The Influence of School Climate on Teacher Performance in State High Schools at Manggala District, Makassar City

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Abstract
School climate is one of the factors that can influence teacher performance in carrying out their duties, because a conducive school climate has a positive influence on teachers in carrying out their duties. A good school climate will have a positive impact on teachers' teaching performance in learning at State High Schools in Manggala Regency. The research objectives were to find out (1) a description of the school climate in State High Schools in Manggala District; (2) description of the performance of State High School teachers in Manggala District; and (3) does the school climate influence the performance of State High School teachers in Manggala Regency. Data collection was carried out by distributing questionnaires and then processing it using the SPSS application, so this research is quantitative research. The population was 217 people, 140 people were used for sampling using the random sampling method. The research results show that (1) the description of the school climate is in the good category; (2) the description of teacher performance is in the good category; and (3) partially the school climate has a significant effect on teacher performance.

Keywords: School Climate, Teacher, Performance.

INTRODUCTION
Talking about school climate is defined as the physical, social and cultural conditions of the school which provide a comfortable atmosphere for the implementation of teaching and learning activities which cover all internal aspects of the school. In this case, an effective environment will be a driving force for all school members to carry out their duties and responsibilities. In order for a school to have a conducive climate, it is necessary to build harmonious relationships, maintain school infrastructure, and manage the school structure well. The creation of a good environment in schools can support teacher performance and effective learning activities. Conceptually, according to Daryanto [1], school climate is an attribute that gives color or character, spirit, ethos, and inner atmosphere to each school. Operationally, the school environmental climate can be seen from factors such as facilities, the principal's leadership, and the learning environment in the classroom.

Triatna [2], stated that the school climate as feelings and attitudes created by the school environment encompasses a multidimensional construct which includes physical, social and academic dimensions. Meanwhile, Ismail et al. [3] stated that the creation of a school climate can be done through a shared perception of the characteristics and atmosphere, including the norms, values and expectations of a school, so that the school has unique characteristics that shape its climate. A conducive school climate influences teacher performance to work more enthusiastically, so leaders must try to manage the school environment so that they can create an atmosphere that fosters enthusiasm for teacher work because a calm, comfortable school climate can support increased teacher performance.

A conducive school climate can increase collaborative efforts and teacher performance. Creating a school climate can create a pleasant work environment, create good communication between the principal, teachers and students in the school environment, support the smooth running of the educational process and motivate and be enthusiastic about working. Therefore, it is important to pay attention because a conducive school climate is a place for learning that will support school quality.

The role of teachers cannot be ignored because without teachers' education will not be possible. The task of a teacher is to distribute information in the form of knowledge that will be used as a provision for students. Mulyasa [4], stated that teachers are an important factor in the entire education system. In practice, a teacher's job is not easy, requiring special skills. In Law of the Republic of Indonesia Number 14 of 2005 article 1 concerning Teachers and Lecturers, "Teachers are professional educators with the main task of educating, teaching, guiding, directing,
training, assessing and evaluating students in early childhood education through formal education, primary education, and secondary education”. As an educator or instructor, teachers are one of the factors determining the success of students who play the most role in improving the quality of education. Becoming a professional teacher who has competent performance is not easy, so maximum effort is needed to make it happen.

Teacher work is a teacher's ability to carry out teaching duties at school and be responsible for students by improving the quality of students' learning [5]. According to Murwati [6], teacher performance is the teacher's ability to carry out duties as a teacher and teaching staff based on skills and abilities in coaching students in achieving the learning objectives achieved. Teachers do not only have to improve their performance through teaching, but teachers need to pay attention to other aspects such as increasing discipline, providing motivation, a comfortable environment, providing guidance through supervision, providing incentives that are appropriate to their performance so that teachers feel satisfied in carrying out their work as educators [7].

Teacher performance can be seen in terms of activities or behavior demonstrated in carrying out their responsibilities based on predetermined performance standards. Quality or good quality of work is created by the efforts of effective teachers. Effective teacher performance does not just happen, but must be improved, determined and developed to achieve the goals of the school institution. Therefore, teachers want a good environment. Creating a supportive school climate will have a positive impact on improving teacher performance. However, if it is the opposite, it will have a negative impact, causing a decrease in teacher work efficiency and difficulties in achieving school goals. This shows that a supportive school climate or environment will help teachers increase teaching effectiveness. School principals in creating a conducive school climate is a challenge because it will influence and reflect work enthusiasm, creativity development and the effectiveness of school activities. A school environment with a safe and comfortable working atmosphere and good communication is a reflection of a conducive school environment and will certainly influence teacher performance. Teacher effectiveness in effective teaching has a huge influence on school climate. In this case the teacher feels comfortable working without pressure from any party.

