

## Influence of organizational climate and teaching motivation on the performance of physical education teachers

HENI WIDYANINGSIH<sup>1</sup>, RAHMAT DARMAWAN<sup>2</sup>, RAMDAN PELANA<sup>3</sup>

<sup>1,2,3</sup>Faculty of Sport Science, Universitas Negeri Jakarta, INDONESIA

Published online: August 31, 2021

(Accepted for publication August 15, 2021)

DOI:10.7752/jpes.2021.s4323

### Abstract:

The performance of a physical education teacher is an indicator in measuring the level of educator' productivity. The productivity of educators must be periodically measured and improved. The performance of physical education teachers must be within the quality standards of education in order to create a professional quality of education. Many factors affect the level of performance for a teacher for example organizational climate and teaching motivation. This study aims to see how much physical education teacher performance (Y) is influenced by organizational climate (X<sub>1</sub>), and teaching motivation (X<sub>2</sub>). The constellation of relationships between variables are two independent variables, and a dependent variable. The research data were obtained from 28 teachers in junior high schools incorporated in MGMP Region 2 East Jakarta. The data analyzed using by path analysis techniques with SPSS software. The results showed 4 effects, they are The direct effect of school organization climate on teacher performance by 79% with a regression equation  $\hat{Y} = 11.85 + 0.79X_1$ . The direct effect of teaching motivation on teacher performance by 99% with a regression equation  $\hat{Y} = -11.70 + 0.99X_2$ . The climate of school organizations gives a direct influence on teaching motivation by 60% with a regression equation =  $41.77 + 0.60X_1 + 0.763X_2$ . The indirect effect of the school organization climate on the performance of physical education teachers through teaching motivation was 34.6%. The indirect effect of teaching motivation on the performance of physical education teachers was 38.9%. The conclusion is that organizational climate and teaching motivation variabels have a positive influence on improving the performance of physical education teachers and simultaneously these two variables also have a positive influence on the performance of physical education teachers.

**Key Words:** Physical Education, Teacher Performance, School Organization Climate, Teaching Motivation.

### Introduction

The success of a teacher is marked by the achievement of work results that are in accordance with the teacher's work standards. The general standard of teacher is stated in UU no. 14 of 2005 concerning Teachers and Lecturers, which stipulates that teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess and evaluate students in early childhood education through formal education, basic education and secondary education (Kemenristekdikti, 2005). States that a person's professional identity affects "a sense of purpose, self-perception, motivation, commitment, job satisfaction and effectiveness"(Mulyasa, 2007).

Teacher performance is questioned when discussing the issue of the quality level of education. Because only by understanding the factors that affect teacher performance, alternative solutions can be found so that these factors are not an obstacle to improving teacher performance but are able to improve and encourage teacher performance towards a better direction, because performance as an attitude and behavior can increase from time to time. In the educational process, there are activities of teaching teachers, the role of students in learning, administrative management systems, and the willingness of various aspects so that the quality and quality of education can be improved (Afrizal, 2016). To improve the quality of teacher performance, at least a teacher must have mastery of what material is taught and how to teach. Teacher performance can be expressed as the overall level of a person's success in the learning process within a certain period can be measured by indicators of mastery of teaching materials, ability to manage learning and commitment to carrying out tasks correctly, according to (Werang & Agung, 2017). This is also supported by Woolfok in Arista, Sutadji, & Elmunsyah (2016). In developing teaching materials, a teacher must be guided by a tool called the curriculum. There are many meanings of curriculum depending on which side we look at, ranging from prescriptive, descriptive, or a combination of both. Hollis Caswell and Doak Campbell in Ellis, 2nd (2004) describe the curriculum as all the experiences children have under the guidance of teachers.

