The Relationship between Organizational Climate, Work Motivation, Job Satisfaction, and Teacher Performance in the MIS Teachers of Batangkuis Subdistrict, Deli Serdang Regency

Novia Elisa Harahap, Mesiono, Muhammad Rifa’i
UIN Sumatera Utara Medan
noviaharahap81@gmail.com, mesiono@uinsu.ac.id, mhd_rifai70@gmail.com

Corresponding Author: Novia Elisa Harahap

ABSTRACT
This research investigates the relationships within the educational context of MIS teachers in the Batang Kuis Subdistrict, Deli Serdang Regency. Employing a quantitative approach rooted in positivism, the study explores five key relationships: 1) The impact of organizational climate on job satisfaction, 2) The influence of work motivation on job satisfaction, 3) The effect of organizational climate on teacher performance, 4) The correlation between work motivation and teacher performance, and 5) The connection between job satisfaction and teacher performance. Utilizing random sampling and quantitative/statistical data analysis, the research applies path analysis to reveal cause-and-effect relationships. The results indicate that a conducive organizational climate contributes to increased job satisfaction among MIS teachers. Furthermore, heightened work motivation positively affects job satisfaction, organizational climate influences teacher performance, increased work motivation leads to enhanced teacher performance, and elevated job satisfaction correlates with improved teacher performance. These findings underscore the interconnectedness of organizational dynamics, work motivation, job satisfaction, and teacher performance in the specified educational context.

Keywords: Organizational Climate, Work Motivation, Job Satisfaction, Teacher Performance

INTRODUCTION
Education is a continuous process that occupies a central position in development due to its orientation towards improving the quality of human resources (Abdul Majid et al., 2016; Felgueiras & Pais, 2017; Jannah, 2013; Szőköl, 2018). Aligned with the national education objectives in the National Education System Law No. 20 of 2003 Article 3, education aims to develop the potential of learners to become individuals who are faithful and devoted to the Almighty, have
noble character, are healthy, knowledgeable, capable, creative, independent, and responsible citizens in society and the nation (Sisdiknas, 2003).

The achievement of these educational goals is highly dependent on the quality of education personnel, especially the role of teachers as the forefront (Asrita, 2022; Burbules et al., 2020; Madani, 2019). The success of the learning process is significantly influenced by the teacher’s role in designing, implementing learning activities, innovatively developing them, and evaluating capabilities. Teachers are educational professionals tasked with educating, teaching, training, and guiding students to be prepared for global competition with other nations. Teachers must influence, nurture, and develop students, possessing the basic skills required as educators, mentors, and instructors, reflecting in teacher competence.

Teachers play a crucial role in education, serving as educators, instructors, and mentors (Ina Magdalena et al., 2023; Nugroho et al., 2019; Y. Wang, 2021). When addressing educational issues, teachers, especially those involved in formal education in Madrasah, must be engaged in discussions. Educators are professional individuals responsible for planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service, particularly for educators at the tertiary level (Marlina et al., 2023; Rahayu et al., 2018; Wajdi et al., 2022).

Hence, teachers are required to demonstrate professionalism and high motivation towards their institutions as a manifestation of high performance. Law No. 14 of 2005 regarding Teachers and Lecturers, Article 1, Paragraph 1, states that teachers are professional educators with the main duties of (1) educating, (2) teaching, (3) guiding, (4) directing, (5) training, (6) assessing, and (7) evaluating students in early childhood education, primary education, and secondary education.

In this context, the professionalism of teachers is explicitly demanded. Their professionalism enhances their performance. The law underscores the importance of teachers’ professionalism in enhancing the quality of education because quality teachers produce qualified graduates who, in turn, contribute to the improvement of human quality.

