
The Impacts of School Climate and Teachers' Teaching Experience on the Social Competency of State Junior High School Teachers

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Abstract

This research aimed to obtain data and information about the effect of school climate on the social competence of State Junior High School teachers in West *Padang* District, the effect of teacher teaching experience on the social competence of State Junior High School teachers in West *Padang* District, and the effect of school climate and teacher teaching experience on the social competence of State Junior High School teachers in West *Padang* District. It used correlational quantitative research with an associative type. The population was 124 Civil Servant teachers at State Junior High Schools in West *Padang* District, while the sample was 63 teachers. The research instrument used was a questionnaire with a Likert scale, which had five alternative answers. The data analysis showed a significant effect between school climate and teacher social competence at 58%, teacher teaching experience on teacher social competence at 35.4%, and school climate and teacher teaching experience together on teacher social competence at 62.8%.

Keywords

School climate, teacher social competence, teacher teaching experience

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Introduction

Schools are formal educational institutions that provide knowledge, skills, and basic attitudes needed for the formation and development of a complete person (Hilton et al., 2013). The implementation of national education must ensure equality and improvement in education quality amidst global changes so that Indonesian citizens become intelligent, productive, and highly competitive people in local, national, and international relationships. Therefore, all educational components in schools must try to improve and develop themselves to support progress.

Teachers are one of the educational components that play a paramount role in the educational process (Shaikh & Khoja, 2012). Therefore, teachers must bring the school goals to be achieved. Teacher is a professional position. In this case, teachers have a role in schools, where professional teachers will work to carry out school duties and responsibilities and must have the required competencies so that teachers can carry out their duties as well as possible. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, the teacher competency standards are developed in their entirety from 4 main competencies, namely: (1) pedagogical competence, (2) personality, (3) social, and (4) professional. Of the four competencies, social competency supports teacher performance in the teaching and learning process and in establishing relationships with the surrounding environment.

According to Priamikova (2010), social competence is the ability of educators as part of society to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community. As social creatures, teachers must be able to behave politely and have a high sense of empathy towards others. Teachers need to have adequate social competence, which is developed in activities inside and outside school, namely activities in the community.

Based on the observations from 7 August 2023 to 11 August 2023, the teachers' social competence does not appear to be effective. Below are the phenomena:

- There are still teachers who do not socialize enough with people around the school. Teachers only socialize if definite holidays or anniversaries involve the local community.
- There are still teachers who lack variety in using teaching methods. It can be seen from the fact that there are still teachers who only use the lecture method so that students only focus on the teacher's explanation, which results in children becoming bored and fed up.
- There are still teachers who have not utilized infrastructure in the form of technology in the learning process.
- There are still teachers who cannot use technology. It can be seen from the fact that there are still teachers who ask for help from other parties to create learning tools, such as asking for help from interns or field practice.

- There are still new teachers who have not fully mastered the class due to their lack of teaching experience. It can be seen in students carrying out other activities when taught by young teachers. However, when taught by teachers who have been teaching for a long time, they tend to be more orderly and pay attention to learning.
- There are still teachers who do not greet each other, which results in a lack of closeness between fellow teachers.
- There are still teachers who have not upgraded their learning methods and still use old methods even though they have been teaching for a long time. Subject teachers are still less able to use various media and learning resources to carry out more varied learning, such as creating interesting PPTs, teaching aids, media, and other learning resources that make students interested in taking lessons because some teachers are still focused on how to use media and learning resources that have been around for a long time.

Based on this, the researcher feels the need to conduct further research on the factors that affect teachers' social competence and how much these factors contribute to the pedagogical competence of junior high school teachers in West Padang District. Social competence is a competency possessed by a teacher. The factors that affect teacher competence include the following.

Teacher factor

According to [Sudjana \(2002\)](#), the presence of teachers in the teaching and learning process plays an important role. The role of a teacher in the learning process cannot be replaced by the most modern machines, radios, tape recorders, or computers ([Ferster, 2014](#)). Many human elements, such as attitudes, value systems, feelings, motivation, habits, and others, which are expected to be the teaching process results, cannot be achieved from these tools. It is where the advantages of humans, in this case teachers, exceed the tools or technology created by humans to help and make their lives easier. Two factors affect teachers in carrying out their primary duties:

- Internal factors come from the person concerned, such as knowledge, teaching experience, teacher awareness, and creativity.
- External factors come from outside a teacher, such as attention and guidance from the school principal or professional friends in the school environment.