This research is interesting, considering the importance of improving school quality. One way to achieve this is for the principal to create a school climate that is conducive to improving teacher performance. Therefore, the author conducted this research because several other authors have suggested that a supportive school climate can play an important role in the productivity of teachers' teaching and learning activities. With this, the author wants to prove whether it is true that school climate can influence teacher performance. Based on what has been explained, the aim of the research is to find out what the school climate is like in State High Schools in Manggala sub-district and what the performance of teachers in State High Schools in Manggala sub-district is like and whether there is an influence of school climate on teacher performance in State High Schools in Manggala sub-district.

METHOD

The target research location was the State High School (SMA) in Manggala District. The population is the entire object/subject of research, namely 217 teachers in State High Schools in Manggala District. There are four schools in Manggala District, namely SMA Negeri 10 Makassar City, SMA Negeri 12 Makassar City, SMA Negeri 13 Makassar City and SMA Negeri 14 Makassar City.

Sampling was carried out using random sampling technique. This involves taking samples randomly without looking at the characteristics of the population. The sample size was taken using the Slovin formula with a level of 5%. The results of the Slovin formula were 140 people who were the research sample. The technique for obtaining research results is distributing questionnaires using a 1-4 Likert scale because the author does not want respondents to answer statements that are neutral or have no opinion in the questionnaire statement. The analysis technique used is partial test (t test), simultaneous test (F test) and coefficient of determination test (R² test).

RESULT AND DISCUSSION

Overview of School Climate

The school climate in this study shows the descriptive output results from SPSS that the mean value is 73.76, the minimum value is 88 and the minimum value is 45. The tendency of respondents' answers to school climate is as follows:

Table 1 Trend of Variable X₁

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Category</th>
<th>Frequency</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>74 - 90</td>
<td>Very good</td>
<td>83</td>
<td>59,2</td>
</tr>
<tr>
<td>2</td>
<td>57 - 73</td>
<td>Good</td>
<td>52</td>
<td>37,1</td>
</tr>
</tbody>
</table>

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Based on Table 1, it can be explained that in general the school climate trend level is in the very good category with a score of 53.6%. Thus, the school climate in State High Schools in Manggala District, in general, school principals have created a conducive school climate. A school climate that is safe, comfortable, peaceful and enjoyable is one of the factors in creating a conducive environment that can influence teaching and learning activities effectively, thereby improving the quality of education. The results of this research are in line with Maisyaroh [8] that a conducive school climate is characterized by the creation of an orderly, comfortable and safe learning and working environment so that learning and all activities can run well. Then Kwong dan Davis [9] also said that principals who create a positive school climate such as safe, encouraging, challenging and empowering resources will encourage academic success.

Efforts to create a school climate of course need to involve the principal together with all school stakeholders who have a committed vision and work together in creating a conducive climate and creating a pleasant, clean and safe atmosphere and having adequate infrastructure so that it can encourage and support optimal teaching and learning processes to achieve academic success. The realization of a school climate that is conducive and enjoyable for teachers, students and the school community has of course been realized by State High Schools in Manggala District. It can be concluded that the research findings show that the school climate has created a positive and conducive environment, based on an average score of 73.76 and is in the very good category with 59%.

Overview of Teacher Performance

The school climate in this study shows the descriptive output results from SPSS that the mean value is 83.27, the maximum value is 99 and the minimum value is 51. The tendency of respondents' answers to school climate is as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Category</th>
<th>Frequency</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>83 - 101</td>
<td>Very good</td>
<td>75</td>
<td>53,6</td>
</tr>
<tr>
<td>2</td>
<td>64 - 83</td>
<td>Good</td>
<td>60</td>
<td>42,8</td>
</tr>
<tr>
<td>3</td>
<td>45 - 63</td>
<td>Enough</td>
<td>5</td>
<td>3,5</td>
</tr>
<tr>
<td>4</td>
<td>25 - 44</td>
<td>Less</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: processed by the author

Based on Table 2, it can be explained that in general the school climate trend level is in the very good category with a score of 53.6%. Thus, the school climate in State High Schools in Manggala District, in general, school principals have created a conducive school climate. The teacher's work in teaching has the attitude and skills to educate, guide and train students to achieve a learning process that meets predetermined standards. Teacher performance is influenced by the ability to master knowledge, motivation, school environment and discipline in work as well as having pedagogical competence, personality competence, social competence and professional competence. The results of this author's research are in line with Supardi [10], namely that teacher performance is a description of the achievements of implementing an activity in realizing targets so that it can be seen the teacher's effectiveness to what extent the objectives of the teaching and learning activities that have been implemented have been achieved. Then Nora [11] stated that teachers who create their own textbooks in the form of planning, implementation and evaluation in accordance with the school curriculum, this is to support the learning desired by teachers and school leaders should provide space and facilities such as holding training to train teacher creativity in order to improve teacher teaching performance.

