
The Contribution of Teacher Work Motivation and School Climate to Work Achievement

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Abstract

The research's objective is to explore the contribution of teacher work motivation and school climate to teacher work achievement at the public elementary school, IV Jurai District, Pesisir Selatan Regency, by using a correlational quantitative approach with an ex post facto type of research. This research covers a teacher population of 225 people. The sample size was determined using the Cochran formula, and stratified proportional random sampling resulted in a sample of 102 teachers being selected based on class and length of service. Likert Scale Questionnaire, validated and reliable, facilitates data collection. The research results revealed (1) the contribution of teacher work motivation to teacher work achievement, (2) the contribution of school climate to teacher work achievement, (3) the contribution of teacher work motivation and school climate to teacher work achievement at the public elementary school, IV Jurai District, Pesisir Selatan Regency.

Keywords

teacher work motivation, school climate, teacher work achievement.

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Introduction

Teachers are an important factor in achieving educational goals (Iwu et al., 2018) because they are human resources who determine student success factors (Wang et al., 2015). The importance of teachers as human resources is that they have the potential to be utilized to achieve success in achieving educational goals (Fullan, 2007). As a qualified teacher, you can do work that produces work results, known as teacher work achievement (Budiarti, 2013). Teacher work achievement is crucial because it influences student learning outcomes and the overall quality and quantity of education (Fullan, 2007). Improving the quality of education, the Government of Pesisir Selatan Regency, West Sumatra, directs education policy toward improving quality through developing the quality of education and education personnel as well as laboratory and library infrastructure (Hadiyanto, 2016).

According to the Head of the Pesisir Selatan Regency Education and Culture Service, Salim Muhaimin said that in the 2021-2026 Regional Medium Term Development Plan (RPJMD), the Pesisir Selatan Regency Government focuses development on improving the quality of human resources. For the 2022-2023 school year, allocate IDR 2.7 billion in the Regional Revenue and Expenditure Budget (APBD) to cover the shortfall in School Operational Assistance (BOS) from the State Revenue and Expenditure Budget (APBN). Development in the education sector is focused on improving quality. The district government is targeting an APK of 70.05 percent and an APM of 61.51 percent. The GER at the elementary school level increased from 123.87 percent to 124.32 percent, and at the junior high school level, from 96.08 percent, the previous GER increased to 97.21 percent at the end of the last school year. Meanwhile, the high school level increased by 03.13 percent, from 69.92 percent to 72.11 percent, and the APM also increased. At the elementary school level, there was an increase from 96.67 percent to 97.08 percent. Meanwhile, at the junior high school level from 78.92 percent, it increased to 82.75 percent and high school increased to 61.76 percent from the previous 53.36 percent.

Many factors cause low teacher work achievement. According to Gunbayi, (2007), one of the factors that causes low teacher work achievement is teacher work motivation (Herzberg, 2006). Motivated teachers tend to be more committed to learning, innovating in teaching methods, and adapting to changes in the world of education (Gistituati, 2009). Work motivation refers to the conditions or energy that encourage individuals to direct themselves toward achieving organizational goals (Ahmad, 2001). A positive mental attitude toward the work environment has the potential to strengthen individual work motivation, encouraging individuals to achieve optimal work results (Mangkunegara, 2015).

Apart from that, factors that are also thought to be related to teacher work achievement are school climate factors (Aldridge & Fraser, 2016). Specifically, Hoy and Miskell (1982) stated that school climate is the final product of interactions between groups of students at school, teachers, and administrative employees who work to achieve a balance between organizational (school) dimensions and individual dimensions. Therefore, school climate is closely related to teacher work achievement (Dutta & Sahney, 2022). Therefore, this research was designed to look further into the work achievement of teachers at the IV Jurai District Elementary School, Pesisir Selatan Regency, and what factors contributed.

Methodology

Research design, site, and participants

This research uses a correlational quantitative method with an ex-post facto type of research, where ex post facto research is an effort to explore without manipulating the conditions of the independent variables teacher work motivation (X_1) and school climate (X_2) of the dependent variable teacher work achievement (Y). The population in this research were all teachers with civil servant teacher status in state elementary schools in IV Jurai District, namely 226 people from 33 public elementary schools. The reason the researcher took teachers with civil servant status as the population is that population is a generalization area consisting of objects and subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions. Civil servant teachers have a higher group, teaching experience, and work experience that exceeds that of PPPK teachers, regional contracts and school honorariums so that they can better demonstrate their work results.

