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## Research Article

# THE EFFECT OF AUTONOMY AND SCHOOL CLIMATE ON TEACHER PERFORMANCE WITH WORK MOTIVATION AS A MEDIATOR IN STATE MTS 30 JAKARTA

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### ABSTRACT

This study aims to examine the effect of school autonomy and school climate on performance through work motivation in accordance with empirical data. The research variables consisted of exogenous autonomy and school climate variables, performance endogenous variables and work motivation mediator variables. The hypothesis in this study is a theoretical model that describes the influence of school autonomy and climate on work performance motivation in accordance with empirical data. Respondents involved in this study were 62 MTs Nigeria 30 Jakarta teachers. The sampling technique used is the census. The instruments used in the study consisted of an autonomy scale, school climate scale, work motivation scale and performance appraisal form. Three scales (scale of autonomy, scale of school climate, work motivation scale) constructed by researchers using a Likert model measurement scale. The data analysis technique in this study used structural equation modeling (SEM) using the Smart PLS version 3 program. The results showed that the index was in the fit category (SRMR = 0.046 (<0.1)). Based on the analysis of research data it was found that the influence of autonomy and school climate towards performance with work motivation as a mediator fit the data.

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## INTRODUCTION

The key factor determining the competitiveness of the nation in the global era is science and technology and human resources (HR). This is supported by the Bank's research The world (Samani & Hariyanto, 2011) which shows that the strength of a country in the global era is determined by factors innovation and creativity (45%), network collaboration (networking) (25%), technology (technology) (20%), and natural resources (10%). This matter indicates an indication that the nation has comparative advantage in natural resources, will not able to do a lot in the arena of global competition without supported by excellence in human resources.

The development of information and communication, of science and technology, change the structure of employment in the global era requires quality of human resources. It means they have to be ready for competitiveness with other countries, adaptive and anticipatory to various changes and conditions new, open to change, able to learn how learning (learning how to learn), multi skilling, easy to train reset, and has the basics of broad, strong and fundamental to develop in the future. Human development index (Human Development Index -HDI) Indonesia has not experienced any improvement yet, even

tends to stagnate at a level that hasn't satisfying. HDI Indonesia is still above the 100 mark from 187 countries in the world. In 2014 (2015 HDI Report from the United Nation Development Program) for example, Indonesia is ranked 112<sup>th</sup> out of 188 countries on the index list, with an index value of 0.68. This rating adrift far with HDI among the main countries in the region ASEAN such as Singapore (ranked 10<sup>th</sup>), Brunei (29), Malaysia (58) and Thailand (89), although it is better from the Philippines (116) and Vietnam (113). This condition factually reflects the quality of HR Indonesia which is impossible to be relied upon to be able to compete with HR from other countries. This phenomena is a sign that the quality of Indonesian human resources is very low, and therefore important to think about and very seriously and carefully anticipated. Without work hard and high effort, Indonesian HR will not be lifted, and that is catastrophe for the Indonesian people in the future.

We have to be realized the low quality of human resources is related to education issues. Education in Indonesia has also been down since hit by a crisis, which crystallized in the form of a quality. One important indicator is the quality of teachers low level at all levels of education. Even though the method of teaching one of the factors that determine the high and low

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education quality. The teacher is the main actor of the education organization. Teachers are model and educators. Teacher is a knowledge provider among students at various levels of education. When teacher quality is low then the learning process will be also low. In condition, the teacher will not be able to meet the recommendations UNESCO related to the four pillars of learning such learning how to know, learning how to do, learning how to be, and learning to live together. Learning to know is learning how to know what is obtained through understanding; learning to do is learning how to do so that students are able to act creatively towards environment; learning how to be is learning to be (himself) in order to be able to participate and cooperate with others, and learning to live together is learning to live together as an essential result of three other learning (Directorate General of Education Staff of the Directorate General Improving the Quality of Educators and Education Personnel Ministry of National Education, 2008).