The two factors above, both internal and external factors will affect teachers' social competence because, in essence, the learning process delivered by the teacher comes from experience, knowledge, and training activities, shaping the teacher's character and understanding in communicating with students.

School climate factors

The school climate will be affected by infrastructure to improve the learning quality ([Shmis et al., 2019](#)). These facilities and infrastructure are paramount because they will affect the climate and conditions of learning carried out by teachers. The more skilled the teacher is

in utilizing existing learning facilities and infrastructure, the better the learning interactions between teachers and students will be (Gil-Flores et al., 2017). Facilities and infrastructure are beneficial. Without facilities and infrastructure such as study rooms, libraries, laboratories, and so on, the learning process cannot run effectively. Therefore, the expected goals are not achieved optimally.

A conducive school climate can spur enthusiasm in the teaching and learning process, which also supports increased student achievement in learning and teacher achievement (Prayuda et al., 2021). A comfortable school climate can create a good education. It can be seen from the activities of teachers, students, and people involved in implementing education. Thus, on the contrary, a school climate that is not supportive will have a negative impact on the implementation of education at the school (Panjaitan, 2018)

Methodology

Research design, site, and participants

This research uses a correlational quantitative method with an "associative" type of research where associative research is an effort to determine the effect of independent variables (school climate and teacher teaching experience) on the dependent variable (teacher social competence). The population in this research were 124 teachers with Civil Servant (PNS) status in five State Junior High Schools in West Padang District. The researchers took teachers with Civil Servant (PNS) status as the population because those teachers have teaching and work experience that exceeds the honorary teachers.

The population characteristics considered in this sampling consist of groups (III and IV) and length of service (<15 years and >15 years). These two strata are considered because different years of service and groups provide different abilities and knowledge in carrying out teacher duties. The proportion of each stratum is group III=57 teachers and group IV=67 teachers. Meanwhile, the work period < 15 years = 26 and the work period > 15 years = 98 people. The size of the research sample has been determined, and if the subjects are less than 100 people, the whole sample should be taken, while if the subject is more than 100 people, 10-15% or 20-25% or more can be taken (Arikunto, 2010). Based on this opinion, the researcher determined the sample size to be 44% of the research population, so the total research sample was 63 people.

Data collection and analysis

The data collection instrument used in this research is indirect communication techniques. In this case, the instrument used is a questionnaire, which is distributed to respondents. Then, filled in directly by the respondent concerned, each option has been provided for each statement. Each statement item has a value based on a Likert scale. Likert scale model with assessment scores from five to one, namely always (A), often (O), sometimes (S), rarely (R), and never (N). Before the questionnaire was used in this research, the validity and reliability of the instrument were first tested. The results of the questionnaire showed that the research questionnaire was valid and reliable. Valid and reliable questionnaires are used to

collect data in field research. Data collection was carried out directly by handing questionnaires to respondents. Before filling out the questionnaire, the researcher explained the procedures for filling out the questionnaire. Visits were made twice. The first visit is to give the questionnaire, and the second is to fill out the questionnaire. Research data was analyzed using the multiple regression method with the help of SPSS Version 24 software. Data analysis included 1) data description, 2) analysis prerequisite tests, namely normality test, homogeneity test, and multicollinearity test, and 3) hypothesis testing by determining the level of effect through correlation analysis, significance, coefficient of determination, and regression analysis.

Results

Normality test

The normality test results indicate that the Kolmogorov-Smirnov test obtained a significant value for teacher social competence of $0.200 \geq 0.05$. School climate $0.200 \geq 0.05$. Teacher teaching experience $0.200 \geq 0.05$. The testing criteria for the normality test via the Kolmogorov – Smirnov test is the sig value. Kolmogorov-Smirnov test ≥ 0.05 is said to be normal. If the significance exceeds 5% (0.05), which is 0.200, the data is normally distributed, so it meets the normality test requirements.