The leadership of principal is expected to be able to create a conducive work climate, so that a conducive work climate can improve teacher performance (Widyarningsih, Asmawi, & Tangkudung, 2019). A states that organizational climate is a set of environmental conditions that are felt directly and indirectly by employees

(Toulson, P. & Mike, 1994)(Rani & Rani, 2014). This illustrates that organizational climate as several conditions or conditions in a series that directly or indirectly, consciously or unconsciously, can affect employees. Correspondingly, the organizational climate is also known as the social climate. It could be interpreted that the term "social climate" was first used to describe the impact of the group atmosphere, deliberately created by different leadership styles, on the aggressive behavior of boys. In this case, the group atmosphere, or climate, has an impact on the behavior of group members and can be influenced intentionally (Halpin, 1963).

Motivation is an impulse that causes someone to do something to change energy to create conditions or environmental systems that support and allow for the learning process to take place (Ayu & Suprayetno, 2008). And teaching is conveying knowledge to students. The notion of teaching motivation is a stimulus and impetus for teachers to convey knowledge to students (Susanto, 2013). The quality of teachers is highly dependent on acquisition, induction, development and motivation. Without effective resources, teacher professionalism in learning will not occur (Wentzel, 1998). Teachers as educators are expected to appear professional in carrying out their duties, because maximum effort will be an important part of the teaching process. As for one of the most important supporting factors to achieve professionalism in a teaching is the motivation that must be owned by each individual concerned, because based on the motivation to teach it will arise in a person a sense of love for the profession it carries, so that it can give birth to maximum results. for student achievement (Mangaleswarasharma, 2017).

This study establishes the formulation of the problem as follows; (1) Is there a direct influence of school organizational climate on the performance of physical education teachers?; (2) Is there a direct influence of teaching motivation on the performance of physical education teachers? ; (3) Is there a direct influence of organizational climate on teaching motivation? ; (4) Is there an influence of organizational climate and teaching motivation on the performance of physical education teachers?

**Material & Method**

The method used in this study is a survey method by looking at causality between variables. Survey method is a research method that occurred in the past or present which seeks clarity about beliefs, behaviors, opinions, characteristics of the relationship between sociological and psychological variables from the sample. (Sugiyono, 2018). The data collection came from 28 physical education teachers at the junior high school who located in area 2 of East Jakarta. Dissemination of questionnaires using questionnaires that have been tested on physical education teachers at the junior high school level who follow teacher professional education (PPG). Technical data analysis using path analysis techniques or path analysis. Path analysis is statistic technique used primarily to examine the comperative strenght of direct and indirect relationships among variabels (Youth, 2006). This Path Analysis technique can be used to examine the direct influence of physical education teacher performance factors (Y), organizational climate (X<sub>1</sub>) and teaching motivation (X<sub>2</sub>). The research constellation is as follows:

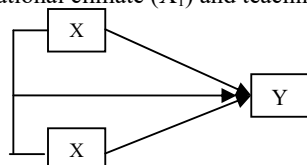


Figure 1 : Research Constellation

**Result and Discussion**

**Result**

In accordance with the steps in systematic research, the first step is to describe the data from the variables in the study. Next, perform testing as an analysis requirement by normality test of the research variables data, linearity test and regression significance test.

- 1) Normality test for variabels

Table 1. Normality Test

Error Regresi	Estimated	n	L <sub>count</sub>	L <sub>tabel</sub> α = 0,05	Description
Y for X <sub>1</sub>		28	0,0806	0,166	Normal
Y for X <sub>2</sub>		28	0,1551	0,166	Normal
Y for X <sub>1</sub> and X <sub>2</sub>		28	0,0956	0,166	Normal

In research with a small sample size (less than 30), a normality test must be carried out. This needs to be done in order to know for sure that the distribution of the existing data is normally distributed or not. In this study, the normality test using the Liliefors method.

