

Contribution of School Climate to the Work Motivation of State Vocational High School Administration Staff in Padang City

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ABSTRACT

This article aims to describe teachers' work motivation, school climate, and the contribution of school climate to the work motivation of school administration staff. This type of research is quantitative and correlational. The population of this study is 150 school administration personnel who sample 82 school administration personnel using *the Cluster Random Sampling technique*. Data was collected with a Likert scale model questionnaire that had been tested for validity and reliability. The data was analyzed using the product Moment Correlation formula. The test results showed that the calculated value obtained was 0.366 greater than the table r , which was 0.215 at a significant level of 5%. The work motivation of school administration staff is already high with an average achievement rate of 83.63% of the ideal score. The school climate is good with an average achievement rate of 88.22% of the ideal score. Furthermore, after being tested for Coefficient Determination, a result of 0.134 was obtained. The results of the study show that the hypothesis that there is a significant contribution from the school climate to the work motivation of school administration staff is acceptable, which is 13.4%, while 86.6% is influenced by other factors.

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1. INTRODUCTION

The success of educational goals in a school depends on human resources, namely educators and education personnel. Educators are teachers who play a direct role in the implementation of the educational process in schools. Education personnel also have an important role in the educational process. According to Law No. 20 of 2003 concerning the national education system, education personnel are members of the community who devote themselves and are appointed to support the implementation of education. Education personnel are personnel who have the task of carrying out administration, management, development, supervision, and technical services in the educational process. This task is also carried out by School Administration Personnel who are one of the education personnel (Ananda, 2018).

The success of an educational institution is inseparable from human resource management, including its administrative performance. Therefore, how is the performance in providing services to stakeholders in the school environment, especially for school administration staff who must show more performance by providing an effective and efficient service. In achieving school goals, good performance is needed from all components that have an important role (Satriyawan, 2019). Administration is a part that plays an important role in carrying out school administration which is necessary to support the achievement of educational goals. Administrative employees also play an active role in providing services to all interested parties, especially in terms of administrative services. Administrative employees are required to be able to provide quality services to support all smooth school activities. In order for the performance of school administration personnel to provide quality results, of course there needs

to be motivation from administrative staff or from outside who are able to increase their level of service at work.

Kompri (2015) states that work motivation is something that can cause enthusiasm or encouragement for individuals or groups to work in order to achieve goals. Good work motivation is an internal and external motivation that makes a person passionate, committed, and strives consistently to achieve the best goals and performance in their work. This motivation comes from feeling satisfied with the job, wanting to grow, achieving targets, and feeling valued and recognized in the work environment (Fithidayati, 2022). Motivation starts with a commitment to sincere intentions. Rewards for work that are commensurate with the intention. Any work without starting with intention, will not be recognized. High job satisfaction is directly related to high motivation (Rachman, 2017). Motivation involves processes that activate, direct and maintain behavior (Santrock, 2008).

There are several factors that affect work motivation, one of which is climate, this is in accordance with Herzberg's opinion in Sabon (2019) Factors that can affect work motivation are intrinsic and extrinsic factors. Intrinsic factors are usually related to work such as responsibility, progress, the job itself, achievements, recognition. Extrinsic factors that affect work motivation such as policy, environment, climate, salary and wages as well as interpersonal relationships.

The school climate is the quality and character of life that exists based on the pattern of school life experience and is reflected by norms, goals, values, interpersonal relationships, learning and leadership practices as well as organizational structure (Hadian, 2023). The school climate is important to create because a person's perception of what is provided by the school and is used as the basis for determining the behavior of staff and teachers in the future (Step & Sulasmi, 2023). The school climate can be fostered or shaped towards conducive conditions in an effort to achieve an effective school where this effective school is a way or basis in improving the quality of education (Damanik, 2018). A good school climate is characterized by a safe, comfortable, respectful school environment, optimism, openness, mutual support, care, freedom to be creative, full of family, and a healthy organizational system (Hadi Mukhtar, 2023)

Based on the results of the author's observations in the field, it can be seen that the work motivation of school administration staff is not in accordance with expectations and the school climate is not in accordance with expectations. It can be seen from several phenomena, namely there is still a delay in completing tasks in administration, there are still school administration staff who have not been present on time to school, lack of supervision by the principal over their subordinates, there are school administration staff who do not make good use of time, the school climate is still not conducive, there are still school administration staff who are not comfortable with the school atmosphere, There is still a lack of harmony between fellow administrative staff at school, as well as a lack of support in carrying out tasks. The purpose of this study is to obtain information and describe the work motivation of school administration staff, school climate and the contribution between school climate to the work motivation of administrative staff at Padang City State Vocational High School.