Figure 1. *Normality test result.*

One-Sample Kolmogorov-Smirnov Test

		Social Competence	School Climate	Teaching Experience
N		63	63	63
Normal Parameters ^{a,b}	Mean	97,73	137,32	120,62
	Std. Deviation	8,814	10,509	9,664
Most Extreme Differences	Absolute	0,063	0,069	0,060
	Positive	0,063	0,050	0,051
	Negative	-0,061	-0,069	-0,060
Test Statistic		0,063	0,069	0,060
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,200 ^{c,d}	,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Figure 1. *Teacher social competence*

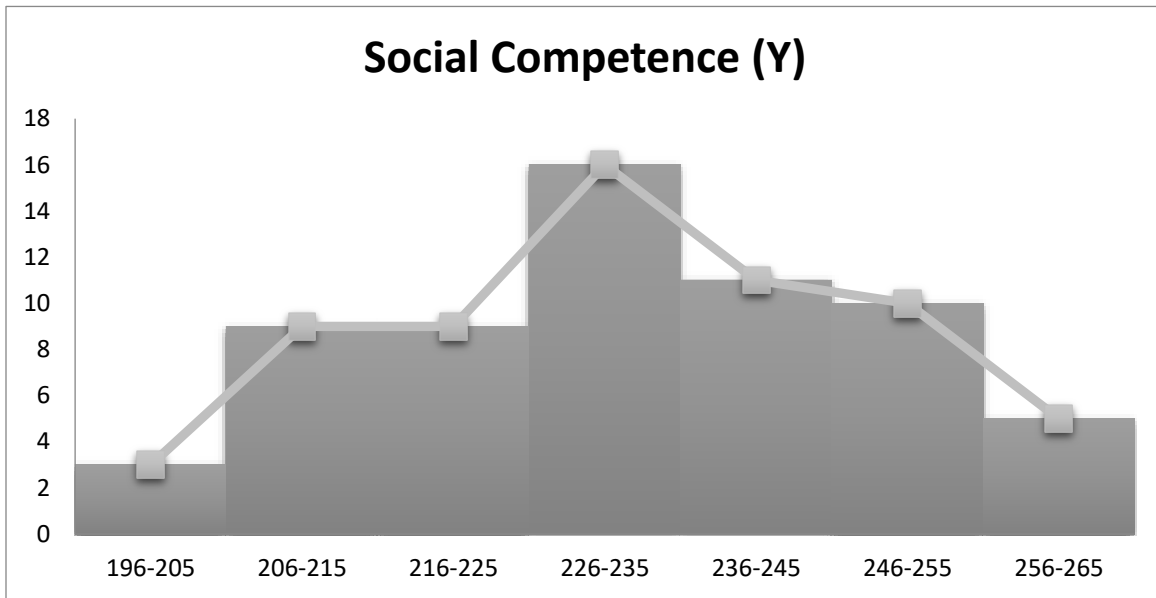


Figure 2. *School climate*

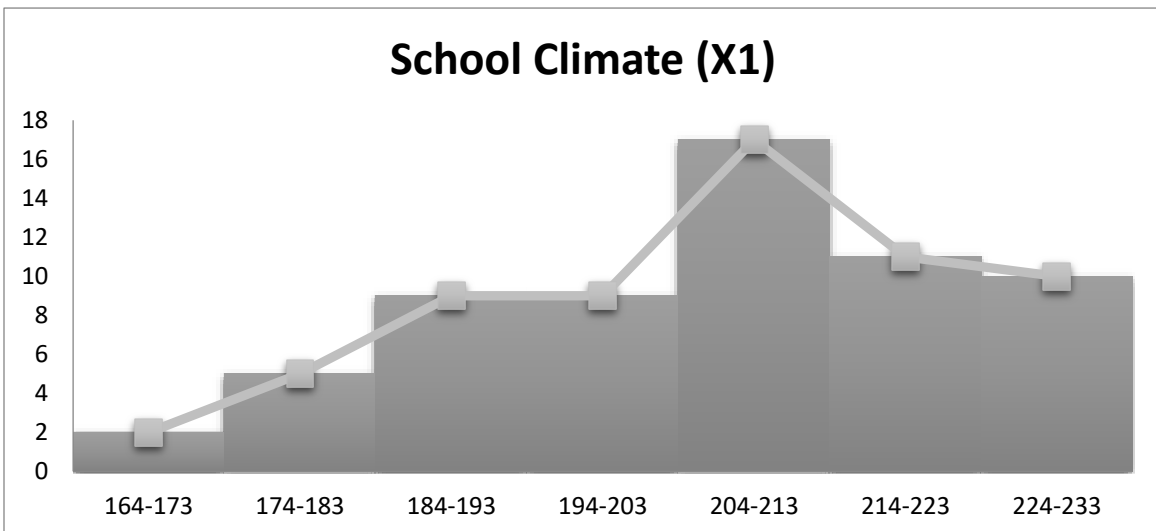
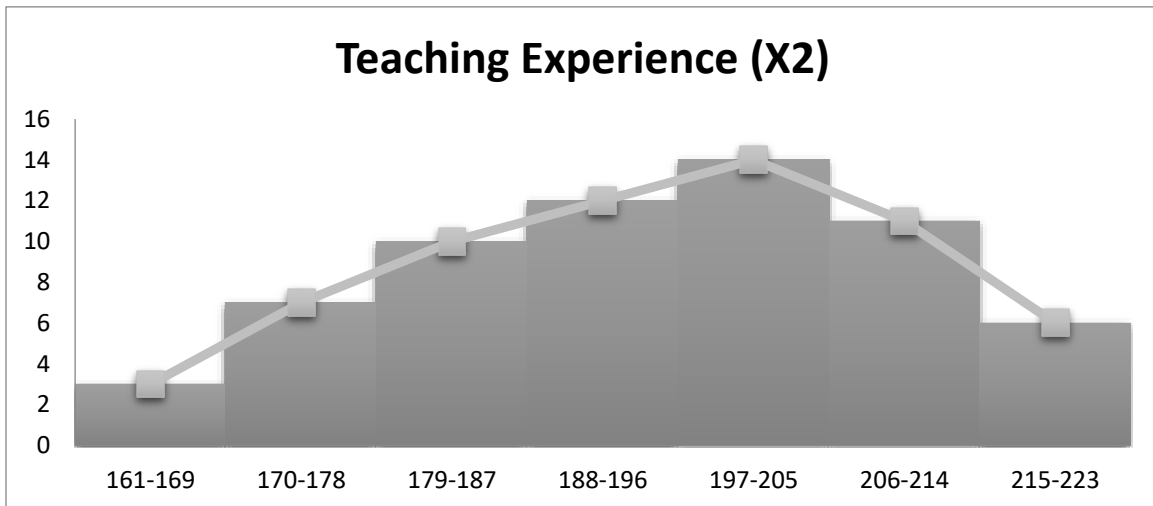