- 2) Significant and Regression Linerarity test for variabels

Table 2. Significant and Regression Linearity test

Regression	Regression Equation	Signifikansi Test		Linearity Test	
		F <sub>hitung</sub>	F <sub>tabel</sub> α = 0,05	F <sub>hitung</sub>	F <sub>tabel</sub> α = 0,05
Y for X <sub>1</sub>	$\hat{Y} = 11,85 + 0,79X_1$	27,48 **	4,23	1,52 <sup>ns</sup>	2,83
Y for X <sub>2</sub>	$\hat{Y} = -11,72 + 0,99X_4$	60,65 **	4,23	0,62 <sup>ns</sup>	2,72
Y for X <sub>2</sub> , X <sub>1</sub>	$\hat{X}_4 = 41,77 + 0,60X_1$	18,86 **	4,23	1,27 <sup>ns</sup>	2,83

3) Descriptif for Variabels

Table 3. Descriptif Data for Variables

Keterangan	Y	X <sub>1</sub>	X <sub>2</sub>
Rata-rata	85,82	93,93	98,04
Standard Error	1,33	1,21	1,12
Median	84,5	95,0	98,0
Modus	84	95	98
Standar Deviasi	7,05	6,42	5,93
Varians	49,7077	41,1799	35,1468
Rentang	27	23	21
Terendah	73	82	85
Tertinggi	100	105	106
Jumlah Skor	2403	2630	2745
Ukuran Sampel	28	28	28

Table 4. Rekapitulation of Coefisien Regresi Y for X<sub>1</sub>, X<sub>2</sub>

Model	Unstandardized Coefficients	
	B	Std. Error
Organisational Climate	0,599	0,138
Teaching Motivation	0,763	0,155

$$Z_{hitung} = \frac{0,599 \times 0,763}{\sqrt{(0,763^2 \times 0,138^2) + (0,599^2 \times 0,155^2)}} = \frac{0,457}{\sqrt{0,020}} = \frac{0,457}{0,140} = 3,256$$

$$Z_{tabel} = 2,06$$

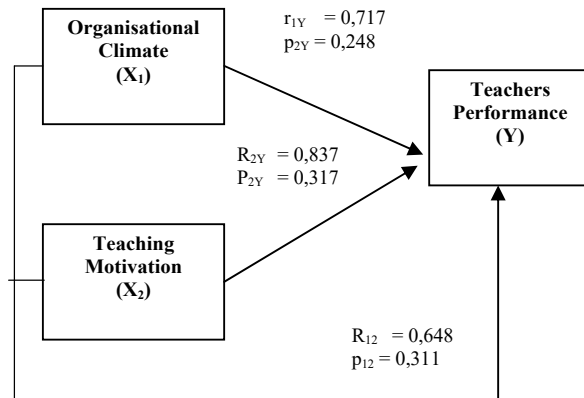


Figure 2. Empirical Model Between Variables

**Discussion**

1) Direct Effect of Organizational Climate (X1) on Performance (Y)

The results of the first hypothesis analysis resulted in the finding that organizational climate had a direct positive effect on performance. The value of the path coefficient of organizational climate on performance is 0.248 with a t-value of 2.17 so that it accepts H1, which means that there is a positive direct influence of organizational climate variables on significant performance variables.

Organizational climate is a set of characteristics of the work environment that are assessed directly or indirectly by teachers, which are considered to be the main force in influencing teacher behavior. The teachers feel that the organizational climate is pleasant when the teacher does something useful and creates a feeling of

worth. They want to be heard and needed as people of value. Employees feel that the organization really cares about their needs and problems. It is proven that, a good organizational climate will increase teacher performance. In the journal also disclosed by (Rani & Rani, 2014).

Furthermore, the journal also stated that there is a relationship between organizational climate and teacher performance improvement. (Pan & Qin, 2007) found that organizational climate has a major impact on job satisfaction and organizational commitment.

## 2) Direct Effect of Teaching Motivation (X<sub>2</sub>) on Performance (Y)

The results of the second hypothesis analysis resulted in the finding that teaching motivation had a direct positive effect on performance. The value of the path coefficient of teaching motivation on performance is 0.317 with a t-value of 2.18, so H<sub>1</sub> is accepted, which means that there is a positive direct influence of the teaching motivation variable on the significant performance variable.

