

# The Effect of School Climate on the Teaching Performance of Vocational High School Teachers in Bandar Lampung

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**Abstract:** - The purpose of this study was to test the effect of school climate on the performance of teachers to teach productive areas of management expertise in the tourism office and SMK-Bandar Lampung. This research is a quantitative approach and using a kind of ex post facto, by taking a sample of 129 teachers from productive areas of Business Management and Tourism expertise. Data was collected by using a questionnaire. The results show that there is a positive and significant effect of school climate on the teaching performance.

## I. INTRODUCTION

At the beginning of this 21st century, the world of education in Indonesia is facing three major challenges. First, as a result of the economic crisis the education required to maintain educational development outcomes have been achieved. Second, in order to anticipate the global era of the education required to prepare competent human resources in order to compete in the global labor market. Thirdly, in line with decentralization, the necessary changes and adjustments to the national education system are intended to realize the educational process more democratic [11].

Of these challenges, the teacher is one important component in improving the quality of education in Indonesia. Educational success is mainly determined by the quality of the teachers. Therefore, teachers have an important role in education because it directly affects teachers, foster and develop learners [8], National education goals mandated by Law No. 20 of 2003 is to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, aims at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. Therefore, the government develop basic education system to higher education (formal education), non-formal education and informal education.

In order to realize the goals of education mandated by the Law on National Education System of the CMS has an important role in creating human resources (HR) professionals and ready to join industry [12]. Vocational secondary school education as one that can not be separated from the issues of input, process and output. Therefore, if a good idea if the feedback is not good teaching and learning process then to achieve

optimal output and graduates will not be difficult to get a job[1]. The most important thing in the context of the implementation of vocational education (SMK) is how much the implementation of vocational education (SMK) in line with and relevant to the needs of society, especially the needs of the labor, business, and industry. Vocational education carried out through vocational currently tend to remain separated from the real world because, this is because vocational education is still a system of schooling that is conservative and not easily changed along with changes and rapid technological development. In the Director General of Primary and Secondary Education No. 06 / D.D5 / KK / 2018 Date: June 7, 2018 About Spectrum Skills Vocational High School (SMK) / Madrasah Aliyah Vocational (MAK) there are 9 skill fields, 49 and 144 skill program competency skills. In this study, teachers productive areas of business expertise and pariwisata management will be further investigated.

Areas of expertise management business has four programs namely business and marketing skills, office management, accounting and finance, logistics management. In the field of tourism expertise has 4 skills program that is hospitality and tourism services, culinary, hairdressing beauty, and fashion. Preparation of vocational high school graduates who are skilled in particular in the field of business management and tourism expertise can not be separated from the provision of qualified teachers in terms of aspects mastery of subject material, teaching skills, entrepreneurship, and skills in the field of vocational. Graduate competency areas of expertise of management and tourism businesses have a major role in facing the challenges in the era of industrial revolution 4.0. Therefore,

There are several factors that can improve the performance of teachers to teach, one of which is the school climate. School climate based on the pattern of life experience of the school community and reflect the norms, goals, values, interpersonal relationships, teaching and organizational structure [3]. A positive school climate and sustainable is an important factor in the successful implementation of school reform [5], improving staff performance, promote high morale, and improve student achievement [7], there is a significant relationship between student achievement and school climate [2], teaching domain reflects what is regarded as an effective teacher behavior [15].

There are more variables associated with school climate. However, little is known about how the school climate impacts on the performance of teachers teaching especially productive areas of expertise of management and tourism business. Research has shown that a positive school climate associated with academic performance, motivation to learn, reduce aggression, the lower level of the suspension, and many other positive student outcomes [14]. Therefore, the performance of teaching have increased impact academic achievement. This is important because effective teaching has the greatest impact on academic achievement. Therefore, I am trying to improve our understanding of the way in which the school climate has been studied, significant findings that emerged, To Accomplish this, the following broad questions will be answered the: "What are the impact of school climate?"

## II. LITERATURE REVIEW

### *Teaching performance*

Organizational effectiveness is determined by the behavior of individuals within the organization. That is, if the behavior of individuals within the organization shows a high performance according to the demands of the organization, the organization to be effective. Therefore, the performance of the individual is the basic performance of the organization [6]. Performance of the individual in this case the teachers' teaching performance.

The quality of teachers' performance can be drawn from how teachers implement instructional, starting from planning and implementation of learning, and evaluation of learning [9]. Therefore, teachers have a direct impact on student achievement in learning activities.

