



Effect of supervision of headmaster learning and achievement motivation on working climate at public junior high school

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Abstract

This study was aimed to obtain the results of description and prediction analyses and interpretation of the influence of supervision of headmaster learning and achievement motivation on the working climate at Public Junior High School in District of Minahasa Selatan. The study was carried out using survey method. The samples of this research were teachers of Public Junior High School in District of Minahasa Selatan, which amount to 90 teachers. The data collection techniques used were questionnaires and collected data were analyzed by descriptive and regression techniques. Based on the results, it can be concluded that (1) the level of supervision of the headmaster learning was categorized as effective, (2) the achievement motivation level was categorized as good, (3) the working climate level was categorized as conducive, (4) the supervision of the headmaster learning had positive effect and the sign of the working climate, (5) the achievement motivation had positive and significant effect to working climate, and (6) the supervision of the headmaster learning and achievement motivation together had positive and significant effect to working climate. Based on the conclusions, it was suggested that to improve the working climate, the quality of supervision of the headmaster learning and motivation of achievement of teachers at school should be improved.

Keywords: supervision, headmaster learning, achievement motivation

Introduction

One of the factors that determine the quality of education is the working climate of teachers at school. However, the working climate itself is not dynamically in a vacuum or isolated state, but interacts with other influential factors. Additionally, working climate affects other factors such as teacher performance. In other words, the high and low levels of teacher performance can be explained through teacher working climate. Supandi (2014: 121) explains that one of the aspects which support the success of the teacher learning process is the working climate. A conducive working climate is a climate that really appropriate and supports the smoothness and sustainability of the learning process undertaken by teachers.

Headmasterly, the school working climate has a human dimension in it. The school climate as a school social system is shaped by a reciprocal relationship between headmaster behavior and teacher behavior, as individuals and as a group (Silver, Suharsaputera, 2010: 78) ^[56]. According to Villani (Stronge, Richard, and Catano, 2013: 18) ^[47], since the working climate at school affects teacher productivity, the quality of teaching received by students is also affected. Therefore, it can be explained that from the perspective of behavior point of view, the working climate at school is formed through an open interaction among headmasters, teachers, and students. This open interaction can enable the creation of a teacher working climate in an open school as well.

According to Halpin and Croft (Marzuki, in Supardi, 2014: 123), school with an open working climate has features such

as teachers feel comfortable, complacent, and faithful; teachers do not feel depressed and pay attention to the progress of learners; the headmaster has faith on his performance, and has a concern; and learners feel comfortable and learn earnestly. Therefore, from the perspective of actual behavior, the work climate at school is formed not only by the headmaster's behavior that interacts with the teachers or vice versa, but also by the behavior of students in interaction with the teacher's behavior in the classroom and headmaster within the school environment.

As previously stated, the working climate affects teacher performance. The results of the previous study seem to show no different results. Lubis (2007) ^[24] showed that there is a positive and significant correlation between working climate and the effectiveness of teacher work. Similarly, Supandi (2014) showed that the working climate positively and significantly contribute to the performance of teachers. Moreover, Desmiati (2014) showed that the working climate in the organization has a positive and significant impact on teacher performance.

The dynamics of working climate of teacher at school can be described in the following matters. Teachers who do not feel comfortable and do not feel responsible in doing the work, give little or much influence the quality of working climate of teacher at school. Teachers who enforce discipline and teachers who violate school discipline will obviously affect the quality of teacher working climate. Similarly, teachers who have good relationships with headmaster, colleagues, and students also determine the quality of teacher working climate at school.

The study of teacher working climate is part of the overall organizational climate study within the school that is formed from elements of the relationship between people at school and the physical state of the school. The relationships among people at school include the relationship between the headmaster and the teacher and the relationship between teacher and teacher, teacher with school administration, and school administration staff with school administration staff. The physical state of the school includes safe, healthy, neat, and beautiful school yard, building and classroom. Basically, the dynamic aspects of the teacher working climate will have a positive or negative effect on teacher performance at school. As has been stated, the formation of teacher working climate at school is influenced by a number of factors, including the headmaster factor of supervision and teacher achievement motivation in school.

