

Effects of School Organizational Climate and Teaching Quality on Student Learning Achievement in North Ende District, Eastern Nusa Tenggara, Indonesia

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Abstract

The problem underlying the implementation of this research was related to the assumption that the decreasing student achievement in North Ende District, Ende Regency, East Nusa Tenggara Province, Indonesia, was caused by the less professional School Organizational Climate and Teaching Quality. This research used a survey method with a quantitative approach. The sampling was done randomly, involving 107 teachers from the total population of 160 teachers and 107 students from the total population of 350 students. Data were collected through the instruments of Likert-scale questionnaires and the lists of high school students' scores in the fourth and fifth semesters of 2017/ 2018 academic year. Data analysis was conducted using Pearson-Product Moment Correlation and Multiple Regression. The variables in this research included two independent variables, namely school organizational climate (Variable X1) and teaching quality (Variable X2), and one dependent variable, namely student learning achievement (Variable Y) in North Ende District. The analysis results of this research showed that the School Organizational Climate variable (X1) had a positive and significant effect of 0.454 (45.5%) on Learning Achievement (Y) and the Teaching Quality variable (X2) had a positive and significant effect of 0.632 (63.2%) on Learning Achievement (Y). Accumulatively, the Student Learning Achievement (Y) in schools were influenced by the Organizational Climate and Teaching Quality of 0.447 (44.7%) while the remaining 55.3% was not the focus of this research. We suggest (1) the principals, teachers, and students establish good relationship each other so as to create a harmonious work climate, (2) the teachers improve teaching quality through education and training, courses and seminars, and (3) the principals provide opportunities for teachers to continue their education to a higher level.

Keywords: School Organizational Climate, Teaching Quality, and Student Learning Achievement

1. Introduction

School is an educational organization where learning processes take place with the aim to achieve national development goals. An organizational is said to be successful if the organization has qualified human resources, and so are schools. The success of school visions, missions, and goals depends on the human resources in the school, including principals, teachers, students, administrative staff and educational staff. Supardi (2013: 125) explained that a school has a conducive climate if the principal and teachers have a work ethic, the students own a learning ethos and a few violations of discipline and rules. Thus, a good school climate can be defined as the quite and comfortable condition around the school which is suitable and conducive to learning so as to improve student academic achievement. A good school working climate must be truly appropriate and able to support the smoothness and continuity of learning processes led by teachers.

Teachers are one of the factors that can influence the learning process in addition to the factors of learning environment and students. According to Sanjaya (2014: 52), the improvement of learning quality can be started by analyzing each component that can shape and influence learning processes, one of which is teachers. Teachers are people who have the knowledge, and they instill or transfer the knowledge they have to others. According to Karwati (2014: 62), the interpretation of teachers in the context of education is related to the profession they carry out as educators for students of various levels of education. With the above understanding, it can be said that the main task of teachers is teaching. This is in line with Law No. 14 of 2005 stating that teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students of several education stages, typically covering early childhood education, formal education, primary schools, and secondary schools.

A teacher's professionalism shows how much quality he has. Syah (2003: 229) stated that qualified teachers are competent teachers who are capable of carrying out well their obligations responsibly and properly. Thus, it can be said that a qualified teacher must have adequate competence. The Department of National Education (2007) categorized teacher competencies into four dimensions, namely (1) Pedagogic Competence, (2) Personality

Competence, (3) Professional Competence, and (4) Social Competence. With the four competencies above, the opportunity to improve student learning achievement in particular and educational quality will be more easily achieved. Learning achievement is the result obtained after going through a learning process. With a good learning, the hope for better learning achievement will be greater. Good learning can be made if the teacher has good teaching quality. With these four competencies, teachers are expected to elevate student learning achievement. From the description above, we can conclude that there is a relationship between school organizational climate, teaching quality and student learning achievement.