Figure 3. *Teacher teaching experience*



Homogeneity test

Data homogeneity testing was carried out to determine the similarity of the variance of the dependent variable of teacher social competence (Y) for each group of independent variables, which included school climate (X1) and teacher teaching experience (X2) to determine whether the Levene Test method was used. As a testing criterion, if the significance value is > 0.05 , it can be said that the variance of two or more groups of data is the same.

Table 2. *Homogeneity test*

Variable	Levene Statistics	df1	df2	Sig	Information
Teacher social competence, school climate, and teacher teaching experience	7,641	1	124	0,546	Homogeneous

Multicollinearity test

The multicollinearity test states that an independent table must be free from symptoms of multicollinearity (symptoms of correlation between independent variables). To test whether there is multicollinearity, it can be seen through the Variance Inflation Factor (VIF) < 10 and Tolerance > 0.1 .

Table 3. *Multicollinearity test*

	Variable	Collinearity Statistics	
		Tolerance	VIF
1	X1 (School climate)	0,991	1,009
2	X2 (Teachers' teaching experience)	0,991	1,009

Hypothesis testing

Hypothesis testing in this research was to determine whether there was an effect of school climate (x1) and teacher teaching experience (x2) on teacher social competence (Y). Multiple regression analysis is used to determine the effect. Testing was carried out using a significance level of 0.05, which was tested using SPSS 24.0 for multiple regression analysis.

Table 4. *Hypothesis test result*

Model	Coefficients ^a				t	Sig.
	Unstandardized Coefficient		Standardized Coefficients	β		
	B	Std. Error				
(Constant)	67,335	18,969			3,550	0,001
School Climate	0,274	0,105	0,211		3,783	0,011
Teaching Experience	0,635	0,114	0,535		5,397	0,000

Based on the equation above, the constant value is 67.335, meaning that without the school climate variables (X1) and teacher teaching experience (X2), the teacher's social competence is 67.335. Therefore, the regression coefficient value for each variable in the table can be substituted into a simple linear regression equation as follows:

In the table, the t value of the school climate regression coefficient is 0.274, the significance level is 0.011, while the t coefficient of teacher teaching experience is 0.635, and the significance level is 0.000. It means that the regression coefficients of 0.274 and 0.635 are significant and can be used to predict teacher social competence.