Headmasterly, the school is a place where teacher work. Various organizational characteristics perceived by teacher in the school environment are generally called school climate. The work environment perceived by teacher in schools is conceptualized as a working climate. If adapted from school climate theory, the teacher working climate at school is influenced by headmaster behavior factor and teacher behavior factor (Silver, in Uhar Suharsaputra, 2010: 77) [56]. Headmaster behavioral factor in this research is factor of supervision of headmaster learning

The teacher achievement motivation factor at school is included in the internal factor of the teacher itself. In this context, Silver (Uhar Suharsaputra, 2010: 77) [56] explained that the formation of school climate, including teacher work climate in school, influenced teacher behavior factor. The teacher behavioral factors include a number of dimensions, such as the dimensions of achievement motivation.

Based on the previously mentioned argumentation, it can be assumed that in the context of this research the headmaster learning supervision factor and teacher achievement motivation have effects on to teacher work climate in school.

According to the background of the problem, the research problems include: (1) What is the level of teacher achievement motivation? (2) What is the level of the teacher working climate? (3) What is the level of teacher performance? (4) Is there influence of teacher achievement motivation on teacher performance? (5) Is there any influence of teacher working climate on teacher performance? (6) Is there influence of

achievement motivation and work climate together on teacher performance?

Methods

This study used survey method and research design is shown in Figure 1.

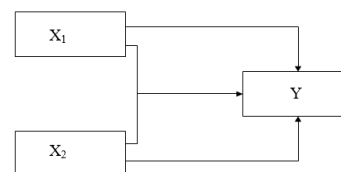


Fig 1: Research design

Where:

1. Free Variable: X₁ (supervision of headmaster learning), dan X₂ (achievement motivation)
2. Dependant Variable: Y (working climate)

The research was conducted for 4 months at Public Junior High School in Minahasa Selatan District, Province of Sulawesi Utara. The study population includes all the characteristics related to supervision of headmaster learning and the achievement motivation as well as its influence on the working climate. The population unit is the teacher at Public Junior High School in Minahasa Selatan District. The sample of this research is teachers which amount to 90 teachers. The research data were collected by using questionnaires constructed on the Likert scale and the data collected were analyzed by descriptive and regression techniques (simple and double).

Results and Discussion

This section will describe on the results based on the descriptive statistical analysis and the inferential statistical analysis.

Descriptive research results

Working Climate (Y)

According to Table 4.1, the score of teacher achievement motivation variable has mean value (M) of 131,92; median (Me) of 132.50; mode (Mo) of 128; standard deviation (SD) of 10,597; a minimum score of 107 and a maximum score of 156.

Tabel 1: Descriptive data variable

| Variable | Average | Median | Mode | Standard Deviation | Minimum | Maximum | N |
|-----------------------------|---------|--------|------|--------------------|---------|---------|----|
| Learning supervision (X1) | 132.08 | 132.50 | 132 | 10.889 | 106 | 156 | 90 |
| Achievement Motivation (X2) | 123.13 | 123.00 | 128 | 10.302 | 100 | 147 | 90 |
| Working Climate (X3) | 131.92 | 132.50 | 128 | 10.597 | 107 | 156 | 90 |

Supervision of Headmaster Learning (X1)

As displayed in Table 4.1, supervision variables of principal learning have an average value (M) of 123.13; median (Me) of 123.00; mode (Mo) of 128; standard deviation (SD) of 10.302; minimum score of 100 and maximum score of 147.

Achievement Motivation (X2)

The teacher achievement motivation score has average value (M) of 127,74; median (Me) of 128.50; mode (Mo) of 129;

standard deviation (SD) of 10.434; minimum score of 103 and maximum score of 151 (Table 4.1).