In this study, work motivation is seen from four aspects, namely responsibility, work spirit, discipline, and self-development, this is in accordance with the opinion Torang (2013) There are three essential elements, namely, driving and generating factors, goals to be achieved, strategies needed by individuals to achieve goals. (Manullang, 2006) said that the high motivation of a person's work can be seen from the presence of perseverance, patience, seriousness, passion, enthusiasm, discipline and responsibility. Hasibuan (2010) stated that providing motivation will encourage work morale, job satisfaction, work productivity, work discipline, responsibility and have good working relationships. (Siswanto, 2015) Posing that a person's motivation usually includes the following things including, performance, awards, challenges, responsibilities, development, engagement, and opportunity. (Hidayat, 2015) Work motivation indicators are responsibility, daring to take risks, having successful expectations, not thinking about failure, and trying to get results.

For school climate, it is measured based on support, affiliation, work pressure, infrastructure. According to Wirawan (2007) The school climate scale is structure, work pressure, responsibility, awards, support, and commitment. According to (Hadian, 2016) The climate scale includes support, affiliation, achievement standards, conflicts, orientation to tasks, freedom of staff, participation, innovation, work pressure, clarity of tasks, completeness of resources/infrastructure, supervision, and environmental comfort. Damanik (2017) relationships/affiliations, goals, work pressure, completeness of resources/infrastructure, and freedom of staff. (Wahyono, 2019) The scale that positively influences the classroom climate is

influenced by vertical and horizontal communication, affiliation, supervision, support, and clarity of tasks. Erfita (2018) The climate scale is a safe, comfortable, orderly learning environment, infrastructure, communication, support and tolerance.

2. METHOD, DATA, ANALYSIS

This type of research is a quantitative research that is correlational. The subject of this study is the Administrative Staff of the Padang City State Vocational School which totals 150 people, and a sample of 82 people was taken using the Cluster Random Sampling technique.

The research instrument used was a Likert scale model questionnaire with five answer choices. The validity and reliability test was carried out using the SPSS version 29 program. The results of the validity and reliability test show that the Contribution of School Climate to the Work Motivation of School Administration Workers at SMK Negeri Padang City is valid and reliable. The validity test of the school climate contribution questionnaire on the work motivation of school administration staff at the Padang City State Vocational School was carried out. showed that out of 30 questions with work motivation variables and 30 questions with school climate variables, 28 questions were declared valid with work motivation variables, and 29 questions were declared valid with school climate variables. The reliability test of this questionnaire shows that this research instrument is very reliable, with the reliability coefficient calculated far exceeding the crisis value, so it can be used in research.

The research data was processed with SPSS version 29 including data verification, grouping and tabulation of data, as well as making a distribution of score frequencies on each item and then calculating the mean with the highest score multiplied by 100% using the classification of the scale assessment category.

3. RESULT AND DISCUSSION

Result

Based on the results of the research conducted by the author related to the contribution of school climate and the work motivation of school administration staff at the Padang City State Vocational School are shown below.

The processing of work motivation variable data (Variable Y) was obtained from the distribution of a questionnaire of 82 school administration staff at SMK Negeri Padang City. The work motivation questionnaire consists of 28 question items with the highest point of 5 and the lowest point of 1. The scores obtained from respondents for the work motivation variable spread from the highest score of 139 and the lowest score of 98. Overall, the work motivation obtained a mean score = 117.24, median = 118, mode 118 and standard deviation = 6.7. It can be seen that the results of processing data on work motivation variables by comparing with the maximum ideal score of 140, obtained 0.837 times 100% is 83.7%. The acquisition of this score can be interpreted that work motivation is in the interpretation of "High" of the ideal score. Therefore, it can be said that the work motivation of school administration staff at SMK Negeri Padang City is in the "High" category for the average of each indicator of work motivation can be seen in the following table 1.

Table 1. Recapitulation of the Level of Achievement of Work Motivation Indicators

It	Indicator	Average	% TCR	Classification
1	Responsibility	4,27	85,41	Tall
2	Work Spirit	4,10	82,06	Tall
3	Discipline	4,35	86,97	Tall
4	Self-Development	4,00	80,00	Tall
Average Score		4,18	83,61	Tall

Based on table 1, it can be seen that the highest average achievement level of work motivation of school administration staff is found in the discipline indicator, which is 86.97%, while the lowest achievement level is found in the self-development indicator, which is 80%. In general, the average achievement rate of work motivation of school administration staff at SMK Negeri Padang City is 83.61%. This means that the work motivation of the administrative staff of the Padang City State Vocational School is high.