The regression equation model $\hat{Y} = 67.335 + 0.274 X_1 + 0.635 X_2$ explains that the X1 direction coefficient is 0.274 and the X2 direction coefficient is 0.635. It means that every increase in school climate supervision (X1) by one scale will have an effect on increasing the teacher's social competency value (Y) by 0.274 scales and increasing teacher teaching experience (X2) by one scale will have an impact on improving the teacher's social competency value (Y) of 0.635. Previously, the teacher's social competency score was constant, namely 67.335 on the scale without the effect of the two predictors, for example, if the school climate score and the teacher's teaching experience are each 100 on the scale, the teacher's social competency score can be predicted to be $67.335 + 0.274 \times 100 + 0.635 \times 100 = 158.235$.

Table 5. *F Test of the significance of school climate and teacher teaching experience on teacher social competence*

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3412,687	2	170,843	5,291	,000 ^D
Residual	4474,726	60	74,579		
Total	4816,413	62			

- a. Dependent Variable: Social competence
- b. Predictors: (Constant), Teaching experience, school climate

Table 6. *The effect of school climate and teaching experience on teacher social competence*

Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Sig.
1.	,736	0,618	0,424	8,636	.000 ^D

- a. Predictors: (Constant), Teaching experience, school climate

Furthermore, the effect of school climate (X1) and teacher teaching experience on teacher social competence (Y) can be seen from the R-value. Based on statistical tests, the r value was obtained at 0.736 with an R-squared of 0.618. It shows that the school climate and teaching experience affect teachers' social competency scores by 42.4%, while the remaining 57.6% is contributed by other factors not examined in this research.

Discussions

The effect of school climate on teacher social competence

The research results found that the school climate variable had a significant effect on teacher social competence of 33.6%. It means that the effect of school climate can be used to determine teachers' social competence and improve it. The results of this research show that school climate has a significant effect on teacher social competence. The t value obtained for the school climate variable (X1) is 3.783 > t table 1.669 (sig 0.011 < 0.05), so Ha is accepted. Thus, the school climate has a significant effect on the social competence of State Junior School teachers in West Padang District.

Based on the descriptive analysis results, the school climate is in a good category, with an average score of 82.20%. Meanwhile, from each research indicator, the highest indicator is support, which is in the good category (85.52% of the ideal score), while the indicator with the lowest achievement is the goal orientation indicator, which is in the quite good category (76.22% of the ideal score).

The low level of goal orientation is due to the lack of willingness of teachers to work outside school hours to complete unfinished assignments. However, there are still teachers who do not participate in school activities optimally, so they cannot carry out follow-up in the form of discussions whose aim is to find out various teachers' good things and difficulties during the learning process at school. Based on the school level, in this case, it is necessary to be consistent in carrying out feedback and follow-up with the plans that have been prepared with the teacher and the school. Communicate and discuss more with teachers to correct deficiencies in the learning process.

It means that the state junior high school climate in West Padang District has been implemented well by the school principal and teachers. By being in a good category, all school members need to understand more about the school climate, and teachers need to improve their ability to carry out the learning process, so they are more professional in their work. It means that if the school climate is implemented well, it will have a positive influence on the teacher's social competence.

The rise and fall of teachers' social competence is influenced by the school climate. Zhang et al. (2022) revealed that a good and conducive organizational climate will show a harmonious atmosphere and have an impact on individual performance in daily life and conversely, an organizational climate that is less conducive tends to lead to negative behavior. Organizational climate influences the behavior of organizational members, which then influences their performance and then influences organizational performance. Based on this definition, school organizational climate can be defined as the atmosphere of the school environment, both the physical environment and the social work environment, which can be felt by people involved in the learning process, directly or indirectly, which is created because of the cultural conditions of the school organization. Likewise, if the school climate is not good, it will reduce the teacher's social abilities. A good and appropriate school climate provides clear direction for teachers and education staff in carrying out their duties to achieve the goal of increasing teachers' social competence.

The effect of teachers' teaching experience on teachers' social competence

Based on the research results, the variable of teacher teaching experience has a significant effect on teacher social competence by 31.8%. It means that the effect of a teacher's teaching experience can be used to determine the teacher's social competence and make it even better. The research results show that a teacher's teaching experience has a significant effect on teacher social competence. The t-count value for the teacher teaching experience variable (X2) is $5.397 > t\text{-table } 1.669$ ($\text{sig } 0.000 < 0.05$), so H_a is accepted. Thus, the teachers' teaching experience has a significant influence on the social competence of State Junior School teachers in West Padang District. According to Azis et al. (2019), teaching experience is a teacher's work period in carrying out duties as an educator in a particular educational unit by a letter of assignment from an authorized institution, which can be the government, regional government, or education provider group. Teaching experience is also a factor that can support the implementation of teaching and learning activities.