Inferential research results

Effect of supervision of headmaster learning (X1) on working climate (Y)

Based on Table 2, the working climate regression equation (Y) for supervision of principal learning (X1) was $\hat{Y} = 5,213 + 0,986X1$.

Table 2: Coefficient of Regression Y over X1

| Coefficients ^a | | | | | | |
|---------------------------|------------------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 5.213 | 2.311 | | 2.256 | .027 |
| | Supervision of headmaster learning | .959 | .017 | .986 | 55.014 | .000 |

a. Dependant Variable: working climate

The following rules were used to test the significance:
 If value of $t_{\text{calculation}} \geq t_{\text{table}}$, then H_0 : rejected and H_a : accepted, meaning significant.
 If value of $t_{\text{calculation}} \leq t_{\text{table}}$, then H_0 : accepted and H_a : rejected, meaning not (Riduwan dan Sunarto, 2010:232) [39].
 Based on Table 2 it showed that the Sig column. (significance) has Sig value of 0,000. It turned out that the value of Sig. of 0.000 was smaller than probability value of 0,05 or 0,05 > 0,000, then H_0 was rejected and H_a was accepted. Therefore,

the supervision of principal learning affected the working climate.

Effect of Achievement Motivation (X2) on Working Climate (Y)

Based on Table 3, the working climate regression equation (Y) for supervision of principal learning (X1) was $\bar{Y} = 8,213 + 0,973X1$.

Table 3: Coefficient of regression Y over X2

| Coefficients ^a | | | | | | |
|---------------------------|------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 8.678 | 3.123 | | 2.779 | .007 |
| | Achievement motivation | 1.001 | .025 | .973 | 39.603 | .000 |

a. Dependant Variable: working climate

The following rules were used to test the significance:
 If value of $t_{\text{calculation}} \geq t_{\text{table}}$, then H_0 : rejected and H_a : accepted, meaning significant.
 If value of $t_{\text{calculation}} \leq t_{\text{table}}$, then H_0 : accepted and H_a : rejected, meaning not (Riduwan dan Sunarto, 2010:232) [39].
 Based on Table 3, it showed that the Sig column. (significance) has Sig value of 0,000. It turned out the value of Sig. 0.000 was less than probability value of 0.05 or 0.05 >

0.000, then H_0 was rejected and H_a was accepted. Therefore, the achievement motivation affected the working climate.

Effect of Supervision of Principal Learning (X1) and Achievement Motivation (X2) on Working Climate (Y)

Based on Table 4, the working climate regression equation (Y) for the supervision of principal learning (X1) was $\bar{Y} = 4,489 + 0,690X1 + 0,306X2$.

Table 4: The regression coefficient Y over X1 and X2

| Coefficients ^a | | | | | | |
|---------------------------|------------------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 4.489 | 2.064 | | 2.175 | .032 |
| | Supervision of headmaster learning | .672 | .061 | .690 | 11.022 | .000 |
| | Achievement motivation | .315 | .064 | .306 | 4.886 | .000 |

a. Dependant Variable: working climate

The following rules were used to test the significance:
 If value of $t_{\text{calculation}} \geq t_{\text{table}}$, then H_0 : rejected and H_a : accepted, meaning significant.
 If value of $t_{\text{calculation}} \leq t_{\text{table}}$, then H_0 : accepted and H_a : rejected, meaning not (Riduwan dan Sunarto, 2010:232) [39].
 Based on Table 4, it showed that the Sig column. (significance) has Sig value of 0,000. It turned out the value of Sig. 0.000 was less than probability value of 0.05 or 0.05 > 0.000, then H_0 was rejected and H_a was accepted. Therefore, the Supervision of headmaster learning and the achievement motivation affected the working climate.

headmaster supervision was found that the ideal score was $5 \times 32 \times 99 = 14400$ (5 was the highest score; 32 was the number of instrument items; and 90 was the number of respondents). The score obtained through data collection was 11082. Referring to how to calculate, the calculation was performed by dividing the total score of research results with the ideal score (Sugiyono, 2007: 246) [49], where $11082 : 14400 = 0.825$ or 82.5% of the expected 100%. On the basis of such calculation, it can be assumed that the level of effectiveness of supervision of headmaster learning perceived by teachers of Public Junior High School in Minahasa Selatan regency can be categorized as effective.