2. Literature Review

Working (Organizational) Climate

Wirawan (2007: 122) defined working climate as the perception of an organization's members (both individually and in groups) and those who are constantly associated with the organization (such as suppliers, consumers, consultants, and contractors) on what is happening in the organization's internal environment on a regular basis, influencing organizational attitudes and behavior as well as performance of organizational members which then automatically determines organizational performance.

According to Owens in Wirawan (2007: 122), a working climate is a study of perception that individuals have of various aspects of the environment in the organization". Meanwhile, James L. Gibson *et al.* in Sutisna (2009: 36) defined working climate as a set of equipment from a work environment directly or indirectly felt by employees who work in this environment and assumed to be the main force influencing employees' behavior at work.

In this regard, organizational climate can be interpreted as a characteristic that distinguishes an organization from other organizations because each organization has its own culture, traditions, and methods of action which can create a working climate in the organization as a whole, or in other words, a working climate is a system concept that reflects the overall lifestyle of an organization.

Teaching Quality of Teachers

Goetsch and Davis in Raharjo (2012) defined quality as a dynamic state associated with product, service, people, process, and environments that meets or exceeds expectations. Furthermore, Ishikawa in Raharjo (2012) defined quality into two dimensions as follows: (a) quality and customer satisfaction are the same things because if a customer get qualified goods or service, he will be satisfied, and (b) quality is a broad concept that goes beyond just product quality to also include the quality of people, processes, and every other aspect of organizations.

Based on the above definitions, it can be said that quality is the extent to which a form of service is well provided to others. Quality covers every aspect of organizations, such as product quality, people, and working processes.

According to Hamalik (2013: 44), teaching can be interpreted as follows:

1. Teaching is delivering knowledge to students or learners at school
2. Teaching is inheriting culture to the young generation through school education institutions
3. Teaching is an effort to organize the environment so as to create learning conditions for students.

Furthermore, Wahab in Susanto (2013: 26) formulated the concept of teaching as follows:

1. Teaching is communication between two people or more who mutually influence through their thoughts and learn something from the interaction.
2. Teaching is to fill students' minds with various information and knowledge about facts that can be used in the future.
3. Teaching is a process in which students, teachers, curriculum and other variables are arranged in a systematic way to achieve the stated goals.

From the definitions above, it is concluded that teaching is a process of delivering knowledge by teachers to students, in which the knowledge delivered is arranged systematically to achieve the goals that have been set.

Mandaru in Ungin (2013: 101) stated that the quality of a person must be a priority in an effort to develop an effective pattern of education. The quality of a teacher is characterized by a high level of intelligence, dedication, loyalty, and sincerity in advancing education for students. Furthermore, according to Ungin (2013), teacher quality is an important part of the teaching-learning processes which are the goal of educational organizations.

Teacher quality of education is related to the delivery of skills or knowledge from teachers to students in the hope to improve the quality of graduates, both in terms of personal quality, moral, knowledge and work competence.

By linking the above definitions of quality, we conclude that teaching quality of teachers is the level of intelligence and agility of teachers in conveying the intentions or learning to students. The measuring instrument for determining the level of qualified teachers is their professionalism at work. Teacher professionalism can be seen from the four competencies possessed, namely pedagogic competence, professional competence, social competence, and personal competence. As stated by Syah (2003: 229), qualified teachers are competent teachers, who are capable of carrying out their obligations responsibly and properly.

Learning Achievement

Before determining the interpretation of learning achievement, we must first know the meaning of learning. According to Skinner in Mudjiono (2013: 9), learning is a behavior. When a person learns, his response becomes better and vice versa, when he does not learn, his response decreases. Susanto (2013: 4) defined learning as an activity performed by someone intentionally and consciously to obtain a new concept, understanding, and knowledge so as to enable him to make a relatively good behavioral change in thinking, feeling, and acting. Thus, it can be concluded that learning is the process of changing an individual's behavior starting with the process of thinking and drawing conclusions from his thoughts as a response to the thinking.