Despite the government’s efforts to improve education quality through training, increased income through certification and other allowances, infrastructure provision, and even education scholarships, there is still no significant impact on improving the quality of education in Indonesia. Many teachers still do not demonstrate high performance in carrying out their duties. Thus, the government’s current focus is on empowering and improving teacher performance. Good teacher performance is believed to improve the quality of education, as qualified teachers can produce high-quality graduates, synergizing with the enhancement of human quality.
In practice, many teachers do not show optimal performance in carrying out their duties, and the government’s focus is on empowering and improving teacher performance. Teacher performance is considered good if the teacher has performed elements related to learning well, such as mastering and developing teaching materials, discipline in teaching, creativity in teaching, collaboration with all Madrasah stakeholders, setting an example for students, and being objective in guiding and assessing students.

The good performance of teachers is believed to improve the quality of education, as it will produce high-quality graduates who, in turn, contribute to the enhancement of human quality. Teacher performance during this time seems suboptimal, and teachers carry out their duties as routine tasks. Their innovation is relatively closed, and creativity is not part of their achievements. Furthermore, the results of teacher training in various fields of study have not shown different working abilities compared to teachers who did not participate in the training. (Andriani et al., 2018; Firmansyah et al., 2022; Kanya et al., 2021)

Regarding teacher performance assessment, the Ministry of Education and Culture, Human Resources Development Agency for Education and Culture, and Education Quality Assurance in 2012 issued guidelines for implementing teacher performance assessments. Referring to the Minister of State Apparatus Empowerment and Bureaucratic Reform Regulation No. 16 of 2009 concerning the Functional Position of Teachers and their Credit Points, teacher performance is assessed through the Teacher Performance Assessment Instrument (IPKG), which includes three components: (1) lesson plans, (2) implementation of learning, and (3) assessment of learning.

A healthy organizational climate is believed to be one of the determining factors for the success of teachers in implementing their learning activities. A conducive Madrasah climate can encourage teachers to achieve high achievements, resulting in improved teacher performance. Madrasah leaders should not only focus on the results achieved by teachers but also examine the process of a teacher in carrying out their duties.

According to (et al., 2021; X. H. Wang et al., 2023), leaders have a responsibility to create a work environment that can motivate employees to work together productively, cooperatively, and can obtain economic, psychological, and social satisfaction. In this regard, leaders play an important role in creating a conducive climate so that employees can perform their tasks safely, comfortably, and motivated because of the conducive climate created.

Similarly, work motivation is directly related to teacher performance. Colquitt states that "motivation has a strong positive effect on job performance." Atiya and Palwasha state that the performance of teachers in schools is highly affected by motivation. Teachers are motivated to achieve higher performance. There is a
moderate positive correlation between motivation and the job performance of teachers.

Based on the above exposition, it is known that many variables are related to teacher performance. Therefore, the most related factor in improving teacher performance is assumed to be organizational climate, work motivation, and job satisfaction.

**METHOD**

This research employs a quantitative method, where facts are revealed based on the measurement of existing phenomena or testing what will happen. According to Sugiyono (2015), quantitative research is a method based on positivism philosophy, used to investigate a specific population or sample. The sampling technique is generally done randomly, data collection uses research instruments, and data analysis is quantitative/statistical with the aim of testing predetermined hypotheses.

The analytical approach used in this research is path analysis, often referred to as the cause-and-effect relationship pattern. The study also incorporates correlational analysis by situating variables. According to Zhou et al., (2023), path analysis is used to analyze the relationships between variables to determine the direct and indirect effects of a set of exogenous variables on endogenous variables.

The data analysis technique used is inferential statistical techniques. The population in this study is all MIS teachers in the Batangkuis Subdistrict, Deli Serdang Regency, totaling 89 teachers. The sample is a portion of the population with similar characteristics. In sampling, Suharsimi Arikunto provides guidance that if the subjects are <100, it is better to take all of them. If the subjects are >100, then take between 10%-15% or 20%-25%, or more(Akunto Suharsimi, 2013). Given the population is only 89 teachers, this study takes the entire population, which is 89 MIS teachers in the Batang Kuis Subdistrict.