The processing of data on school climate variables (variable X) was obtained from the distribution of a questionnaire of 82 Administrative Staff of the Padang City State Vocational School. The school climate questionnaire was distributed with 29 question items with the highest point of 5 and the lowest point of 1. The scores obtained from respondents for school climate variables spread from the highest score of 145 and the lowest score of 110. Overall, the school climate obtained a mean score = 127.91, median = 129, mode = 134, and standard deviation = 8.5. It can be seen that the average score for school climate with a maximum ideal score multiplied by 100%, which is 0.882 divided by a maximum ideal score of 100, is obtained 88.2%. The acquisition of this score can be interpreted that the school climate is in the interpretation of "Good". Therefore, it can be said that the school climate at the Padang City State Vocational School is in the "Good" category. The average of each indicator of school climate can be seen in the following table 2.

Table 2. Recapitulation of the Achievement Level of School Climate Indicators

No	Indicator	Average	%TCR	Classification
1	Backing	4,41	88,26	Good
2	Affiliate	4,47	89,49	Excellent
3	Infrastructure	4,31	86,16	Good
4	Work Pressure	4,39	87,83	Good
Average Score		4,40	88,217	Good

Based on table 2, it can be interpreted that the support indicator is in the good category, with an achievement rate of 88.26%, the affiliate indicator is 89.49% with the very good category, the infrastructure indicator is at 86.16% with a good category, and the work pressure is 87.83% with the good category. Therefore, for the lowest score, namely infrastructure, it is necessary to pay attention and improve again, as well as other indicators.

In the test above, it can be seen that the work motivation of school administration staff is in the high category and the school climate is in the good category at SMK Negeri Padang City. Meanwhile, the testing of analysis requirements uses SPSS Version 29.

Analysis requirements

a. Normality Test

The normality test of the two variables, namely school climate and work motivation of school administration staff, was carried out using the Kolmogorov-Smirnov formula. The normal distribution for nili Sig > 0.05 and Sig P > 0.05 then the data is not normally distributed. From the data processing, the *Asymp* Sig value of 0.200 is greater than 0.05, therefore, it can be concluded that the school climate variables and the work motivation of school administration staff are normally distributed. The calculation of the normality test of the two school climate variables and the work motivation of school administration staff can be seen in the table below:

Table 3. Normality Test

			Unstandardized Residual
N			82
Test Statistic			.057
Asymp. Sig. (2-tailed)c			.200d
Monte Carlo Sig. (2-tailed)e	Mr.		.727
	99% Confidence Interval	Lower Bound	.715
		Upper Bound	.738

b. Linearity Test

The variable linearity test in this study uses the ANOVA test, the following linearity test calculations can be seen in the following table:

Table 4. Linearity Test

			Sum of Squares	df	Mean Square	F	Mr.
Work Motivation *	Between Groups	(Combined)	1581.922	30	52.731	1.277	.217
School Climate		Linearity	492.870	1	492.870	11.940	.001
		Deviation from Linearity	1089.052	29	37.554	.910	.600
Within Groups			2105.200	51	41.278		
Total			3687.122	81			

From the results of the classical assumption test to test linearity, the probability for the deviation from linearity Sig value, $0.600 > 0.05$ means that there is no difference in linearity between variable X and variable Y. ini shows that the school climate data and the work motivation of school administration staff are linear.

c. Uji Hipotesis

To see the correlation coefficient between the X and Y variables, the Product Moment correlation formula is used in testing the research hypothesis. The results of data analysis using *product moment* were obtained $r_{cal} = 0.366$ while $r_{table} = 0.215$ at the significance level of 5%. This means that the calculation is greater than the table. Thus there is a significant relationship between the two variables.

Table 5. Correlation Test Results and Correlation Significance

r calculate	>	r table
0,366		a=0,05 0,215

Table 6 below explains that there is a sig value of $0.001 < 0.05$ and $t_{cal} = 3.513 > t_{table} 1.664$. Therefore, there is an influence of variable x on variable y, thus the hypothesis reads that the school climate affects the work motivation of school administration staff.