According to (Andersen, Heinesen, & Pedersen, 2014) motivation can be defined as the direction and intensity of one's efforts. The direction of effort refers to whether a person is trying to approach or is interested in a particular situation. Motivation is the need for each individual to achieve or even exceed the measure of success he has set himself or from others. This is disclosed in the journal by (Griffin, 2010) namely that the findings that correlate job satisfaction, motivation and aspects of job satisfaction are related to educational principles.

A teacher with high motivation tends to want to work better, likes to do his own work, and does not depend on others (Kwapong, Opoku, & Donyina, 2015). So the motivation for physical education teachers is to give them work that makes them satisfied, give them autonomy, feedback on success, give them opportunities to grow, and give them challenges. In short, motivation as measured by performance has a positive and significant influence on the high and low performance of a teacher (Svein Olav Ulstad<sup>1</sup>, Hallgeir Halvari<sup>2</sup>, Øystein Sørebo<sup>2</sup>, Edward L. Deci<sup>2</sup>, 2016).

Based on these findings, it can be concluded that performance is directly influenced positively by teaching motivation. Increased motivation to teach will lead to an increase in the performance of a teacher.

## 3) Direct Effect of Organizational Climate (X<sub>1</sub>) and Teaching Motivation (X<sub>2</sub>) on Performance (Y)

The results of the third hypothesis provide a finding that there is an indirect effect of organizational climate on performance through teaching motivation. From the table Sobel test the value of zcount is 3.256. Because the value of zcount is greater than the value of ztable with a significance level of 0.05 of 2.06, it proves that teaching motivation is able to mediate the relationship between the influence of organizational climate on performance. The indirect effect of organizational climate on performance through teaching motivation is the product of the path coefficient of organizational climate on teaching motivation (p<sub>41</sub>) with the path coefficient of teaching motivation on performance (p<sub>4</sub>). The indirect effect of organizational climate on performance through teaching motivation is:  $(0.311)(0.317) = 0.098$ . So that the total influence of organizational climate on performance is 0.346.

Organizational climate in schools can be seen as organizational personality which is reflected by all school members whose variables influence in increasing motivation and have implications for increasing teacher performance in schools (Kartini, Sujanto, & Mukhtar, 2017). Statistical results show that organizational climate has a positive influence on employee motivation. This statement gives how much influence organizational climate has on performance through motivational variables.

Thus to improve performance can be done by improving the organizational climate so that teaching motivation increases. This means that the organizational climate is important to improve performance. (., ., & ., 2019)

## Conclusion

Based on the results of the study as described, this study produced the following findings:

- 1) Organizational climate has a direct positive influence on the Performance of Physical Education Teachers.
- 2) Teaching Motivation has a positive direct influence on the Performance of Physical Education Teachers.
- 3) Direct Effects of School Organizational Climate and Teaching Motivation influence on Physical Education Teacher Performance.

## References:

- . R. R., . M. U. G., & . M. Z. M. (2019). Organizational Culture and Organizational Climate as a Determinant of Motivation and Teacher Performance. *Advances in Social Sciences Research Journal*, 6(2), 555–566. <https://doi.org/10.14738/assrj.62.6267>
- Afrizal. (2016). Kinerja Guru Pendidikan Jasmani Olahraga dan Kesehatan. *Manajer Pendidikan*.
- Andersen, L. B., Heinesen, E., & Pedersen, L. H. (2014). How does Public Service Motivation affect performance in schools? *Journal of Public Administration Research and Theory*, 24(3), 651–671.