We need to anticipate to face this condition which is not suitable anymore according to good education demand. One aspect that is necessary and it is very important and need attention related to the teacher commitment to the school organization's as an institutions. This is important, because only with teacher's high commitment to school as an organizational learning, this fact will probably be corrected. Only highly committed teachers who can break through deadlock in the implementation of education. Commitment organizations in this perspective at least include and reach for self-identification of values, goals and organizational goals, involvement and self-willingness to make optimal efforts for the benefit of the organization, and strong desire to remain a member of the organization. All elements of this organizational commitment, if possibly optimally pursued, will greatly help repair the implementation of education that enables childbirth Quality human resources education must be able to think globally, able to act locally and based on noble character (akhlakul karimah). In preparing HR development, education must be able to touch the basis to build character to the vision and mission of education, it call moral and spiritual ethics that are noble (Mulyasa, 2008).

### **Research Question**

1. What is the theoretical model of the influence of autonomy and climate school on teacher performance with motivational mediators work fit with empirical data?
2. Is there any influence between work motivation towards teacher performance?
3. Is there an influence of autonomy on teacher performance?

### **Purposes Research**

#### **This Research Aims to**

1. To test the theoretical model of the influence of autonomy and climate school on the performance of teachers with mediators motivation to work fit with empirical data.
2. To test the direct influence between work motivation on teacher performance.

3. Test the direct influence of autonomy on performance teacher.

### **Benefits of Research**

#### **This Research can Contribute both Theoretically and Practical as Follows**

#### **Theoretical Benefits**

1. This research is expected to be a reference for subsequent research in the field of educational psychology related to teacher performance and influence factors.
2. This research is expected to provide understanding new about the role of autonomy, the school climate and work motivation to achieve teacher performance and the importance of the study of teachers in psychology education.

#### **Applicative Benefits**

3. This research is expected to help individuals and organization about the importance of teacher performance and effort to improve the quality of teachers, in education institution.
4. This research is expected to help individuals and the organization understands the role of teacher's work motivation towards improving teacher performance. Efforts are required certain to achieve teacher motivation to use achieve for better teacher performance.
5. This research is expected to help the organization to can make efforts to improve teacher performance, at least through the variables examined in this research. Organizations can give attention on how to increase teacher motivation through efforts to pay attention to efforts to improve autonomy and creating a conducive school climate.

### **Performance**

Performance in general can be interpreted as a result of work or performance which is the value of behavior indicated by employees in carrying out their tasks be the responsibility of a certain period compared to the standard of work, target or target or criteria that have been predetermined and already agreed together.

Employee performance will be clearly measured if based on benchmarks and performance standards agreed upon before a work process is carried out. Byars and Rue, (2000) reveal that performance is other than concerning the degree of accomplishment from the tasks achieved by the individual, it also reflects how well the individual has fulfilled the assignment requirements work so that performance is measured in terms of results.

Performance concepts are defined by Colquitt, Le Pine and Wesson (2009) as the value of a set of employee behaviors contribute, either positively or negatively to fulfillment of organizational goals. Hale (2004) Performance is defined as the way to do work which means in an effective and efficient way. Similar, Slocum and Hellriegel (2009), performance defined by as functions from a person's level of ability and motivation. As for according to Ivancevich, Konopaske and Matteson (2008),

performance is the result achieved from what is desired by organization.

### **Performance Aspects**

One of the factors that requires attention is assessment performance can succeed according to its purpose determination of assessment aspects to be used as assessment standards, in this case whether the organization will set criteria for each type of work or only set criteria in general that are used for all type of work. Determination of criteria for each type of work of course it requires a lot of money and time, while setting criteria is generally for each type work will cause bias because of each type of work have their own characteristics. Brown and Lent, (2005) argue that is needed general aspects of setting which can be applied to all types of work are then adjusted depending on the characteristics of each job. General aspects intended by experts the above are:

#### **Quality (quality): the level of Quality of work**

- b. Quantity: number of work results.
- c. Timeliness (time taken): the time needed to complete work.

