inadequate teaching and learning facilities, making the working environment in Narmada Primary School unfavorable. In addition, the positive thing happened was that there was a good relationship between fellow school members, both teachers and directors, fellow teachers, and students, which made the working climate that was not good in terms of location and facilities a bit harmonious with the good relations between the teachers.

Good relationships between teachers, school leaders, and students ensure that teachers feel comfortable at work so that their performance will be optimal, even with the limitations of existing facilities. What needs to be done to improve the working environment is a good organization in schools with a clear division of tasks by the director to help teachers better understand the tasks that have been given. So that the teacher can work well and optimally through his understanding of the task. In this way, the performance of the teacher will increase. All school members exchanged greetings and shook hands when they met. Teachers can work optimally by creating a comfortable atmosphere in the school environment.

The results of this research have implications that the better the working climate, the better the teacher's performance will be. These results are consistent with previous studies conducted by Hamzah, et al., 2019; Hamid, 2014; Pohan, 2019; and Siregar & Thomas, 2015) that the working climate at school influences the performance of teachers.

The extent of the influence of the working climate on the performance of teachers can be seen in the results of the determinant test. The test results show that the determination coefficient is 0.101. For example, the magnitude of the influence of the working climate on the performance of primary school teachers in Narmada District, West Lombok Regency is 10.1% and the rest is determined by other factors. This rate is indeed very small, but essentially the working environment plays a role in improving the performance of public primary school teachers in Narmada district, West Lombok Regency.

The results of hypothesis tests indicate that the working environment influences the performance of public primary school teachers in Narmada District, West Lombok Regency. This indicates that the high performance of teachers is determined by a favorable working climate. So the more favorable the working environment in the school environment, the higher the performance of the teacher is produced. Therefore, the comfort that teachers feel in the school environment will motivate them to perform their routine tasks, which is to perform learning activities.

A favorable working environment will make the state primary school environment in Narmada District, West Lombok, comfortable, so that it will be one of the motivations for teachers to perform their duties properly. This is as Supardi (2015) states that an important aspect that supports the success of the learning process is the working climate. This is also in line with the results of research Hasana (2010), which shows that the working climate influences the performance of teachers. While Khoirunnisa (2014) also demonstrated in his research that the working climate affects employee performance, the better the working climate, the more positive the effect on employee performance. This indicates that the influence of the working climate on performance is not only in educational institutions but also in general organizations.

The results of this research also confirm the findings of Ridwan (2013), who found that the working climate in a school has a major influence on the behavior of teachers and other employees. The description explains that in the process of controlling the work climate at school, a key role in the client is with the support of teachers and staff. The research results of Sawianti (2019) also prove that the school climate has a positive effect on the performance of teachers. The findings of this study also support the results of Sumarsono's study (2012), which proves that the work climate is significantly related to teacher performance, indicating that an increase in the school climate will increase teacher performance. Furthermore, Hamid (2014) also demonstrated in his research that the working climate has a significant influence on the performance of teachers.

The results of this study have supported the results of previous studies to provide insight that a favorable working climate can be a supporting factor so that it has a positive impact on improving teacher performance. This shows that the high or low performance of teachers is related to whether or not to promote the working environment in the school environment. Teachers' performance is therefore influenced by a favorable working climate.

Conclusion

Based on the results of the study, it was concluded that there was a positive impact of the working climate on the performance of public primary school teachers in Narmada District, West Lombok Regency with a contribution of 10.1%. This means that the better the working climate, the performance of public primary school teachers in Narmada district will also improve.

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