Discussion

Effectiveness level of supervision headmaster learning.

Based on the data analysis, the effectiveness level of the

The results were in line with the those of the descriptive analysis indicating that the distribution of data on the supervisory level of the headmaster learning can be

categorized as partially ineffective, largely effective, and partly very effective. With this illustration, it can be explained that the level of supervision of headmaster learning can be categorized as effective.

The effective supervision of the headmaster learning indicated that the supervision of learning has been planned, executed and followed up in order to improve teacher professionalism and improve teaching-learning processes in schools. In the Regulation of the Minister of National Education No. 13 of 2007 on Standards Headmaster, it is argued that one of the dimensions of the headmaster standard that must be understood and implemented is the competence of supervision.

The standards of competency for supervision of the headmaster included: (1) planning the academic supervision program in order to increase the professionalism of the teacher, (2) carrying out the academic supervision of the teacher by using appropriate supervision approach and technique; and (3) following up the academic supervision results to the teacher in order to improve the professionalism of teachers (Regulation of the Minister of National Education No. 13 of 2007: 7).

The effective supervision of the headmaster learning also indicated that the role of headmaster as supervisor is more directed towards improving the learning. The role as a supervisor in the 21st century seems to be better if it is focused on improvements in learning. The results were in line with the those conducted by Dharma (Suhardiman, 2012: 1-2)^[51] which stated that the role of headmaster in the 21st century included: (1) participating in learning as much as 91%, (2) directing teachers to determine learning by using formative evaluation as much as 90%, (3) planning, coordinating and evaluating of teaching, curriculum and pedagogy (regularly attending regular classes and giving feedback on learning as much as 74%; (4) ensuring teachers are informed about the latest learning practices as much as 64%, (5) keeping the learning support environment by 49%.

The results also clearly illustrate that the role of the headmaster is more related to learning. This is important for headmaster who acts as supervisors because learning is at the core of improving the quality of education in schools. Therefore, it is reasonable to say that the results of research on the role of headmaster are more directed at improving the learning of teachers in schools.

Level of achievement motivation

Based on the data analysis, the achievement motivation level of the teacher had the ideal score of $5 \times 30 \times 99 = 13500$ (5 was the highest score; 30 was the number of instrument items; and 90 was the number of respondents). Score obtained through data collection was 11082. It was known that $11082 : 13500 = 0.821$ or 82.1% of the expected 100%. According to these calculations, it can be assumed that the level of achievement motivation of teachers can be categorized as good.

The calculations were in line with the results of descriptive analysis indicating that the distribution of teacher achievement motivation level data can be categorized as dissatisfactory, good, and very good. With this description, it can be explained that the level of achievement motivation of teachers can be categorized as good.

The condition of achievement motivation of Public Junior High School teachers in Minahasa Selatan District indicated that the fulfillment of the need for achievement can encourage teachers to optimally perform the task of teaching in school.

The achievement motivation can be understood as an impulse in the teacher to do the job well. This was in line with the opinion of Mangkunegara (2010: 68)^[26] which suggested that achievement motivation can be interpreted as an impulse in a person to perform or do an activity or task as well as possible in order to achieve achievement with a good predicate.

The results indicated that the achievement motivation of teachers, which can be assumed as good, was not separated from certain things that encourage teachers to excel. In that context, Kambey (2012: 103104)^[19] explained that the motivation to succeed or excel was driven by: (a) personal responsibility for problem solving or achievement of objectives, (b) receiving feedback from the results of his achievement, and (c) taking challenging risks.