Moreover, according to Indonesian Dictionary, achievement is the result that has been achieved (from what has been done, made, etc.). Djamarah (2012: 19) stated that achievement is the result of an activity that has been done and created, either individually or in groups. Furthermore, Harahap *et al.* in Djamarah (2012: 21) provided limitations defining achievement as an educational assessment of student development and progress relating to the mastery of teaching materials presented to them as well as the values contained in the curriculum

According to Syarif (2012: 237), learning achievement is an effort or activity of children to master learning materials provided by teachers at schools. Learning achievement is a term describing what an individual has achieved from the efforts experienced personally. Furthermore, learning achievement is the result of educators' assessments of student learning processes and outcomes reflecting students' mastery of subject matter or behavior that is relatively constant as a result of the learning process experienced by students in a certain period of time.

3. Research Method

This research used a survey method with a quantitative approach. This method was used because the researchers wanted to know the effects of school organizational climate and teaching quality on student learning achievement in North Ende District, Ende Regency, NTT.

Population and Sample

Population

Population is a generalization area consisting of objects and subjects that have certain qualities and characteristics determined by the researchers to be then studied and concluded. So, population is not only people but also objects or things. The population in this research covered high schools in North Ende District, Ende Regency, NTT.

Sample

Sample is part of a population. Due to limited funds, time, and effort, the researchers used only 4 samples of high schools (both senior and vocational high schools) taken randomly from the population in North Ende District, involving 107 teachers from the total population of 160 teachers and 107 students from the total population of 350 students.

Research Framework

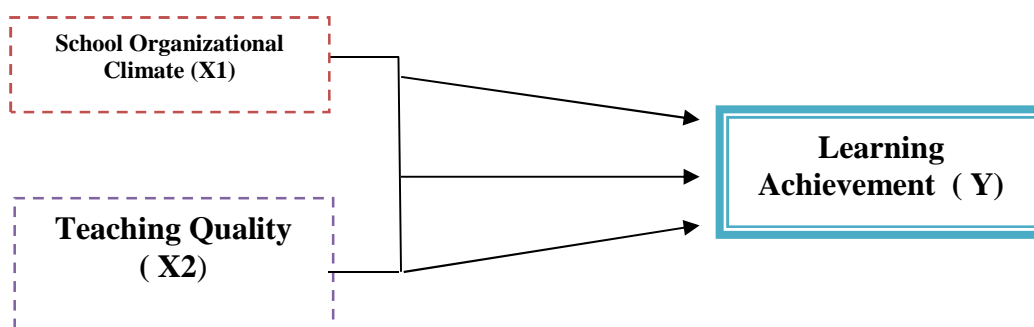


Figure 1. Effects of X1 dan X2 on Y

Data Collection Technique

The primary data were collected using a questionnaire technique to measure the school organizational climate and teaching quality through the opinions and perceptions of a person or group of people about social phenomena. Meanwhile, the secondary data were in the form of student scores in the fourth and fifth semesters of 2017/ 2018 academic year. The research instruments in the questionnaires used a Likert Scale.

Data Analysis Technique

As explained above, the method used in this research was a survey method with a quantitative approach. The research instruments in the questionnaires used a Likert Scale and the data analysis was done using Pearson-Product Moment Correlation and Multiple Regression.

4. Findings and Discussion

The analysis results of multiple regression test related to the effects of organizational climate (X1) and teacher’s teaching quality (X2) on student learning achievement(Y) in North Ende District can be descriptively presented as follows:

Table 2. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ORGANIZATIONAL CLIMATE	107	35.00	45.00	40.5234	2.04361
TEACHING QUALITY	107	36.00	47.00	40.5981	2.50230
LEARNING ACHIEVEMENT	107	75.00	86.00	80.5140	2.40818
Valid N (listwise)	107				

From Table 2 above, it can be seen that the dependent variable of Student Learning Achievement (Y) achieved a mean value of 80.5140 and standard deviation of 2.40818 with the total sample data of 107 students. Meanwhile, the Organizational Climate (X1) variable showed a mean value of 40.5234 and standard deviation of 2.04361, and the Teaching Quality variable (X2) obtained a mean value of 40.5981 and standard deviation of 2.50230. If the standard deviation used as a comparison is greater (>) than the standard error, the independent variables are not good or proper for predicting the dependent variable.