**RESULT AND DISCUSSION**

In this study, teacher performance is the research variable whose existence is determined by other variables (endogenous variables). Meanwhile, organizational climate, work motivation, and job satisfaction variables are exogenous variables that can determine the existence of the teacher performance variable. The high or low performance of teachers is directly determined by organizational climate, work motivation, and job satisfaction. In relation to the path diagram, the research findings are discussed as follows:

1. Organizational Climate and Job Satisfaction: There is a significant and positive relationship between organizational climate and job satisfaction of teachers (path coefficient of 0.101). Thus, organizational climate influences
job satisfaction, where 10.1% of changes in an individual's job satisfaction level can be influenced by the organizational climate. This finding is consistent with Selamat et al.'s (2013) study, which revealed a positive and significant relationship between organizational climate and teacher job satisfaction. It is also supported by Stringer's opinion in Wirawan (2008:131-133) stating that organizational climate characteristics or dimensions can influence organizational members' motivation to behave in certain ways. Organizational climate is the atmosphere perceived by teachers, directly or indirectly, that can influence and be a primary force in a school through interpersonal relationships that apply. School climate is formed by the reciprocal relationship between the behavior of the principal and the behavior of teachers as a group, where the behavior of the principal can influence the interpersonal interactions of teachers and staff in the school. Therefore, it can be said that the school organizational climate must be created in such a way that teachers feel comfortable in carrying out their main tasks and functions. Adequate physical school environments that meet the needs of teachers will encourage them to achieve optimal performance according to their interests and abilities, thus enhancing their performance. Conversely, an unsupportive work environment, such as insufficient school facilities and less harmonious relationships between teachers, will contribute to a decline in performance. Based on the research findings, it can be concluded that organizational climate directly significantly influences teacher job satisfaction at MIS Batang Kuis Subdistrict, Deli Serdang Regency, in line with the results of the research and theories referenced in this study.

2. Work Motivation and Job Satisfaction: The findings show a significant and positive path coefficient between work motivation and job satisfaction of 0.086. Therefore, work motivation influences job satisfaction, where 8.6% of changes in job satisfaction can be influenced by the level of motivation. This finding is consistent with Zainudin's study (2010), which found a significant relationship between work motivation and teacher performance. It is also supported by the statement of Colquit et al. (2009:206) regarding the relationship between work motivation and the work environment, defining motivation as a set of energetic forces originating from both within and outside an employee, initiating work-related efforts, and determining their direction, intensity, and persistence. Work motivation is based on expectations to fulfill needs and wants necessary to complete one's job. According to their duties and functions, teachers must have high work motivation as a driving force, desire, and even a need underlying teachers in carrying out their tasks. This is because teachers, as educators, are one of the determining factors for the success of educational goals. In performing
their duties, teachers interact directly with students as learners, educators, and trainers, in line with the demands of the school’s output needs. Therefore, to support teacher activities, they must have work motivation that drives them to strive to achieve educational goals.

3. **Organizational Climate and Teacher Performance:** A significant and positive path coefficient of 0.032 was obtained between organizational climate and teacher performance. This indicates that organizational climate influences teacher performance, where 3.2% of changes in teacher performance levels can be influenced by the organizational climate. This research finding supports Emy Danuar’s study (2009), which found an influence of organizational climate on effective leadership in SD Kubutambahan amounting to 0.024. This finding is supported by the opinion of Hoy and Miskell in Hadiyanto (2004: 177), stating that the school climate is the end product of interactions between groups of students in the school, teachers, and administrative staff (administrators) working to achieve a balance between organizational (school) and individual dimensions. These products include values, social trust, and social standards. In addition, the school climate is the quality of the school environment continuously experienced by teachers, affecting their behavior and based on collective perceptions of their behavior. The school climate is an atmosphere directly or indirectly perceived by teachers that can influence and be the main force in a school created through interpersonal relationships that apply. A positive climate will affect all actions of organizational members, and these actions will affect the leadership of the principal. Based on the research findings, it can be concluded that organizational climate significantly influences teacher performance at MIS Batang Kuis Subdistrict, Deli Serdang Regency, in accordance with the results of the research and opinions referenced in this study.

