

The Influence of Organizational Climate, Work Ethic and Work Commitment to Teacher Performance of Junior High School Teachers in Kotabaru



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ABSTRACT: This study aims to analyze the direct and indirect influence of organizational climate, work ethic, and work commitment on the work performance of junior high school teachers in Kotabaru Regency. This research is research with a quantitative approach. The study population was all junior high school teachers in Kotabaru Regency as many as 763 people with a sample of 262 people determined using Proportional Random Sampling. Data collected through questionnaires were then analyzed statistically, descriptively and inferentially. The results of this study show that the organizational climate, work commitment and work performance are in high classification, while the work ethic of teachers is very high There is a direct influence of organizational climate on work performance by 0.105, work ethic on work performance by 0.175, work commitment to work performance by 0.656, organizational climate on work commitment by 0.255, and work ethic on work commitment by 0.714. In addition, there is also an indirect influence of organizational climate on work performance through work commitment of 0.161 and work ethic on work performance through work commitment of 0.426

KEYWORDS: Organizational Climate, Work Ethic, Work Commitment, Work Performance

INTRODUCTION

Education has a very important role in increasing human resources and efforts to realize the noble ideals of the Indonesian nation. In the rapid development of science and technology and the increasing flow of globalization, education plays a very important role to improve human resources and realize the noble ideals of the nation. One of the things that has been done to improve the quality of education in Indonesia is to provide teachers with high quality as well.

The teacher is the spearhead of the learning process in the classroom. Suriansyah, A., Aslamiah, Sulaiman, & Noorhafizah (2014) explained, in the learning process, teachers not only act as models or role models for the students they teach but also as managers of learning. Therefore, it is very necessary for teachers who have high achievements so that the teaching and learning process in the classroom can run well and will certainly have an impact on improving the quality of education in Indonesia. Teachers who have high work performance are shown by the ability of teachers to master their duties and responsibilities as an educator.

Mangkunegara (2014) revealed that work performance comes from Job Performance or Actual Performance (work performance or actual achievement achieved by a person). Work performance is the result of work in quality and quantity, which is achieved by an employee in carrying out his duties, by the responsibilities given to him. Gibson, James L., Ivancevich, J.M., Donnelly, J. H. Jr., & Konopaske, R. (2012) defines work performance as the result of work related to organizational goals such as quality, efficiency, and other effectiveness criteria Armstrong & Baron (2012) suggest that work performance is the result of work that has a strong relationship with the organization's strategic goals, customer satisfaction, and contributes to the economy. Thus, work performance is about what is done and how to do it.

Factors of job performance consist of internal factors and external factors. Internal factors are factors that are associated with the traits of a person, or the abilities of a person. While external factors are factors that affect a person's work performance that comes from the environment. Such as the behaviour, attitudes, and actions of colleagues, subordinates or leaders, work facilities, and organizational climate. These internal factors and external factors are types of attribution that affect a person's work performance (Mangkunegara, 2018),

Organizational climate is the personality of an organization that distinguishes one organization from another, which leads to the perspective of each member in viewing the organization (Davis & Newstrom, 2011). Hoy & Miskel (2001) define school organizational climate as the quality of the school environment that teachers constantly experience, influence their behaviour and are based on collective perceptions of their behaviour. Simamora (2014) asserts that an orderly and conditionable organizational climate will create a sense of security that allows organizational members to maximize their potential in carrying out work.

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Kumorotomo (2014) states that work ethic is the foundation of ideas, minds, or thoughts that will determine the action system. Since ethos determines man's judgment of a job, it determines its results. Work ethic is the basic attitude or character of a person that is manifested through the implementation of duties professionally. This can also be an attitude towards work that is his duty and responsibility (Pongoh, 2013). According to Tasmara (2012), a work ethic is an earnest effort, by exerting all assets, thoughts, and remembrance to actualize or reveal his meaning as a servant of Allah who subjugates the world and places himself as part of the best society (khairul ummah) or in other words we can also say that only by working humans humanize themselves.

Allen and Meyer (2011) work commitment is defined as the willingness of employees to remain in the organization by maintaining their relationship with their goals, values and obligations in the organization. Mowday, Porter, and Steers (1982) define work commitment as the relative strength of an individual's identification with and involvement in a particular organization. Work commitment is an employee who sides with a particular organization, as well as his goals and desires to maintain his membership in the organization (Robbins & Judge, 2015).