The standard deviation above indicates that the independent variables had a positive good effect on the dependent variable because the standard error value was greater than the standard deviation with the maximum scores of the dependent variable (Y) of 86 and the independent variables (X1 and X2) of 70. It means that the effects of X1 and X2 on Y were at a moderate level.

Table 3. Inter-variable Correlation

Correlations

		LA	OC	TQ
Pearson Correlation	LA	1.000	.454	.632
	OC	.454	1.000	.406
	TQ	.632	.406	1.000
Sig. (1-tailed)	LA	.	.000	.000
	OC	.000	.	.000
	TQ	.000	.000	.
N	LA	107	107	107
	OC	107	107	107
	TQ	107	107	107

The results of inter-variable correlations presented in Tabel 3 suggest that the School Organizational Climate variable (X1) correlated with the Learning Achievement variable (Y) of 0.454 (45.5%) and the Teaching Quality variable of 0.406 (40.6%). Meanwhile, the correlation between the Teaching Quality variable (X2) and the Student Learning Achievement variable (Y) reached 0.632 (63.2%). Thus, from the table above, it can be said that the correlations between the variables were significant.

Table 4. Multiple-Regression Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.668 ^a	.447	.436	.46693

a. Predictors: (Constant), TQ, OC

b. Dependent Variable: LA

The multiple regression model summary presented in Table 4 above shows that the independent variables simultaneously affected Learning Achievement or the dependent variable (Y). The R-value with a degree of accuracy of variable X1 and variable X2 predicted variable Y. On a scale of 0 to 1, the R-value generated in this research was 0.666 (66.8%), falling within the good category. The R-squared with the contribution value of the independent variables simultaneously affected the dependent variable of 0.447 (44.7%). That is, as much as 0.436 (43.6%) of student learning achievement in North Ende District was affected simultaneously by the school organizational climate and teaching quality while the remaining 56.4% was influenced by other variables.

Table 5. Multiple Regression ANOVA

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.297	2	9.148	41.961	.000 ^a
	Residual	22.674	104	.218		
	Total	40.971	106			

a. Predictors: (Constant), KG, IO

b. Dependent Variable: PB

Based on the table above, the variant multiple regression analysis resulted in a F value of 41.961 with a freedom degree of 104. This analysis was conducted to test whether the two independent variables affected simultaneously the dependent variable. To determine the effects, we can see the comparison between the value of F_{count} and the value of F_{table} , by comparing the significance value with the research parameter of 41.961 ($> F_{table}$). From the results, it can be concluded that the probability showed a significant effect.

Table 6. Multiple Regression Coefficient

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.210	.080		2.622	.010
	IO	.242	.082	.236	2.961	.004
	KG	.505	.075	.536	6.717	.000

a. Dependent Variable: PB

As seen in Table 6, the correlation coefficients of the independent variables are separated from the dependent variable. The t_{count} value of the school organizational climate was 2.961 (> 3.05 (t_{table})). It indicates that the school organization climate highly affected student learning achievement with a probability of 0.004 (< 0.05). Meanwhile, the t_{count} value of the teaching quality was 6.717 (> 3.05) with a probability of 0.000 < 0.05 .

Based on the table above, the results of invariant regression model analysis can be explained as follows:

1. In the Spearman correlation model, the Organizational Climate variable (X1) showed a very significant effect of 0.406 (40.6%) on the Teaching Quality variable (X2) and 0.454 (45.4%) on the Learning Achievement variable (Y), with the category value of 0.000 < 0.05 .
2. The multiple regression model of variable X1 and X2 simultaneously resulted in a correlation coefficient of 0.668 (66.8%) on variable Y with a F value of 41.961 and significance value of 0.000, much smaller than the standard 0.05.
3. Partially, variable X1 and variable X2 had an effect on Y with a beta value of 0.236 and 0.536 respectively.