Additionally, the results provided an understanding that teachers who have good achievement motivation cannot be separated with the characteristics of achievement motivation. In this context, McClelland (Mangkunegara, 2010: 68)^[26] suggested that the characteristics of people with high achieving motivation included: having a high level of personal responsibility, taking risks, having realistic goals, thorough and striving to realize the objectives, utilizing concrete feedback in all activities undertaken, and seeking opportunities to realize the programmed plans.

Teachers who possess these achievement motivation can ensure the formation of teachers personality which are constantly and maximally performing the teaching tasks and strive to pursue teaching achievements that can contribute to improve student learning outcomes and results in schools.

Level of working climate conductivity

Based on the data analysis, the level of working climate conductivity had the ideal score of $5 \times 32 \times 99 = 14400$ (5 was the highest score; 32 was the number of instrument items; and 90 was the number of respondents). Scores obtained through data collection were 11873. It was known that $11873 : 14400 = 0.825$ or 82.6% of the expected 100%. On the basis of such calculations, it can be assumed that the level of climate of work climate can be categorized as conducive.

The results were in line with those of descriptive analysis indicating that the data distribution of teacher achievement motivation level can be categorized as less conducive, conducive, and very conducive. With this description, it can be explained that the level of achievement motivation teachers can be categorized conducive.

Principally, the working climate can be considered as a perceived atmosphere. Such a working climate concept was in line with view of Supardi (2014: 25) which stated that the working climate was an atmosphere felt by all teachers. The teacher feelings included: the teachers feel comfortable, satisfied and confident, the teachers do not feel pressured and give attention to the progress of learners, the headmaster has confidence in his / her performance and cares, and students feel comfortable and earnestly study.

If view of Supardi is related to the research results, it can be described that the teachers feel the conducive atmosphere or

working climate in school. With such a conducive working atmosphere, it is possible for teachers to effectively carry out their teaching duties. For example, a teacher who feels comfortable doing teaching tasks, does not feel pressured, and gives attention to the progress of the students. It will be different if the teacher does not feel comfortable teaching, feels stressed by the principal, and does not pay attention to the progress of student learning in school.

In addition, the results which showed a conducive working climate can be explained based on the school climate theory developed by Halpin and Croft (Hoy and Miskel, 1993: 67)^[18]. According to the school climate theory, the conducive working climate of the teacher can be explained based on the characteristics of teacher and the headmaster behavior. The characteristic of teacher with high attitude refers to the spirit that grows from the attainment of the task and the fulfillment of social needs. The characteristic of headmaster with high attitude is consideration and thrust. The teacher grace refers to the fun and accusatory behavior of the headmaster. Additionally, the teacher thrust refers to the dynamic behavior of headmaster in trying to develop the organization.

Effect of learning supervision on working climate at school

The results showed that the direct influence of supervision of individual headmaster learning on teacher performance had linear pattern (probability value = 0.000 was smaller than $\alpha = 0,05$ or $0,000 < 0,05$) and had positive influence direction (Beta value = 0,690) and significant (probability value = 0,000) which was much smaller than the alpha value = 0.05 or $0.000 < 0.05$).

The results, which showed that the influence of the supervision of learning on the teacher working climate in school with the linear pattern and has a positive and significant influence direction, gives an indication that if there is an increase in achievement motivation, it will be followed by improvement in teacher work climate in school.

Theoretically, Silver (Uhar Suharsaputra, 2010: 77)^[56] suggested that school climate is formed among others from the behavior of the headmaster. Principal behavior in research refers to the supervision of headmaster learning.

Based on the results of research and the theory of the formation of the working climate, to develop a program to improve the working climate of teachers in schools, it should be followed by improving the supervision of headmaster learning.

Effect of motivation on working climate at school

The results indicated that the influence of supervision of individual headmaster learning on teacher performance is linear pattern (probability value = 0.000 less than $\alpha = 0,05$ or $0,000 < 0,05$) and had positive influence direction (Beta value = 0,306) and significant (probability value = 0,000 which was much smaller than $\alpha = 0,05$ or $0,000 > 0,05$).