METHOD

This research includes research with a quantitative approach. This study analyzes the direct and indirect influence of organizational climate, work ethic and work commitment on teacher work performance. The population of this study was all junior high school teachers in Kotabaru Regency which amounted to 763 teachers. The sample of this study was 262 teachers with the Proportional Random Sampling technique. Data collection using questionnaires consisting of organizational climate questionnaires (responsibility, identity, warmth, support, and conflict), work ethic questionnaires (work is grace, work is trust, work is calling, work is writing, work is worship, work is art, work is an honour, and work is service), work commitment questionnaire (affective commitment, continuance commitment, normative commitment), and work performance questionnaires (quality of work, the quantity of work, work discipline, initiative and cooperation. The questionnaire was prepared using the Likert scale which was tested for validity and reliability. The collected data is analyzed using path analysis to see the direct and indirect influence between variables by first testing the analysis requirements, namely the normality test, linearity test, and multicollinearity test. Data analysis uses path analysis to answer seven research hypotheses, namely: H1: there is a direct influence between organizational climate on teacher work performance; H2: there is a direct influence of work ethic on teacher performance; H3: there is a direct influence between work commitment to teacher performance; H4: there is a direct influence between the organizational climate on the commitment of teachers' work; H5: there is a direct influence between work ethic and teacher work commitment; H6: there is an indirect influence of organizational climate on teacher performance through teacher work commitment; H7: there is an indirect influence between work ethic on teacher performance through work commitment.

RESULTS

Based on the results of the data analysis using path analysis, direct and indirect correlation coefficients were found as described in:

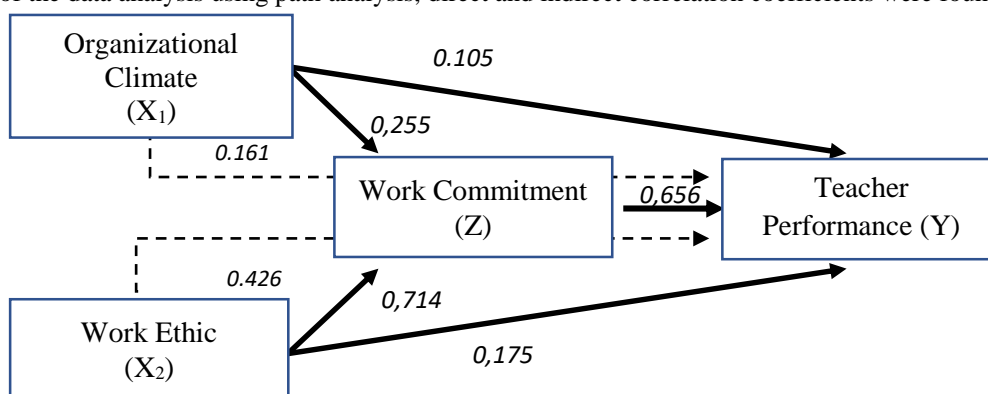


Figure 1. Path Analysis Model X₁, X₂, Z and Y

Table 1. Summary of the Hypothesis Testing Decisions of H₁, H₂, H₃, H₄, H₅

Hypothesis		P.S	Decision
H ₁	There is a direct influence of the organizational climate on the work performance of junior high school teachers in Kotabaru Regency.	0,105	Accepted
H ₂	There is a direct influence of work ethic on the work performance of junior high school teachers in Kotabaru Regency	0,175	Accepted
H ₃	There is a direct influence of work commitment on the work performance of junior high school teachers in Kotabaru Regency	0,656	Accepted

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H ₄	There is a direct influence of the organizational climate on the work commitment of junior high school teachers in Kotabaru Regency	0,255	Accepted
H ₅	There is a direct influence of work ethic on the work commitment of junior high school teachers in Kotabaru Regency	0,714	Accepted

Table 2. Summary of Hypothesis Testing Decisions of H₆ and H₇

Hypothesis		
	Direct	Indirect
H ₆ There is an indirect influence of organizational climate on work performance through the work commitment of junior high school teachers in Kotabaru Regency.		0.161
H ₇ There is an indirect influence of work ethic on work performance through the work commitment of junior high school teachers in Kotabaru Regency.		0.426

Table 1 is a summary of decisions H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 2 is a summary of the decision to test hypotheses H₆ and H₇ for indirect influences between variables. Based on the results of the analysis in Tables 1 and 2 above, in this study managed to find relationships between variables that can be explained as follows.