A teacher with sufficient teaching experience will support the achievement of maximum student learning achievement as a goal for the school (Harris & Sass, 2011). In some cases,

teachers who have worked longer will be more experienced in conducting learning than relatively new teachers. The quality of education is largely determined by an educator's ability to convey and implement the learning process. A good method is an experience for a teacher to develop his skills to increase his social competence as an educator, and with sufficient teaching experience, a teacher can improve the teacher's social competence.

These findings support the theory put forward by Azis et al. (2020), where the results of the research show that there is a significant influence between teaching experience on the social competence of PPI Makassar lecturers, namely that the teaching period group influences the level of competence of PIP Makassar lecturers, namely five years and between 5 - 10 years and teaching period above 10. The results of the analysis of homogeneous subsets of the teaching period group stated that the groups with teaching periods less than five years, between 5 - 10 years, and above ten years showed actual differences in the achievement of lecturer competence in general, namely the greater the experience and teaching period, the greater the social competence the lecturer has.

The descriptive analysis results show that teachers' teaching experience is in a good category, with an average score of 81.07%. Meanwhile, from each research indicator, the highest indicator is the length of teaching, which is in the good category (82.86% of the ideal score), and the indicator with the lowest achievement is the indicator of participation in organizations, which is in the good enough category (76.26% of the ideal score). The low indicators of participation in organizations are because some teachers have not been able to participate in all teacher organization activities properly and optimally. Apart from that, not all teachers can also join teacher organizations. If teachers can participate in and carry out all the activities of teacher organizations, they can improve their teaching abilities and experience.

Efforts that can be made are to equalize the participation of teachers in all teacher organizations and direct them to participate in organizational activities to the maximum so that they can be implemented in the learning process and indirectly will be able to increase teachers' social competence. The results of this descriptive analysis indicate that the teaching experience of State Junior School teachers in West Padang District needs to be improved in a better direction so that the category becomes very good. It is because increasing teachers' teaching experience can also increase teachers' social competence according to the research results (Zwaans et al., 2006), which stated that teachers' teaching experience has a role in increasing teachers' social competence. Thus, the teacher's teaching experience also determines whether the teacher's social competence is good or not, so improving the teacher's social competence can be done by increasing the teacher's teaching experience at work.

The effect of school climate and teachers' teaching experience together on teachers' social competence

The results of this research indicate that school climate and teachers' teaching experience have a significant relationship and provide a significant influence together to improve teachers' social competence. The effect of school climate and teacher teaching experience on teacher social competence is 54.1%. Furthermore, the regression equation obtained from school climate variables and teacher teaching experience with teacher social competence is $\hat{Y} = 67.335$

+ 0.274 X1 + 0.635 X2. It shows that the school climate and the teacher's teaching experience have a significant effect on the teacher's social competence.

Data analysis shows that teachers' social competence is significantly affected by the school climate and teachers' teaching experience individually, and collectively. The school climate and the teacher's teaching experience are paramount factors to pay attention to. A good school climate and teacher-teaching experience will increase teachers' social competence. Of the achievement of social competency variable scores for State Junior School teachers in West *Padang* District are in the good category, the school climate variable is also in the good category, and the teachers' teaching experience is in the high category. Thus, if the school climate variables and teachers' teaching experience are improved for the better, they will have a significant effect on teachers' social competence.

The principal is a manager who must manage the school according to his duties and roles, assisted by teachers. It is related to increasing teacher competency, which is always being developed and improved. [Komala et al. \(2020\)](#) stated that to realize an increase in good social competence, the school principal's efforts are to include teachers in training, providing motivation, caring for others, providing facilities, collaborating with parties outside the school, and giving awards to teachers with good competence.

Conclusion and Recommendation

The research results show that school climate has a significant effect on teachers' social competence. It shows that a better school climate is causing an increase in the social competence of Junior High School teachers in West *Padang* District. The research results show that the teacher's teaching experience has a significant effect on the teacher's social competence. The better the teacher's teaching experience, the greater the social competence of Junior High School teachers in West *Padang* District. The research results show that the school climate and the teacher's teaching experience have a significant effect on the teacher's social competence. It shows that a better school climate and teaching experience increase the social competence of State Junior School teachers in the West *Padang* sub-district. The school climate and teaching experience of Junior High School teachers in West *Padang* District need to be made improvements and efforts to increase the social competence of teachers in Junior High Schools in West *Padang* District.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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