The results, which showed that the influence of achievement motivation on teacher working climate with linear pattern and has positive and significant influence direction, indicated that if there is an increase in achievement motivation, it will be followed by improvement in teacher working climate at school.

Silver (Uhar Suharsaputra, 2010: 77)^[56] suggested that school

climate is formed among others from teacher behavior. Teacher behavior in this research referred to teacher achievement motivation in school.

Based on the results and the theory of the formation of the working climate, it implied that to develop a program to improve the working climate of teachers in schools, it should be followed by improving motivation of achievement of teachers in schools.

Direct influence of supervision of headmaster learning and achievement motivation to working climate

Based on the results, the direct effect of supervision of headmaster learning and achievement motivation on teacher performance was shown by regression equation: $\hat{Y}_3 = 4,489 + 0,690 (x_1) + 0,306 (x_2)$. The result of significance test indicated that probability value (significance) = 0,000 and alpha value (α) = 0.05 or $0.000 < 0.05$.

The regression equation gave the value of constant (a) = 4.489. The results of this calculation indicated that if there was no improvement in the variable of supervision of learning and achievement motivation variable and residual variable (residual or other variable), therefore, the working climate was 4,489.

Referring to the significance test, it showed that $0.000 < 0.05$. The results indicated that the hypothesis H_0 was rejected and H_a was accepted. Thus, the hypothesis of supervision of principal learning and achievement motivation jointly affected the teacher working climate at Public Junior High School in Minahasa Selatan District can be accepted, which means significant.

The value of coefficient of determination and coefficient of other variable were 97,8% and 0,048%, respectively. The results indicated that the magnitude of influence or contribution of supervision of headmaster learning and achievement motivation to working climate = 97,8% and influence or contribution of other variable not included in this research = 0,048%.

The results of these calculations were in line with the theory of school climate formation which includes the working climate. School climate is not simply formed, but formed from the interaction with the various factors. Silver (Uhar Suharsaputra, 2010: 77)^[56] suggested that school climate is formed by the interaction between headmaster behavior and teacher behavior.

Figure 4.2 clearly illustrated that headmaster behavioral factors and teacher behavioral factors can form work clusters in schools. In this study, the facts of supervision of headmaster learning and teacher achievement motivation factor also determine the level of working climate in school.

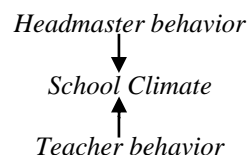


Fig 2: Formation of school climate

Based on the theory and the results of this study, to improve the working climate of teachers in schools, it should be also accompanied by improving the supervision of headmaster

learning and teacher achievement motivation. In other words, if the work program will be designed to improve work climate in schools, then the design of programs to improve supervision of headmaster learning and teacher achievement motivation should be also included.

Conclusion

Based on the results and discussion, it can be concluded that: (1) the effectiveness of the supervision of the headmaster learning is categorized as effective, (2) the teacher achievement motivation level is categorized as good, (3) the conducive working climate level is categorized as conducive, (4) supervision of headmaster learning has no effect on teacher working climate at school (5) achievement motivation has direct influence on teacher working climate at school, and (6) supervision of headmaster learning and teacher achievement motivation simultaneously affect teacher working climate at school.

Berdasarkan hasil penelitian dan pembahasan dapat ditarik kesimpulan penelitian, yaitu: (1) tingkat keefektifan supervisi pembelajaran kepala sekolah dikategorikan efektif, (2) tingkat motivasi berprestasi guru dikategorikan baik, (3) tingkat kondusifitas iklim kerja dikategorikan kondusif, (4) supervisi pembelajaran kepala sekolah tidak berpengaruh terhadap iklim kerja guru di sekolah, (5) motivasi berprestasi berpengaruh langsung terhadap iklim kerja guru di sekolah, dan (6) supervisi pembelajaran kepala sekolah dan motivasi berprestasi guru secara bersama-sama berpengaruh terhadap iklim kerja guru di sekolah.

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