### **Affecting Performance Factors**

Brown and Lent (2005) state that performance is multiplication between ability and motivation. Ability refers to individual skills in working on assignments certain. While motivation refers to desire (desire) individuals to show their best performance.

Individuals will do their best tasks if they have ability and desire to carry out tasks with well. Based on this explanation it appears that ability and motivation play an important role in produce the best performance. Existence of factors ability and motivation are not enough to determine performance someone.

Greenberg and Baron (2003), formulate that performance influenced by the ability and work effort of individuals and employment opportunities obtained by individuals or employees in his work. This is supported by Robbin (2006), which states that performance is a function and interaction between ability, skill level, motivation and knowledge of how to complete tasks, and conditions that make it easy and inhibit not under individual control.

### **Work Motivation**

The term motivation is a complex and difficult term defined, hence the exact definition of this concept it is difficult to obtain such thoughts about perception individual to a situation (Ifinedo, in Al-Salameh, 2014). Motivation has been defined in several ways. Motivation can be described as a need or encouragement which encourages individuals to take action or behave. Motivation is a crucial and important term in all individual actions, especially in the work place. If individuals do not have encouragement in doing work, then the work will not be aim successful.

According to Robbins and Judge (2009), motivation is a process which includes the intensity, direction, and perseverance of individual businesses towards achieving a goal). Based on this definition there are 3 (three) elements of motivation, namely intensity shows how hard someone tries,

which direction state where the effort is connected and perseverance which is how long one can maintain effort that is. In line with the opinions of Robbins and Judge, Mc Shane and Von Glinow (2009) defines motivation as encouragement from within someone that affects the direction, intensity and perseverance towards intentional (voluntary) behavior. Direction is a path where someone runs his effort, intensity is how much effort he has allocated to each the target, as for perseverance is to endure business at a certain amount of time certain.

According to Mullins (2005), motivation can be explained as direction and perseverance of an action. Mullins further explain there are four general characteristics that are underlying motivational definitions namely:

1. Motivation symbolizes individual phenomena (uniqueness)
2. Motivation is usually intentional in control and behavior individual,
3. Motivation is multifaceted

Luthans (2008) provides a definition of motivation as a process that starts with a lack or need psychological or physiological which is active behavior or an impulse that leads to a goal or incentive. Keywords to understand the motivational process according to Luthans is based on understanding and relationships between needs (needs), encouragement (drives) and incentives (incentives).

### **Work Motivation Aspects**

Based on the definition by Robbins and Judge (2009), there are 3 (three) elements of motivation, namely intensity that shows how hard someone try to do something (intensity), the direction that states where the effort it is connected to (direction) and perseverance which is how long can a person maintain that effort.

McShane and Von Glinow (2009) also suggested that in the definition of motivation there are directional components, the intensity and perseverance of individuals towards intentional behavior (voluntary). Direction is a path where someone runs his business, intensity is how much effort is allocated to achieve the target, as for perseverance in surviving business at a certain amount of time.

### **Work Motivation Influence Factors**

According to Mc Cornick and Tifflin (2007), motivation can be influenced by extrinsic and intrinsic factors. Factor extrinsic is a factor that is outside the internal tasks jobs such as salary, working conditions, compensation, security, promotion, employment contract, environment and working conditions. While intrinsic factors on the other hand are in the form of rewards can be termed psychological motivation, such as opportunities to develop abilities, challenges and achievements, getting appreciation, recognition positive and feeling treated by caring and the way that attentive.

Based on the theory of self-determination, Ryan and Deci (2002) suggest the existence of factors which can affect motivation are:

### **Autonomy**

Autonomy is the freedom that individuals have, within do something based on their own choice refers to things that are felt and sourced from the iron.