DISCUSSION

A. Direct Influence of Organizational Climate on Teacher Performance

The results of the path coefficient analysis between organizational climates on teacher work performance obtained a path coefficient value of 0.105 with t 2.393 and a significance of 0.017, so the significance value is smaller than 0.05. This proves that the organizational climate has a direct influence on the work performance of junior high school teachers in Kotabaru Regency.

The results of this study show that the organizational climate has a positive and significant direct influence on the work performance of junior high school teachers in Kotabaru Regency. The organizational climate in schools is important because it can bridge human resource management practices and productivity (Robbins & Judge, 2012). Hoy & Miskel (2001) stated that organizational climate is the relative quality of the school environment experienced by educators in influencing attitudes and it is based on the common interest about "attitudes" in schools. Climate occurs through the interaction of the members and the exchange of feelings between them.

The organizational climate is closely related to the creation of productive and conducive working conditions, environments, and atmospheres. Being productive here means teachers who have good work performance and can engage in activities related to school. While conducive is the creation of relationships and cooperation carried out by all members of the organization to become a good atmosphere, environment, and working conditions. Harmonious climatic conditions certainly support the work achievements produced by teachers. With a comfortable and calm working atmosphere, it allows teachers to work better.

A good organizational climate is a supporting factor for improving work performance because comfort in working makes teachers think calmly and concentrate only on the task being carried out and educational goals will be achieved. Elements of organizational climate that need to be considered and developed are adequate facilities and infrastructure, teacher welfare, belief systems, job design, leadership climate, good communication and interaction between others, as well as policy determination and decision making together.

The influence of organizational climate on the work performance of junior high school teachers in Kotabaru district is in line with the results of research found that there is a direct influence between organizational climate on teacher work performance (Ferdiana, R., Suriansyah, A., Suhaimi, 2019; Jarminto, Aslamiah, and Suhartono, E., 2022; Misnawati, T., Dalle, J., Suriansyah, A., 2020; Mardianti, Suriansyah, A., Suhaimi, 2020;).

B. The Direct Influence of Work Ethic on Work Performance

The results of the path coefficient analysis between work ethic and teacher work performance obtained a path coefficient value of 0.175 with t of 2.776 and a significance of 0.006 so the significance value is smaller than 0.05. This proves that work ethic has a direct influence on the work performance of junior high school teachers in Kotabaru Regency.

Teachers' work ethic, which includes their attitudes, values, and beliefs toward their work as educators, can have a significant influence on their job performance. Teachers with a high work ethic will have high discipline in carrying out their duties, such as preparing lesson plans, assigning assignments, correcting student work, and reporting learning results. This can contribute to improved teacher performance as they value the importance of their responsibilities as educators.

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Evidence that work ethic has a direct effect on teacher performance can be seen in the work ethic indicator that work is a vocation where teachers always try to do their best for their workplace. Teachers who have a clear vision and mission at work and utilize learning suggestions optimally in every learning must have good work performance as well. However, to further maximize teacher performance, a strong work ethic can encourage teachers to continuously improve their competencies and attend training and professional development to improve the quality of their teaching.

Ethos is shaped by the customs, cultural influences, and value systems it believes in. So that in that ethos there is a strong spirit to do something optimally and better and try to achieve excellent quality work. The quality of work ethic that develops in schools, directly or indirectly, will affect and have an impact on teacher work performance. The better the work ethic that develops and runs in a school, the greater the chances of teachers in the school getting good job performance.

The influence of work ethic on the work performance of junior high school teachers in Kotabaru district is in line with the results of research by (Jamilah, Laily, Aslamiah & Ngadimun, 2022; Janiah, Siti., Suriansyah, A., & Efendi, R., 2023; ; Pratiwi, W., Wahyu, and Aslamiah., 2022; Rifki, Aslamiah, and Muhyanie, R., 2021) stated that there is a direct influence on work ethic with teacher work performance. The essence of work should start with work ethic. If person views work as noble to human existence, then his work ethic will be positive. Conversely, if work is seen as meaningless to human needs, especially if there are no views and attitudes towards work, then work ethic will naturally be negative.

C. Direct Effect of Work Commitment on Teacher Performance

The results of the path coefficient analysis between work commitment to teacher work performance obtained a path coefficient value of 0.656 with 9.634 and a significance of 0.000, so the significance value is smaller than 0.05. This proves that work commitment has a direct influence on the work performance of junior high school teachers in Kotabaru Regency.