This research used the proportional stratified random sampling technique. The reason for choosing this technique is to provide an equal opportunity for each member of the population strata to be selected as a sample (Purwanto, 2010). This technique produces samples with group proportions within strata. Sampling techniques from grouped and random data. Proportionally, according to the proportion of each group in the population strata. Sampling was obtained through four stages, namely (1) identifying and grouping the population based on strata, (2) determining the size of each stratum, and (3) determining the sample size, and (4) determining the subjects. The population characteristics considered in this sampling consisted of (1) strata levels of groups III and IV, and (2) work periods <15 years and ≥ 15 years.

A hypothesis is a conjecture or temporary answer to a research problem whose truth must be tested through field research. Based on the theoretical study and framework of thought stated above, this research hypothesis can be formulated as follows:

1. There is a contribution of teacher work motivation to the work achievement of public elementary school teachers in IV Jurai District, Pesisir Selatan Regency.
2. There is a contribution of school climate to the work achievement of public elementary school teachers in IV Jurai District, Pesisir Selatan Regency.
3. There is a joint contribution of teacher work motivation and school climate to the work achievement of public elementary school teachers in IV Jurai District, Pesisir Selatan Regency.

Data collection and analysis

The instrument used in this research was a questionnaire prepared using a Likert scale model with five alternative answers, namely 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, and 1 = Never. Before the questionnaire was used in this research, testing was first carried out to determine the validity and reliability of the instrument (Ardiana, 2017). The questionnaire results in the trial showed that the research questionnaire was valid and reliable. A valid and reliable questionnaire is used to collect data in field research. Data collection was

carried out in two ways, namely directly by handing questionnaires to respondents and using a Google form related to the teacher work motivation (X_1) and school climate variable (X_2), and the dependent variable teacher work achievement (Y). Research data was analyzed using the regression analysis method with the help of SPSS. Data analysis includes 1) descriptive analysis, 2) analysis of prerequisite tests: normality test, homogeneity test, linearity test, and independence test, and 3) hypothesis testing by determining the level of influence through simple regression analysis and multiple regression. The analysis model used in the research. It can be described in the structural equation as follows:

1. VIF value < 10 and Tolerance > 0.1 , then multicollinearity does not occur.
2. VIF value > 10 and Tolerance < 0.1 , then there is a multicollinearity problem.

Findings

Research description

Based on the results of processing on work achievement variables, teachers compare the average score with the highest score times 100%, namely 175.19 divided by 195 and multiplied by 100, then an average achievement level of 89.91% of the ideal score is obtained. From this score, it can be interpreted that the teacher work achievement variable is a good interpretation. Therefore, it can be said that the work achievement of teachers at public elementary schools in IV Jurai District is in a good category.

Based on the results of processing teacher work motivation variables by comparing the average score with the highest score times 100%, namely 188.14 divided by 205 and multiplied by 100, an average achievement level of 91.56% of the ideal score is obtained. From this score, it can be interpreted that the teacher work motivation variable is a very high interpretation. Therefore, it can be said that the work motivation of teachers at public elementary schools in IV Jurai District is in the very high category.

Based on the results of processing school climate variables by comparing the average score with the highest score times 100%, namely 180.62 divided by 200 and multiplied by 100, an average achievement level of 90.45% of the ideal score is obtained. From this score, it can be interpreted that the school climate variable is interpreted as very conducive. Therefore, it can be said that the school climate at public elementary schools in IV Jurai District, Pesisir Selatan Regency, is in the very conducive category.