Table 6. Regression Coefficient Significance Test Results

Model	T Count	Mr.
1	3.513	0,001

a. Predictors: Constant), Iklim Sekolah

b. Variable Dependence: Work Motivation of School Administration Personnel

Based on the table below, $r_{cal} = 0.366$ while $r_{table} = 0.215$ (N=82) at a significant level of 5%. In addition, the percentage of influence of the independent variable (school climate) on related variables (work motivation of school administration personnel) or the so-called determination coefficient (R square) is 0.134 or 13.4%, meaning that the contribution of school climate to the work motivation of school administration personnel is 13.4%, while the remaining 86.6% is influenced by other variables.

Table 7. Coefficient of Determination Test (R2)

Model	R Calculate	R Square
1	0.366 ^a	0.134

Discussion

Work Motivation of School Administration Personnel

Based on the results of data analysis, the work motivation of the administrative staff of the Padang City State Vocational School is already in the high category, with a percentage of 83.63%.

Work motivation is the willingness to work of an employee or employee that arises due to the impulse from within the person of the employee concerned as a result of the overall integration of personal needs, the influence of the physical environment and the influence of the social environment where the strength depends on the integration process. Work motivation can be seen from responsibility, work spirit, discipline, and self-development. Sunyoto & Wagiman (2023) said that giving motivation appropriately will be able to generate enthusiasm, passion and sincerity in a person. The increase in enthusiasm and willingness to work voluntarily will result in better work so that it will increase work productivity.

From the results of the study, it was determined that the work motivation of school administration staff was in the high category. This illustrates that the work motivation of high school administration staff, but it is expected that school administration staff will continue to increase their work motivation. From several indicators of work motivation, it can be seen that the self-development indicator is at the lowest percentage, which is 80% of other indicators. So this can be seen that there is still a lack of self-development of school administration personnel.

Possible causes of low self-development of School Administration Personnel are schools that do not provide adequate training programs for School Administration Personnel, opportunities to attend training or seminars are often more focused on teachers or other educators, and lack of support from leaders, if school leaders do not encourage professional development for school administration personnel, then they are less likely to be motivated to seek or follow competency improvement program.

School Climate

Based on the results of the above study, it is explained that the school climate at the Padang City State Vocational School is good with a percentage of 88.22%. Conceptually, school climate is defined as a set of attributes that give color or character, spirit, ethos, and inner atmosphere of each school. Operationally, the school climate can be seen from various factors such as the curriculum, facilities, and leadership of the principal and the learning environment in the classroom (Sumar, 2018).

Judging from several school climate indicators, the infrastructure indicator is at the lowest percentage of other indicators, namely with a presentation size of 86.16%. So, this can be seen that there is still a lack of infrastructure facilities in schools. Facilities and infrastructure are facilities or tools used to support a certain activity or activity (Rusydi, 2017). With the existence of facilities and infrastructure, it will create comfort, satisfaction, and will speed up the work process. Sukardi (2017) said that facilities and infrastructure play an important role in creating a comfortable and productive work environment. For this reason, the school must improve infrastructure facilities for the comfort of school administration personnel.

Contribution of School Climate to the Work Motivation of School Administration Staff

Based on the significance results of Sig (2-Tailed), the significance value between variable X and variable Y is 0.001 which means less than 0.005 so there is a significant correlation between the two variables. Furthermore, it is known that the r value of the table for the significance level is 0.05 with 82 respondents, which is 0.215. Based on the test results, the r-value of 0.366 was obtained which is more than the table value ($0.366 > 0.215$) so that it can be concluded that there is a relationship or correlation between variables.

The results of the Coefficient of Determination (R²) analysis, which is 0.134, can be interpreted that the significant contribution between variable x to variable y is 13.4% while the remaining 86.6% is influenced by other factors other than those not studied in this study. So Herzberg theory in Sabon (2019) proves that the school climate contributes to work motivation.

4. CONCLUSION

It can be concluded that the school climate is at an achievement level of 88.22% with a "good" interpretation. Thus it means that the school climate at SMK Negeri Padang City is good, this states that the support, affiliation, infrastructure, and work pressure have gone well. Meanwhile, the work motivation of the administrative staff of the Padang City State Vocational

School is in the "high" category, namely with an achievement rate of 83.63%. This means that the school administration staff at SMK Negeri Padang City already have high responsibility, work spirit, discipline, and self-development. The contribution of school climate to the work motivation of school administration staff was 13.4% and 86.6% was influenced by other factors. This means that the better the school climate, the higher the motivation of the school administration staff of the Padang City State Vocational School.

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