Teacher work performance is very important to create conducive working conditions so that schools can run efficiently and effectively, Work commitment is a concept of work attitude because attitudes towards work are related to the presence or absence of attachment and involvement of someone in the organization. Work commitment is an encouragement from within a teacher to do something so that it can support the success of learning by the objectives and prioritize interest education rather than interest alone. The quality of teachers is influenced by their commitment to the teacher's work. With high work commitment, the quality of educational outcomes will increase. Teachers are the parties who have the most direct contact with students in the process of education or learning in school educational institutions. So that when teachers are committed to providing educational services in environmental schools, teacher work performance also shows good results in carrying out their duties as teachers who have the expertise to educate students to nurture students.

Committed teachers are teachers who are willing to involve themselves in the organization. By becoming involved in the organization will automatically contribute everything that is on him for the benefit of the organization to be more advanced. Teachers who have work commitment will show increased work effectiveness through high-quality work achievement, reducing delays and absenteeism which will certainly have an impact on work performance. With the commitment to work, teachers will do a good job by the targets that have been determined by the vision and mission of the school.

The direct influence of work commitment on teacher performance in SMP Negeri Kotabaru Regency is also in line with research found that there is a direct influence of work commitment with teacher work performance (Ahmadiyanto, Suriansyah, A., and Mahrita., 2022; Ardianto, M.A., 2023; Noriawati, Sulaiman and Mahrita, 2022; Rumanti, Sri, Aslamiah., Rizalie. A.M., 2022).

D. Direct influence of organizational climate on teachers' work commitment

The results of the path coefficient analysis between organizational climate and teacher work commitment obtained a path coefficient value of 0.255 with t of 6.894 and a significance of 0.000 so the significance value is smaller than 0.05. This proves that the organizational climate has a direct influence on the work commitment of junior high school teachers in Kotabaru Regency.

This research is reinforced by other studies conducted by which states that organizational climate has a positive and significant effect on teachers' work commitment (Ariani, B., Saputri, I.P., & Suhendar, I. A., 2020; Patras, 2017; Saragih &; Suhendro, 2020).

With a good organizational climate, work commitment will also be good. This is because the commitment to teacher work is an attachment to duties and obligations as a teacher with a sense of responsibility, responsiveness and innovation to the development of science and technology. There are several elements of this commitment, including the ability to understand themselves and their duties, both inner strength (emanating inner attitude) and external strength (responsiveness to change). This element encourages a sense of responsibility for the task, an obligation that a person is committed to so that the task is carried out with sincerity.

If the climate of an organization has a friendly working atmosphere, between colleagues supporting each other, there is a sense of mutual need between superiors and subordinates, can accept different opinions, and is open to all problems, then, of course, this kind of atmosphere is expected by every member of the organization in any organization, so that this atmosphere will increase teachers' love for the school and is also in line with Increased desire to maintain himself in the school, in other words, his work commitment also increased.

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E. Direct influence of work ethic on teachers' work commitment

The results of the path coefficient analysis between work ethic and teacher work commitment obtained a path coefficient value of 0.714 with t of 19.322 and a significance of 0.000, so that the significance value is smaller than 0.05. This proves that work ethic has a direct influence on the work commitment of junior high school teachers in Kotabaru Regency.

This research is reinforced by research conducted by Alkarni, Wais, Sulaiman & Ngadimun (2022), Ismawantini, N.K.L., Natajaya, I.N, & Sunu, I.G.K.A. (2019) stating that there is an influence of work ethic on work commitment. These results mean that the better the teacher's work ethic, the higher the level of organizational commitment possessed by the teacher

Work ethic and work commitment are two interrelated concepts and are very important in the context of a teacher's work. Work ethic refers to the attitudes, values, and beliefs that individuals have towards their work, including motivation, discipline, responsibility, and dedication to work. Work commitment refers to an individual's level of emotional attachment to the organization they work for, including a willingness to retain and invest in their work.

A good work ethic can affect a teacher's perception of the quality of their work. Teachers who have a strong work ethic tend to feel satisfied and proud of their work, and they tend to feel that their work is meaningful and important. This positive perception of the quality of work can increase their work commitment to the organization they work for, because they feel called to remain committed and give their best in their work.

Teachers who have a high work ethic tend to identify themselves as teachers who are dedicated and committed to their work. This strong self-identification can increase their work commitments, as they feel that their work is an integral part of their identity. Teachers who perceive themselves as dedicated and committed teachers tend to be more loyal and committed to the organization they work for.