4. **Work Motivation and Teacher Performance:** A significant path coefficient of 0.034 was obtained between work motivation and teacher performance. Thus, work motivation influences teacher performance, where 3.4% of changes in teacher performance can be influenced by the level of work motivation. This research finding supports Purba’s study (2013), where the results showed a positive and significant relationship between work motivation and teacher performance. Furthermore, Purba (2009:12) states that performance is an expression of potential in the form of behavior or the way an individual or group of people carry out an activity or task, resulting in a product that is the embodiment of all tasks and responsibilities given to them. Those who have a role in improving teacher performance are school principals, as the direct superiors of teachers. School principals need to conduct supervision. Supervision conducted by the school principal will
certainly have an impact on the attitude of teachers toward the implementation of supervision conducted by the school principal. In addition, effective communication provided by the school principal also plays a crucial role in improving teacher performance. Based on the research findings, it can be concluded that work motivation influences teacher performance at MIS Batang Kuis Subdistrict, Deli Serdang Regency, in accordance with the results of the research and theories referenced in this study.

5. Job Satisfaction and Teacher Performance: A significant path coefficient of 0.102 was obtained between job satisfaction and teacher performance. Thus, job satisfaction influences teacher performance, where 10.2% of changes in teacher performance levels can be influenced by job satisfaction. This research finding supports the study by Bestiana (2012), which concluded from correlation analysis that the correlation coefficient between Teacher Job Satisfaction and Teacher Performance is 0.57. This means a positive linear relationship between teacher job satisfaction and teacher performance has been tested for its validity. Robbins and Judge (2009:99) define job satisfaction as a positive feeling about one's job, which is the result of an evaluation of its characteristics. This means that someone with a high level of job satisfaction has positive feelings about the job, while someone dissatisfied has negative feelings about the job. Furthermore, Robbins and Judge (2009:116) mention a consistently negative relationship between satisfaction and absenteeism. Dissatisfied employees tend to neglect their work. Furthermore, Robbins adds that the most important thing managers can do to improve employee satisfaction is to focus on the intrinsic parts of the job, such as making the job challenging and interesting. Therefore, to achieve good performance by teachers, they must first have job satisfaction. If teachers work with satisfaction, they will undoubtedly work to their maximum capacity. Based on the research findings, it can be concluded that job satisfaction influences teacher performance at MIS Batang Kuis Subdistrict, Deli Serdang Regency, in accordance with the results of the research and opinions referenced in this study.

CONCLUSION

Based on the results of data analysis and the findings and discussions of the research that have been outlined, the following conclusions can be drawn:

1. There is a direct influence of organizational climate on job satisfaction. This indicates that a conducive organizational climate results in increased job satisfaction among teachers at MIS Batang Kuis Subdistrict, Deli Serdang Regency.
2. There is a direct influence of work motivation on job satisfaction. This suggests that an increase in work motivation among teachers leads to an increase in job satisfaction among teachers at MIS Batang Kuis Subdistrict, Deli Serdang Regency.

3. There is a direct influence of organizational climate on teacher performance. This indicates that a conducive organizational climate results in an increase in the performance of teachers at MIS Batang Kuis Subdistrict, Deli Serdang Regency.

4. There is a direct influence of work motivation on teacher performance. This suggests that the level of work motivation among teachers leads to an increase in the performance of teachers at MIS Batang Kuis Subdistrict, Deli Serdang Regency.

5. There is a direct influence of job satisfaction on teacher performance. This indicates that an increase in job satisfaction among teachers leads to an increase in the performance of teachers at MIS Batang Kuis Subdistrict, Deli Serdang Regency.

REFERENCES