### **Relatedness**

Relatedness is social relations or individual social relations in interacting with other individuals in one community and have a sense of interdependence with one to another.

### **Competence**

Competence is the individual's ability to show what he can and has an impact on the environment.

### **Autonomy**

In general the concept of autonomy is defined by Ryan and Deci (2002) based on the theory of self-determination the freedom that individuals have in doing something based on their own choice which refers to things which is felt and sourced from itself. The concept of teacher autonomy has received attention large in research with different approaches. Even now the definitions that can be accepted upon general cannot be agreed. Smith (2003) notes that the contribution to the definition of teacher autonomy tends to be siding with one aspect by putting other aspects aside including defining teacher autonomy as a right teacher to be free from control (Benson, 2000), teacher capacity to be bound by 'self-directing teaching' (Little, 1995; Tort Moloney, 1997), teacher control of educational settings between obstacles and idealism (Vieira, 2003) and autonomy teacher as a learner (Smith, 2000; Savage, 2000).

Based on the above description in this study, autonomy is teacher's perception of the freedom of the teacher to take control of teacher's teaching and learning.

### **Autonomy Aspects**

Based on literature studies conducted by several researcher (Friedman, 1999), indicated that in class and schools, teachers must be able to carry out autonomy function includes; understanding personal, psychological needs and the scholasticism of students, creating a positive relationship between teachers and students and among the students themselves in an effort meeting the psychological needs of students, using techniques and teaching aids to optimize student learning and using counseling techniques as well as assessment in dealing with disciplinary problems and other inappropriate behavioral problems.

Based on the explanation above, the aspects of autonomy used in this study are aspects autonomy proposed by Friedman (1999), namely student teaching and assessment, school operations, staff development and curriculum development, for used as a reference in making measuring instruments.

### **School Climate**

The school climate has been studied for decades. School climate is defined by various terms such as atmosphere, ethos, character, ideology, community, personality or the environment of a school (Hoy, 2008), how individual feelings about school

and people who are involved in school (Davis & Peck, in Gangi, 2014) or how individuals feel their experiences in school (Lindelov et al., in Gangi, 2014).

Based on the various opinions mentioned above, it can it was concluded that what was meant by the school climate in this study is the teacher's perception of quality school life. Aspects of School ClimateTheNational School Climate Council, (2014) explains about the school climate by characterizing life school and determine the quality of the school's atmosphere. Konsil offering aspects in determining the organizational climate; rules and norms, environmental security, social-emotional security, support in learning, social learning and citizenship, awards towards diversity, social support for adults, student social support, connectedness and attachment school, the surrounding physical environment and leadership. Each aspects or dimensions are the main indicators in measurement of the school climate.

### **NASSP School Climate Survey (2004), States that data about Perceptions of the School Climate there are 10 Aspects**

1. Teacher Student Relationships.
2. Harmonious relationship between teacher and student.
3. Security and maintenance.
4. Maintenance and level of security carried out by the school and felt by the school community.
5. Administration
6. Perception about smooth administration of the school.

### **Framework of Thinking**

A model built by Rowan, Correntidan Miller, (2002). Assumethat professional performance is function of the capacity and motivation of the personnel where their work, organizational setting characteristics in which individuals work and social as well as political external environment. Based on the model Leith wood, Jantzi, and Mascall, (2002) had have develop a framework that can help direct research into a broader framework.

This framework states that reform in the education field, affects motivation and capability educators in organizational settings especially in changes that occurs in school and in class in particular, which affects the achievement of students and teachers. Based on this model, it was found that the teachers would practice teaching better in quality teaching, if they have work motivation high supported by leadership, organizational climate supporting and professional teaching activities. Transformational leadership, the condition of the school organization and teacher work motivation has a direct relationship to the quality of teaching through the attachment of the teacher to professional teaching activities.