F. Indirect influence of organizational climate on teacher performance through teacher work commitment

From the results of the study, it was obtained that there was an indirect influence of organizational climate on work performance through the work commitment of State Junior High School Teachers in Kotabaru Regency, it can be seen from the calculation of Sobel, it is known that the value of Sobel Test Statistic is $5.63257 > Z_{score} 1.96$. The Sobel Test Statistic score is greater than the Z score, so H_0 is rejected; so it can be said that the organizational climate variable (X_1) indirectly has a significant effect on the teacher work performance variable (Y) through the work commitment variable (Z) of State Junior High School Teachers in Kotabaru Regency.

Organizational climate, which includes culture, norms, and values in the teacher's work environment, can have a significant influence on teachers' job performance through their work commitments. A positive organizational climate, where teachers are satisfied with their work environment, can increase their work commitment. When teachers feel valued, and supported, and have the opportunity to thrive in a good organizational climate, they are more likely to feel satisfied with their work. This job satisfaction can be an important factor in shaping teachers' work commitments, where they feel attached and want to make the maximum contribution to their work, including their work performance. This is by the results of research conducted by Hanafi and Sanosra (2018) which revealed that organizational climate can affect the work commitment of organizational members.

Based on work commitment indicators presented by Meyer and Allen (2011) the influence of organizational climate on teacher work performance through work commitment can be illustrated as follows:

1. Affective commitment

Affective commitment is the level of emotional attachment and identification of teachers to the organization in which they work. A positive organizational climate, where teachers feel valued, supported, and empowered, can increase their affective commitment to the organization. Teachers who have a strong affective commitment tend to have high motivation to give their best in their work, including good job performance.

2. Normative commitment

Normative commitment is the level of moral attachment and values of teachers to the organization in which they work. Organizational climate, integrity, and professionalism can enhance teachers' normative commitment to the organization. Teachers who feel in line with organizational values tend to have a high commitment to making their best contribution to their work performance.

3. Ongoing commitment

Ongoing commitment is the level of attachment of teachers to the organization based on rational calculations, such as their investment of time, energy, and resources in the organization. An organizational climate that provides sufficient support in career development, learning opportunities, and rewards can enhance teachers' ongoing commitment to the organization. Teachers who feel they have good career opportunities and are valued by organizations tend to have the motivation to continuously improve their job performance. This is also in line with research conducted by Hadi (2016) which revealed that organizational climate is positively and significantly related to teacher work performance

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H. Indirect Influence of Work Ethic on Teacher Performance through Teacher Work Commitment

From the results of the study, it was obtained that there was an indirect influence of work ethic on work performance through the work commitment of State Junior High School Teachers in Kotabaru Regency, it can be seen from the calculation of Sobel, it is known that the value of Sobel Test Statistic is $8.64 > Z\text{score } 1.96$. The Sobel Test Statistic score is greater than the Z score, so H_0 is rejected; so it can be said that the work ethic variable (X2) indirectly has a significant effect on the teacher work performance variable (Y) through the work commitment variable (Z) of junior high school teachers in Kotabaru Regency.

Work ethic, which refers to a person's work attitudes and values, can influence teachers' job performance through their work commitments. A strong work ethic in teachers can increase their commitment to their work. This is in line with the results of research conducted by Suparmi, L., Natajaya, I. N., & Agung, A.A.G. (2020) which states that there is a very significant positive relationship between work ethic and work commitment. A strong work ethic can also encourage teachers to be more innovative and creative in their approach to learning, which in turn can have a positive impact on their job performance.

Teachers with a high work ethic tend to look for new ways to improve learning effectiveness, use innovative learning methods, and present engaging content to their students. This can improve teacher performance because they can bring more interesting, interactive, and effective learning to students. This is also in line with research conducted by Misroji, Saam, Z, & Isjoni (2022) who said there is a significant influence between work ethic on teacher work performance.

Teachers' work ethic includes resilience in the face of challenges and obstacles in their work can affect their work commitment. Resilient teachers tend to be more committed to staying afloat, overcoming obstacles, and staying focused on achieving goals, despite challenges in their work. Thus, a high work ethic teachers can influence their work performance through strong work commitment. Teachers who have high work commitment tend to have strong intrinsic motivation, participate actively in their work, and provide better results to achieve high work performance.

CONCLUSIONS

There is a direct influence of organizational climate on teacher work performance, work ethic on teacher work performance, work commitment to teacher work performance, organizational climate on teacher work commitment, work ethic on teacher work commitment, and There is an indirect influence of organizational climate on teacher work performance through work ethic commitment of junior high school teachers in Kotabaru Regency, as well as the indirect influence of work ethic on teacher work performance through the work commitment of junior high school teachers in Kotabaru Regency.

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