Table 1. *Summary of research description*

No	Variable	Mean	%	Interpretation
1.	Teacher Work Achievement	176.47	89.91%	Good
2.	Teacher Work Motivation	189.14	91.56%	Very high
3.	School Climate	180.94	90.45%	Very Conducive

Normality test

Normality testing of variable scores for teacher work achievement (Y), teacher work motivation (X_1), and school climate (X_2) was carried out using the Kolmogorov Smirnov-Z technique assisted by the SPSS program application. Data can be said to be normally

distributed if K-S has a significance level (Asymp. Sig) > 0.05. Conversely if the significance level (Asymp. Sig) < 0.05, then the data is not normally distributed. The outcomes of the examination are presented in Table 1 as follows:

Table 2. *Summary of normality test results*

No	Research variable	Sign	Information
1.	Teacher Work Achievement (Y)	0.824	Normal
2.	Teacher Work Motivation (X ₁)	0.935	Normal
3.	School Climate (X ₂)	1.141	Normal

Note: ($\alpha = 0.05$) and ($n = 102$)

Homogeneity test

Homogeneity testing was carried out to determine the similarity of the variances of the dependent variable teacher work achievement (Y) for each group of independent variables, which included teacher work motivation (X₁) and school climate (X₂). The Levene test method was used to determine whether the variables were homogeneous. 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.

Homogeneity test using the Levene test with the SPSS program by looking at the significance level value > 0.05 means the research data comes from the same variance (homogeneous) and if the significance level value < 0.05 means the research data comes from unequal variances (not homogeneous). The test results can be seen from table 2 below.

Table 3. *Summary of homogeneity test*

Type Count	Levene Statistic	df1	df2	Sig.	Conclusion
Teacher Work Motivation (X ₁), School Climate (X ₂) and Teacher Work Achievement (Y)	0.889	2	303	0.221	Humogen

Linearity test

The final requirement is testing the regression line of the independent variable with the dependent variable. This regression line test was carried out to see whether the data on teacher work motivation and school climate variables tended to form a linear line on the teacher work achievement variable. The decision about whether the regression line is linear is tested using the F test with a significance level of 0.05. If the F significance value is greater than $\alpha=0.05$, then it means the regression line is linear, but if the F significance value is smaller than $\alpha=0.05$, it means the regression line is not linear. Linearity test results between teacher work motivation (X₁) and school climate (X₂) against Y. The outcomes of the linearity assessment are presented in the subsequent Table 3:

Table 4. *Summary of linearity test analysis results of x_1 against y*

Source	Sum of Squares	Dk	RJK	F	P
Deviation	2397.654	38	70.519	1.014	0.298
In Group	2310.929	54	35.014		
Amount		101			

It shows $F = 1.014$ with $p = 0.298$ ($p > 0.05$). It means that the regression equation is linear.

Table 5. *Summary of linearity test analysis results of x_2 against y*

Source	Sum of Squares	Dk	RJK	F	P
Deviation	3619.149	42	86.170	1.047	0.431
In Group	4774.853	58	82.325		
Amount		101			

Independence 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 6. *Summary of independence test*

	Variable	Collinearity Statistics	
		Tolerance	VIF
1	Teacher Work Motivation (X_1)	0.527	1.896
2	School climate (X_2)	0.527	1.896

The teacher work motivation variable has a VIF value of 1.896 and tolerance of 0.527, and school climate has a VIF value of 1.896 and tolerance of 0.527. It means that the VIF (Variance Inflation Factor) value of independent variables is < 10 and the Tolerance value is > 0.1 , so it can be concluded that there is no multicollinearity problem or there is no relationship between the independent variables, namely teacher work motivation and school climate.

Testing the significance of regression coefficients

Testing the significance of regression coefficients is intended to determine whether the regression model is suitable for predicting dependent or endogenous variables. The criterion used for the significance test is a significance of 0.05. If the f-count significance value is smaller than 0.05, the regression coefficient is called significant. On the other hand, if the significance of f-count is greater than 0.05, then the regression equation is not significant. However, if the f-count significance number is smaller than 0.01, the regression equation is said to be very significant.

Table 7. *Summary of significance test results of regression equations*

Track Connection	Mark F-count	Mark Sign	Conclusion
Teacher Work Motivation (X ₁), School Climate (X ₂), and Teacher Work Achievement (Y)	14.684	0.000	Very Significant

Hypothesis testing

The results of data analysis and hypothesis submission show that the three hypotheses tested by this research are acceptable. The results of data analysis show that teacher work motivation contributes significantly to teacher work achievement by 66.7%. School climate contributes to teacher work achievement by 40.6%, and teacher work motivation and school climate individually have a significant contribution and role in increasing the work achievement of state elementary school teachers in IV Jurai District, Pesisir Selatan Regency by 67.8%.