- Ayu, I., & Suprayetno, A. (2008). Pengaruh Motivasi Kerja, Kepemimpinan dan Budaya Organisasi Terhadap Kepuasan Kerja Karyawan serta Dampaknya pada Kinerja Perusahaan (Studi kasus pada PT. Pei Hai International Wiratama Indonesia). *Jurnal Manajemen Dan Kewirausahaan*, 10(2), 124–135. <https://doi.org/10.9744/jmk.10.2.pp.124-135>
- Griffin, D. K. (2010). *A Survey of Bahamian and Jamaican Teachers ' Level of Motivation and Job Satisfaction .* 16, 57–77.
- Halpin, A. W. (1963). *The organizational climate of schools*. Chicago: Midwest Administration Center, University of Chicago.
- Kartini, K., Sujanto, B., & Mukhtar, M. (2017). the Influence of Organizational Climate, Transformational Leadership, and Work Motivation on Teacher Job Performance. *IJHCM (International Journal of Human Capital Management)*, 1(01), 192–205. <https://doi.org/10.21009/ijhcm.011.015>
- Kemenristekdikti. *UNDANG-UNDANG RI No.14 GURU DAN DOSEN.* , Pub. L. No. 14 (2005).
- Kwapong, L. S. A., Opoku, E., & Donyina, F. (2015). The Effect of Motivation on the Performance of Teaching Staff in Ghanaian Polytechnics: the Moderating Role of Education and Research Experience. *International Journal of Education and Research*, 3(11), 35–48.
- Mangaleswarasharma, R. (2017). Teacher Motivation and Job Satisfaction: a Study on Teachers in Three Districts in Northern Sri Lanka. *PEOPLE: International Journal of Social Sciences*, 3(1), 314–323. <https://doi.org/10.20319/pjss.2017.31.314323>
- Mulyasa, H. E. P. D. (2007). *Standar Kompetensi dan Sertifikasi Guru* (1st ed.). Bandung: PT. Remaja Rosdakarya.
- Pan, X., & Qin, Q. (2007). An analysis of the relation between secondary school organizational climate and teacher job satisfaction. *Chinese Education and Society*, 40(5), 65–77. <https://doi.org/10.2753/CED1061-1932400507>
- Rani, R., & Rani, M. P. (2014). *INFLUENCE OF ORGANIZATIONAL CLIMATE OF ELEMENTARY SCHOOLS ON JOB SATISFACTION OF ELEMENTARY TEACHERS*. 3(2), 652–658.
- Sugiyono. (2018). *Statistika Untuk Penelitian* (10th ed.; E. Mulyatiningsih, Ed.). Jakarta: Alfabeta.
- Susanto, H. (2013). Faktor-faktor yang mempengaruhi kinerja guru sekolah menengah kejuruan. *Jurnal Pendidikan Vokasi*, 2(2), 197–212. <https://doi.org/10.21831/jpv.v2i2.1028>
- Svein Olav Ulstad1, Hallgeir Halvari2, Øystein Sørebo2, Edward L. Deci2, 3. (2016). Motivation, Learning Strategies, and Performance in Physical Education at Secondary School. *Advances in Physical Education*, 6 No.1. <https://doi.org/10.4236/ape.2016.61004>
- Toulson, P. & Mike, S. (1994). The Relationship Between Organizational Climate and Employee Perceptions of Personnel Management Practices. *Sage Journal*, 1. Retrieved from <https://doi.org/10.1177/009102609402300309>
- Wentzel, K. R. (1998). Social Relationships and Motivation in Middle School. *Journal of Educational Psychology*, 90(2), 202–209.
- Werang, B. R., & Agung, A. A. G. (2017). Teachers' job satisfaction, organizational commitment, and performance in Indonesia: A Study from Merauke District, Papua. *International Journal of Development and Sustainability*, 6(8), 700–711.
- Widyaningsih, H., Asmawi, A., & Tangkudung, J. A. (2019). The implementation of physical education learning based on local excellence. *Journal of Physics: Conference Series*, 1318(1), 0–4. <https://doi.org/10.1088/1742-6596/1318/1/012113>
- Youth, K. (2006). *경로모형 path analysis.PDF* (Vol. 17, pp. 149–180). Vol. 17, pp. 149–180.