The Effect of School Organizational Climate and Teaching Quality Simultaneously on Student Learning Achievement

Simultaneously, variable X1 and variable X2 showed a correlation coefficient of 0.447 on variable Y. The correlation coefficient was very significant because the F value reached 41.961 with a significance value of 0.000 (<0.05).

The figures above indicate that the student learning achievement in schools was strongly influenced by the school organizational climate and teaching quality (teacher competence) simultaneously of 0.447 (44.7%). The remaining 55.3% were out of the focus of this research.

The Effect of School Organizational Climate and Teaching Quality Separately on Student Learning Achievement

As presented in the Pearson correlation table, the degree of correlation of variable X1 and variable X2 partially with variable Y can be outlined as follows:

The correlation between X1 and Y = 0.454 (45.5%);

The correlation between X2 and Y = 0.632 (63.2%);

Both of these correlations were significant because the significance values were 0.000, smaller than 0.05.

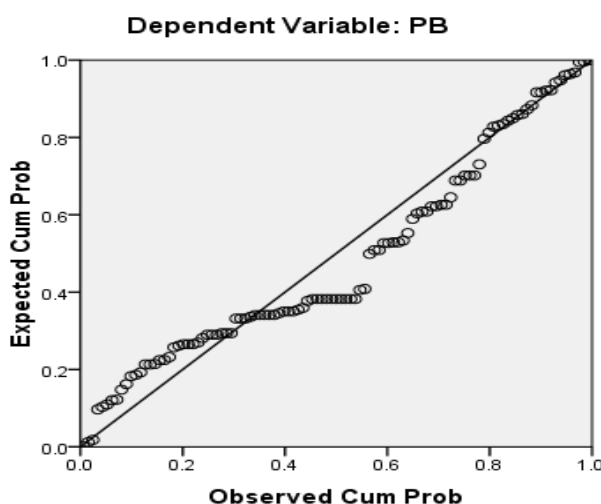
Furthermore, variable X1 and variable X2 had an effect on Y with a beta value of 0.236 and 0.536 respectively. That is, both of these variables separately affected student learning achievement of 23.6% and 53.6% while the rest was influenced by other variables excluded in this research focus.

The Effect of School Organizational Climate and Teaching Quality

The School Organizational Climate variable correlated with the Teaching Quality variable of 0.406 (40.6%). It means that if the school organizational climate was good with the percentage of 40.6%, the teaching quality of the teachers would also get improved, and vice versa, if the school organizational climate was bad, the teaching quality of the teachers would be also low. In more detailed, the results are explained in Figure 2.

Figure 2. Korelasi iklim organisasi sekolah terhadap kualitas mengajar guru

Normal P-P Plot of Regression Standardized Residual



5. Conclusion

From the results of data analysis and hypothesis testing in this research, we conclude as follows:

1. School organizational climate has a very significant effect on student learning achievement in North Ende District, Ende Regency, NTT.
2. Teaching quality has a very positive effect on student learning achievement in North Ende District, Ende Regency, NTT.

3. School organizational climate and teaching quality have a positive effect simultaneously on student learning achievement in North Ende District, Ende Regency, NTT.

Based on the conclusions above, the researchers then propose the following suggestions:

1. The teachers, students, and principals in North Ende District should maintain and foster a good relationship with each other so as to harmonize the school organization climate.
2. The principals should provide teachers in North Ende District with various types of intensive training and education in carrying out the tasks so as to improve their ability in terms of teaching quality as well as equip them with good learning sources to improve teaching quality independently.
3. The stakeholders, parents, teachers, and educational practitioners should be committed to encouraging students to improve their learning achievement in North Ende District, Ende Regency.
4. The principals should provide opportunities for teachers to continue their education to a higher level.

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