The author assumes that the performance its high if the teacher have a high work motivation too. The teacher gives all capability, competence and intensity of the process classroom teaching and learning. Work motivation This height can be achieved if the teacher feels that he is getting freedom in making decisions to guarantee teaching and learning process. The teacher will also be motivated if get support from the organization in the form of the environment supportive work.

**Research Methods**

**Research Variables**

1. Endogenous variables are variables that are influenced other variables. In this study the variables endogenous is teacher performance.
2. Mediator variable that mediate relationship of exogenous variables with variables endogenous. In this study the intervening variable its work motivation.
3. In this study the variables exogenous is autonomic and the school climate.

**Measure**

1. Teacher performance is secondary data in the form of assessment results teacher performance obtained from school documentation through teacher performance instruments.
2. Work motivation is a good internal push and externals that make the teacher stayteach and continue to live the profession they wants achieved which is measured by the motivation scaleself-constructed by the author based on aspects motivation from Robbins and Judge (2009) who consists of direction, intensity and perseverance.
3. Autonomy is the teacher's perception of teacher freedom to take control of teaching and teacher learning as measured by the autonomy scaleself-constructed by the author based onaspects of autonomy from Friedman (1999) which comprise from student teaching and assessment, operational school, staff development and curriculum development.

**Participant and Procedure**

Sample is a generalization area consisting of objects or a subject that has certain qualities and characteristics determined by the researcher to be studied and later conclusions are drawn (Sugiyono, 2015). The participant this research is Madrasah Tsanawiyah state school teachers 30 East Jakarta, total 62 (sixty two) person.

Due to the ability of the author to reach out all members of the population to become subjects research, the sampling method used is blanket sampling.

**Data Collection Method**

Data collection methods research to reveal motivation, autonomy and school climate use the five model scale, while for teacher performance, secondary data is used in the form of documents teacher performance assessment. The following explanation is related to scale which was constructed by the author.

**Research Orientation**

Madrasah Tsanawiyah Negeri 30 Munjul or other name, MTs 30 Munjul, is a Public Madrasah Tsanawiyah located on Jl. Al Mosque Akbar No. 51 East Jakarta. The history of the existence of MTsN 30Munjul cannot be separated from the presence of Jakarta MTsN 22, becausewas originally part of the Jakarta MTsN 22located on Jl. Buni Cilangkap Cipayung East Jakarta, was built and inaugurated by the Head of Office Regional Department of Religion, H. M. Fauzan, S.H. the 28thJuly 2004, MTsN 22 Jakarta has been accompanied by B Munjul campusto be cared for, maintained and developed

sothey will be able independence as adults The first school year is the 2004/2005 school yearwith the number of students 176 divided into 4 classes. As forthe leader is the Head of MTsN 22 Jakarta, Drs.Sugeng Priyono, but for daily managers it is appointedthe location leader entrusted to Drs. Mukitul Mansub. In 2007, in February there was a change the head of the madrasa becomes Drs. H. Muhammad Nuh untilin December 2008. Drs.Mukitul Mansub. then the leadership of MTsN 22Jakarta was occupied by Drs. H. Bisri, MA., While the leader location remains unchanged.

Finally based on SK. MENAG RI No.92 of 2009June 19 Jakarta MTsN 22 campus B Munjulnegated, and Drs. The original Mukitul Mansub took office location leader, based on SK. DKI Jakarta Regional Office of the Ministry of Religionthe name of the Indonesian Minister of Religion was appointed as the head of MTsN 30Jakarta, precisely on July 21, was confirmed by headof State MTs 30 at east Jakarta, Department of Religion Office Jakarta

**Research Preparation**

During preliminary author taking part for survey and discussed with school leaders. The school leader allows the author to do research at MTs Negeri 30 East Jakarta. The preparation for this study began by arranging research cover letters from the faculty.

June 5, 2018 with Letter Number 471 / SR / D / SSC-UPI Y.A.I / VI / 2018 addressed to Principals of MTs Negeri 30 East Jakarta. After obtaining permission, the author prepare the instrument to be used. After all requirements are fulfilled the author conducted a trial instrument first. Trial (tryout) is carried out on 30 teachers.