Next, the first hypothesis tested in this research is teacher work motivation, which contributes to teacher work achievement. A simple correlation analysis was used to determine the contribution of teacher work motivation to teacher work achievement. According to the calculation results, the correlation coefficient between teacher work motivation and teacher work achievement is 0.817; calculation results show that the school climate correlation coefficient is 0.638, and the multiple correlation coefficient of teacher work motivation and school climate with teacher work achievement is 0.823 in Table 8 below.

Table 8. *Summary of correlation analysis results*

Correlation	Correlation Coefficient (r)	Coefficient of Determination (r ²)	P
Teacher Work Motivation (X ₁) Teacher Work Achievement (Y)	0.817	0.667	0.000
School Climate (X ₂) Teacher Work Achievement (Y)	0.638	0.406	0.000
Teacher Work Motivation (X ₁) School Climate (X ₂) Teacher Work Achievement (Y)	0.823	0.678	0.000

Correlation coefficient (r_{y1}) = 0.817 with $p = 0.000 < 0.05$. It means there is a very significant contribution between teacher work motivation and teacher work achievement. The coefficient of determination (r^2) is 0.667. It means that the contribution of teacher work motivation to teacher work achievement is 66.7%. This figure of 66.7% was obtained by applying the formula proposed by Soelaiman (2007) which stated that the contribution value of an independent variable to the dependent variable can be determined by calculating using the following formula. $KP = r^2 \times 100\%$, can be calculated that $KP = 0.667 \times 100\% = 66.7\%$.

Correlation coefficient (r_{y2}) = 0.638 with $p = 0.000 < 0.05$. It means there is a very significant contribution between school climate and teacher work achievement. The coefficient of determination (r^2) is 0.406. It means that the contribution of school climate to teacher work achievement is 40.6%. This figure of 40.6% was obtained by applying the formula proposed by Usman which stated that the contribution value of an independent variable to the bond variable can be determined by calculating using the following formula $KP = r^2 \times 100\%$ (Amdayanti et al., 2023), which can be calculated that $KP = 0.406 \times 100\% = 40.6\%$.

The correlation coefficient ($R_{y1.2}$) = 0.823 with $p = 0.000 < 0.05$ and the coefficient of determination is 0.678. It means that the amount of teacher work motivation and school climate contributing to teacher work achievement is 67.8%. This figure of 67.8% was obtained by applying the formula proposed by Usman (2010) which stated that the contribution value of an independent variable to the bond variable can be determined by calculating using the formula: $KP = r^2 \times 100\%$, can be calculated as $KP = 0.678 \times 100\% = 67.8\%$. Based on the path coefficient values obtained from the calculation results, the structural equation can be filled in as follows: $\hat{Y} = 27.841 + 0.681 \times 100 + 0.107 \times 100 = 106.641$.

From the results of hypothesis testing from number 1 (one) to number 3 (three), a summary can be made as follows:

1. Hypothesis 1 is "there is a contribution to teacher work motivation (X_1) teacher work achievement (Y)" with a coefficient value of $x_{1y} = 0.817$ and a coefficient of determination of 0.667 (66.7%).
2. Hypothesis 2 is "there is a contribution to school climate (X_2) teacher work achievement (Y)" with a coefficient value of $x_{2y} = 0.638$ and a coefficient of determination of 0.406 (40.6%).
3. Hypothesis 3 is "there is a contribution to school climate (X_2) teacher work achievement (Y)" with a coefficient value of $x_{1x_2y} = 0.823$ and a coefficient of determination of 0.678 (67.8%).

Discussion

The influence of teacher work motivation on teacher work achievement

The research found that the teacher work motivation variable contributed significantly to teacher work achievement by 66.7%. It means that the contribution of teacher work motivation can be used to see teacher work achievement be even better. The results of this research show that teacher work motivation has a significant contribution to teacher work achievement. The t-count value for the teacher work motivation variable (X_1) is $9.137 > t$ -table 1.659 (sig 0.000 < 0.05), so H_a is accepted. Thus, it can be concluded that teacher work motivation contributes significantly to the work achievement of state elementary school teachers in IV Jurai District, Pesisir Selatan Regency.

It means that the work motivation of state elementary school teachers in IV Jurai District, Pesisir Selatan Regency, has been implemented well by the teachers. By being in a good category, a teacher needs to understand more about work achievement and improve his abilities and creativity in carrying out the learning process to have achievements at work so that the results are satisfactory for the teacher and the school (Asmawati, 2023). If the work

motivation carried out by the teacher has been implemented well, then it will have a positive influence on the teacher's work achievement (Andriani et al., 2018).