### *School climate*

School climate is individual perceptions about various aspects of the school environment that influence behavior. School climate measures grouped into four categories, namely 1) security, 2) teaching and learning, 3) interpersonal relationships, 4) the institutional environment [3].

School climate positive direct influence and significant impact on teachers' teaching performance [10]. Open school climate has a positive relationship with the behavior of teachers and principals are open and authentic. Meanwhile, school climate and unhealthy covered will be the cause of low morale resulting in lower teacher performance [7].

## III. MATERIAL DAN METHODS

Quantitative research was conducted in thirteen vocational schools in Bandar Lampung, Lampung, Indonesia. The population used in this study are all teachers of the productive areas of expertise Business Management and Tourism at SMK-Bandar Lampung, amounting to 191 teacher. The number of samples obtained by the 129 teachers. The amount is obtained by using the formula Solving at the 5% significance level sampling technique early in this research using random sampling techniques taken by proportional random sampling technique .Sampling with this technique considers the

proportion of people in each group / school. The method used to select the sample is to include all the names of school teachers in the glass, then the name should be shaken and published in accordance with the number of samples that have been calculated schools. Names of teachers who leave the glass was selected as the sample to fill out a questionnaire prepared.

This finding suggests: that of teaching performance and school climate has an average value and is above the average of almost 50% in Bandar Lampung. Test prerequisite analysis can be divided into Several types items, namely normality test, homogeneity test, multicollinearity test and linearity test [13].

Table 2 reports the results of the normality of test for the data using version 21 Package of the Social Sciences (SPSS).

Table 2. Normality of Test Results

No.	Data	Asymp. Sig (2-tailed)	information
1	teaching performance	0.100	Normal
2	School climate	0.195	Normal

Table 2 Testing the normality of the teaching performance and school climate was Obtained by Asymp. Sig (2-tailed) of 0.100 and 0.195 respectively. This value is greater than 0.05 so it can be concluded that the teaching performance of the data and the school climate are normally distributed.

Table 3 reports Homogeneity test aims to determine whether the data sample was taken as a sample from the population bervarian homogeneous.

Table 3. Homogeneity of Test Results

No.	Data	Sig.	information
1	School Climate	0.463	Homogeneity

Table 3 shows that the significance value (sig.) For the school climate variable is 0.463. The significance value of the three variables is more than 0.05, so it can be concluded that there are no symptoms of heteroscedasticity in the regression model of the which means the Data is homogeneous.

Table 4 shows the results of the multicollinearity test and the VIF value for the school climate of the teaching performance is 1.189.

Table 4. Multicollinearity of Test Results

No.	Data	VIF	information
1	School Climate	1.189	not multicollinearity

Because the VIF value is smaller than ten, it can be concluded that the variable is not found to have a correlation between the independent variables.

The results of the linearity of school climate tests on teaching performance can be seen in Table 5.

Table 5. School Climate and Linearity Test Results Teaching Performance

No	Data	Sig.Deviation from Linearity	Information
1	School Climate – Teaching Performance	0.692	Linear

Based on Table 5, it is known that the sig value of deviation from linearity in the results of the school climate test of teaching performance is 0.692. Sig value obtained is greater than 0.05 it means H<sub>0</sub> is rejected or it can be concluded that the linear regression model shape.

Table 6. School Climate and Regression Coefficients Teaching Performance

Model	B	T	Sig.
Constant	12.267	12.501	0.000
School Climate	1.227	70.827	0.000

Table 6 shows that the school climate variables obtained t = 70.827 > t table = 1.657 and the value (Sig.) 0.000 < 0.05 then H<sub>0</sub> is rejected or inferred that a significant regression equation.

The regression equation, it can be seen that the regression coefficient is positive so that an increase of 1 school climate score will be able to increase the teaching performance score by 1.227.

Table 7. Coefficient of Determination of School Climate Against Teaching Performance

R	R Square
0.275	0.975

Based on analysts in Table 7, it is known that the value of R<sup>2</sup> = 0.975. This explains that the school climate variable has a tendency of 97.5% towards teaching performance while the remaining 2.5% is influenced by other factors.

#### IV. CONCLUSION

Based on the results of the research and discussion that has been done, then it can be concluded that: There is a positive and significant effect of the school climate on teaching performance by 97,5% which is the coefficient of determination. The higher of the school climate, the higher of

teaching performance. School climate has been related to the impacts on more variables. However, little to be known on how the impacts of it on teaching performance that was conducted in other countries and Indonesian context. In this study, the researchers did not use meta-analysis. Therefore, the future research should use meta-analysis to examine the impact of school climate on teaching performance.

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