In this way, teachers can improve their work in carrying out their duties and the quality of education also increases. The realization of the performance of State High School teachers in Manggala District provides an optimal contribution to achieving quality, so that teachers as teachers are required to carry out their duties and responsibilities related to learning activities. Research findings show that teacher performance has been optimal in developing teaching and learning activities that uphold quality and creativity, based on an average score of 83.27 and is in the very good category with 53.6%.

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The Effect of School Climate on Teacher Performance

The climate in State High Schools in Manggala District has a comfortable, safe, pleasant and orderly environment, which then becomes behavior that influences the activities and performance of all stakeholders in the school. This feeling fosters enthusiasm and motivation to work, which will ultimately turn into productive learning activities. This indicates that this can affect the teacher’s ability to work well. In line with Khoiri [12] who stated that a conducive school climate stimulates and influences teachers’ attitudes and behavior in their performance.

Table 3 Results of Multiple Regression Analysis

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficient</th>
<th>Standardized Coefficient</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>β</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td></td>
<td>-</td>
<td>2.95</td>
</tr>
<tr>
<td>X1</td>
<td>12.086</td>
<td>4.070</td>
<td>0.832</td>
<td>17.595</td>
</tr>
</tbody>
</table>

Source: Program IBM SPSS

Based on Table 3, the research results obtained regarding school climate on teacher performance show the results of the partial test (t), namely the value of $t_{\text{count}} = 17.595 > t_{\text{table}} = 1.655$ with a significant value smaller than the provision $\alpha = 0.05$ or 5%, which means Ha is accepted. This partially states that school climate has a positive influence on teacher performance in State High Schools in Manggala District. The contribution of school climate to teacher performance is 69%, while the remaining 31% is influenced by other variables outside the research.

Where by creating a conducive school climate, teacher performance will increase. Efforts to create a conducive school climate through harmonious communication or relationships certainly involve the entire school community to work together in all matters. Building communication or harmonious relationships is capable of establishing cooperation in carrying out school activities to achieve a goal, supporting the optimization of teachers’ work results, and working conditions that are more effective, less rigid, and exchange information. This effort can provide satisfaction and increase the quality of teachers so that they are more enthusiastic in improving their performance.

Based on the research results above, relevance is found in efforts to improve school climate on performance. This is reinforced by statement Hamsah et al. [13]; [14]; [15]; [16] states that school climate has a significant influence on improving teacher performance. A conducive school climate can increase effective work results because it is influenced by a safe, comfortable school environment and influences a person’s attitudes and behavior at work which ultimately will improve teacher performance in their duties and responsibilities as teachers. Thus, the researcher concludes based on empirical data and existing theory that the creation of a conducive school climate can have a positive influence on teacher performance in State High Schools in Manggala District.

CONCLUSION

Researchers have obtained answers to the hypotheses proposed in this research. The results of this research are as follows:

1. Regarding the school climate in State High Schools in Manggala District, it can be concluded that the school climate is conducive. The school principal has made efforts to maintain the physical environment, establish relationships with all school stakeholders, develop and improve the school system, the atmosphere of teaching and learning activities, and school rules. Based on this descriptive result, the results show that the school climate is in the very good category.

2. The performance of teachers in State High Schools in Manggala District shows that the results of their work in carrying out their duties and responsibilities in the teaching process have been productive. Educators or teachers are able to carry out learning planning, implementing learning, evaluating learning, communication skills and teaching strategies. Based on this descriptive result, the results showed that the teacher's performance was in the very good category.

3. The climate in State High Schools in Manggala District has a comfortable, safe, pleasant and orderly environment, creating this climate can change behavior that influences the activities and performance of all stakeholders in the school. Thanks to the creation of a conducive school climate, teacher performance indirectly increases. This is proven through partial test research results that Ha is accepted, which means that school climate has a significant and positive effect on teacher performance in State High Schools in Manggala District with a contribution of 69% so the rest is outside the research, meaning there are still other independent variables that can influence teacher performance.
REFERENCES


Author declaration
Author contributions and responsibilities
The authors made major contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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Availability of data and materials
All data is available from the author.

Competing interests
The authors declare no competing interests.

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