The influence of school climate on teacher work achievement

The research results found that the school climate variable contributed significantly to teacher work achievement by 40.6%. It means that the contribution of school climate can be used to see teacher work achievement to make it even better. The results of this research show that school climate has a significant contribution to teacher work achievement. The t-count value for the school climate variable (X2) is $1.835 > t\text{-table } 1.659$ ($\text{sig } 0.039 < 0.05$), so H_a is accepted. Thus, it can be concluded that the school climate contributes significantly to the work achievement of state elementary school teachers in IV Jurai District, Pesisir Selatan Regency.

The results of this descriptive analysis indicate that the school climate of public elementary schools in IV Jurai District, Pesisir Selatan Regency, needs to be improved or improved in a better direction so that the category becomes very good. It is because improving school climate can also improve teacher work achievement by the results of this research, which states that school climate has a role in improving teacher work achievement (Basori et al., 2021). Thus, the school climate also determines whether a teacher's work achievement is good, so it can be interpreted that improving the teacher's work achievement can be achieved by having a conducive school climate (Octavia, 2020).

The influence of school climate and teacher work motivation on teacher work achievement

The results of this research indicate that teacher work motivation and school climate have a significant relationship and make a significant contribution to improving teacher work achievement. The contribution of teacher work motivation and school climate to teacher work achievement is 67.8%. Next, the regression equation obtained from the variables of teacher work motivation and school climate with teacher work achievement is $27.841 + 0.681X_1 + 0.107X_2$. It shows that teacher work motivation and school climate make a significant contribution to teacher work achievement.

The analysis shows that teacher work achievement is significantly influenced by teacher work motivation and school climate, individually and jointly. Teacher work motivation and school climate are two crucial factors to pay attention to. Teacher work motivation and a good school climate will improve teacher work achievement (Pangestika & Setiawan, 2022). If we look at the score of the work achievement variable for state elementary school teachers in IV Jurai District, Pesisir Selatan Regency, it is in a good category; the teacher work motivation variable is also in the very high category, and the school climate is in the very conducive category. Thus, it can be believed that if the variables of teacher work motivation and school climate are improved in a better direction, they will make a significant contribution to teacher work achievement (Pamungkas et al., 2022).

Conclusion and Recommendations/Implications

Teacher work motivation makes a significant contribution to teacher work achievement by 66.7%. It means that 66.7% of the variance in teacher work achievement is a contribution from teacher work motivation. Then, based on the results of each data processing, the highest indicator achievement score was 94.77%, and the very high category was work enthusiasm. Indications of work enthusiasm in the very high category can be seen in teachers who come to school on time and participate in education and training. Furthermore, the lowest indicator achievement level score is hard work at 88.03% in the high category. Indications of hard work in the high category can be seen in teachers who prepare lesson plans by looking at other colleagues. However, in general, the achievement level of teacher work motivation scores of 91.56% is in the very high category. It means that the better the teacher's work motivation, the greater the increase in teacher work achievement.

School climate contributes significantly to teacher work achievement by 40.6%. Furthermore, the analysis results of data descriptions of state elementary school climate variables in IV Jurai District, Pesisir Selatan Regency are generally known to still be in the very conducive category with a score of 90.45% of the ideal score. Then, based on the processing of each variable, the score for the highest level of indicator achievement, 94.98%, is affiliated with the very conducive category. Indications of affiliation with a school climate categorized as very conducive can be seen in teachers not wanting to leave the school where they teach, being willing to work beyond working hours, and being willing to actively contribute to every program in the school. Furthermore, the lowest indicator achievement level score is the completeness of facilities and infrastructure, with 85.22% in the conducive category. An indication of the completeness of facilities and infrastructure in a low-category school climate can be seen in the lack of attention of teachers to the problems faced by students and the lack of consideration for fellow teachers. In general, the level of achievement of the school climate score is 90.45% in the very conducive category. It means that the better the school climate, the better the teacher's work achievement. Teacher work motivation and school climate contribute to teacher work achievement by 67.8%. It shows that a better level of teacher work motivation and school climate causes an increase in teacher work achievement.

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