**Plan and Implementation**

After the results of validity and reliability tests are carried out, then the author revised the instrument. Then do actual data retrieval. Taking the data was carried out from 25-29 June 2018. The author's instruments are shared with the lecturer appointed as research respondents. Data collected as many as 62 people respondent.

**Overview of Research Respondents**

Overview of research respondents by sex, age and level of education, as shown in table below.

**Table 1** Overview of Respondents by Gender

No	Type Gender	Frequency	Percentage
1	Female	40	64.5
2	Male	22	35.5
	Amount	62	100

This table shows 66.6% of respondents female, while 33.4% out of of total respondents male. The explanation above actually not discriminating against respondents. But in this study most of the respondents are women.

**Table 2** Overview of Respondents by Age

No	Age	Frequency	Percentage
1	25-33	12	19.3
2	34-48	25	40.3
3	49-58	15	24.2
4	59-65	10	16.2
		62	100

The table above shows that the majority of respondents is aged between 34 years to 48 years which is equal to 40.3%. This indicates that State MTs 30 East Jakarta has the majority of teachers who are quite experienced and still classified as productive age.

**Table 3** Overview of Respondents based on Education Level

No	Education	Frequency	Percentage
1	Bachelor	42	67.7
2	Masters	20	32.3
		62	100

The table above shows that most of respondents are teachers who have an education level bachelor which is equal to 67.7% from 42 teachers. This thing due to the minimum teacher requirements at the education level middle is a bachelor. The data analysis technique 2nd Order Confirmatory Factor Analysis In this sub-chapter, is confirmatory factor (CFA) which aims to see the validity of aspects or factors of each variable. In other words This test is used to measure the model. CFA testing is performed on each variable and done step by step. Low loading factor which is at below 0.5 is excluded from the model for analysis reset it. Following are the results of the last recapitulation of the 2nd test Order Confirmatory Factor Analysis of all variables involved in research.

## CONCLUSION

This study examines the direct effect of work motivation towards teacher performance, and to test indirect influences of school autonomy and climate towards teacher performance through work motivation. The hypothetical model test results were carried out with Variance base-SEM, providing support significant to all stated hypotheses previously by the author. The hypothetical model is a model which can be estimated as the most suitable model and significant with data in the field. Based on the results testing the hypothetical, the writer concludes as follows:

1. The results of this study prove that autonomy does not affect teacher performance. The teacher has autonomy in teaching will not directly improve teacher performance.
2. The results of this study prove that the school climate affect work motivation. The teacher perceive to school climate as something fun does not have a direct impact against performance.
3. The results of this study prove that work motivation affect teacher performance. The teacher which high teaching spirit will devote all the potential to teach, so that this has implications for improvement performance.

## Suggestions

### Theoretical Suggestions

1. Therefore, in future studies can develop related theoretical models with teacher performance variables such as style leadership, organizational climate, and school wellbeing.
2. Future research is expected to complete limitations that arise in this study, such as limited number of research respondents.

## Applicative Suggestions

1. In this study, work motivation plays a role which is very important in an effort to help teachers improve its performance. Therefore, school play an important role in creating autonomy and climate schools which can improve teacher motivation so that it has implications for improving performance teacher. Schools can provide teacher autonomy within developing teaching materials, teaching methods and other jobs. Schools are also expected can build a positive school climate like build a good constructive academic climate, effective communication between teacher and head of school, teacher with teacher, teacher with students, and teacher with parents.
2. In addition teachers as individuals must also play active a role in improving performance. As a potential variable should improve teacher performance, work motivation can be increased through improvement the ability or competence such as they have to use their autonomy, the teacher is also expected to play an active role in creating a positive school climate with creating a good, constructive academic climate good communication with community fellowship.

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