

THE EFFECT OF SCHOOL CLIMATE ON THE PERFORMANCE OF EDUCATORS AT PUBLIC SENIOR HIGH SCHOOLS OF PINRANG REGENCY

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Abstract: This paper explicitly describes school climate's effect on educators' performance at Public Senior High Schools of Pinrang Regency. The research method of this study was quantitative, with the research ex-post facto. The total population was 422 education workers. The Yamane formula determined the sample of this study; the number of samples was 80 educators at Public Senior High Schools of Pinrang Regency. The research instrument used was a questionnaire. The data obtained were processed using the SPSS for windows version 20.00 application. This study's data analysis used descriptive and inferential statistical analysis. The study results concluded that: 1) the description of the school climate with the statement results of 83.01%; 2) the description of the performance of educators is 84.35% with the interpretation of the three variables showing that they are in the gratifying category. 3) the school climate has an effective contribution of 58.37% and a relative contribution of 51.19% to the performance of educators. The implication of this study refers to the need for systemic and systematic steps in improving the school climate and the performance of educators from the government at the Public Senior High School of Pinrang Regency.

Keyword: School Climate; Performance; Teacher

I. BACKGROUND

Building an ideal school requires good cooperation between the government, principals and educators in managing education because developing schools require a large budget to complete facilities and infrastructure as facilities in schools. It can affect the school climate, the performance of the principal and educators.¹

The educators should be able to show a professional attitude towards work that is supported by their knowledge and understanding of the five professional competencies of educators as referred to in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, namely: 1) mastering the material, structure, concept, and the mindset of science that supports the teaching subjects, 2) mastering the competency standards and essential competencies of the

¹Fitrah, Muh. "Peran kepala sekolah dalam meningkatkan mutu pendidikan." *Jurnal Penjaminan Mutu* 3.1 (2017): 31-42.



teaching subjects, 3) developing the learning materials creatively, 4) sustainably developing professionalism by taking reflective actions, and 5) utilizing information technology and communication to self-development.²

Educators must be professional and able to understand and master the subject matter taught to students. Educators' performance must be improved to accelerate the education system. The strict and rigorous education system aims to create discipline graduates to make superior and intelligent individuals.³ All of the student's activities at the Public Senior High Schools of Pinrang Regency cannot be separated from the educators' control and supervision; principals and all of the school parties.⁴ So that people can view the performance of the educators and the work ethic of the principal at the Public Senior High Schools of Pinrang Regency.

The working climate refers to something that can be measured directly or indirectly, which can affect the motivation and behavior of educators. A clement and harmonious work climate will give passion and inspiration at work, such as managing a healthy, clean, comfortable, safe and peaceful environment. The authors' observations were obtained on July 23rd, 2019. Abdul Wahid, the principal of SMA Negeri 3 Pinrang and the chairman of the Indonesian Teachers Association (IGI) of South Sulawesi, provides a general description of the school climate at the Public Senior High Schools of Pinrang Regency, which is still in the stage of improvement such as the evenly environmental conditions, organizational structures that are closely related to the distribution of tasks and responsibilities as well as authorities which are considered not entirely evenly distributed, because there is still high arrogance in managing the organization so that it leads to nepotism, collusion and corruption, even people should pay for the positions in work that are considered to be free of charge, including the position of the principal and the head of the education office.⁵

The purpose of the statement above illustrates that almost all strategic positions, including the position of principal, are determined by political conditions; it is not based on competence and professionalism. Thus, implementing the selection/assessment to occupy the principal position as one of the main requirements is only a formality, so the election results do not show transparency and accountability in appointing the school principals. It is not surprising that there is no optimal performance. One of the reasons that the central government gave back the authority to the provincial government to take over all senior high schools is because it is considered that there is a problem of political interest intervention that occurs at the district/city government level. Based on the decision of the Constitutional Court, it is regulated in Law Number 23 of 2014 concerning Regional Governments responsible for education equivalent to elementary/junior high school. While the provincial government is responsible for education equivalent to junior high school and higher education is the responsibility of

²Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang *Standar Kualifikasi Akademik dan Kompetensi Guru* (Jakarta: Biro Hukum dan Organisasi Departemen Pendidikan Nasional, 2007), p. 15-17.

³Idaragma Ibrahim (38 years old), Educators of SMA Negeri 11 Unggulan Pinrang, *Interview* Pinrang, July, 29th 2019.

⁴Walid, Abdul. "Jurnal Peranan Guru Dalam Menanamkan Keimanan Peserta Didik." *Istiqra: Jurnal Pendidikan dan Pemikiran Islam* 6.1 (2018).

⁵Abdul Wahid (48 years old), Principal of SMA Negeri 3 Pinrang, *Interview*, Pinrang, July, 16th 2019.

the central government. It has become a particular concern of the central government to improve the quality of education in Indonesia. Could these things improve the education system or make it even worse than before?

It is not surprising that the level of discipline of school principals and educators is in the low category regarding the education system. It is indicated by the tendency of school principals and educators to carry out tasks according to their own will, for instance, coming late to school, not attending the classroom by disregarding the teaching schedule, or not carrying out duties for unclear reasons. These acts can be seen clearly in some of the Public Senior High Schools of Pinrang Regency, which have not thoroughly followed their school's rules.

This paper explicitly describes the school climate's effect on educators' performance at Public Senior High Schools of Pinrang Regency.

II. THEORETICAL REVIEWS

The school climate refers to a state or condition experienced by all parties in the school environment; namely maintaining the school environment, adequate facilities and infrastructure, a significant concern for each other, a pleasant learning atmosphere, and the realization of effective leadership based on three aspects; 1) aspects of physical conditions, 2) aspects of social conditions, and 3) aspects of school management conditions.⁶

The performance of educators refers to an activity carried out to achieve the results of the work process in quality and quantity in planning and implementing the learning process, assessing the learning outcomes, undertaking the guiding and training, conducting research and community service, work discipline, teaching the students, and being a role model as viewed from four aspects: 1) pedagogical competence, 2) professional competence, 3) personality competence, and 4) social competence.⁷

III. RESEARCH METHODOLOGY

The research method of this study was quantitative with the research type of ex-post facto.⁸ The total population was 422 educators. The Yamane formula determined the sample of this study. The number of samples was 80 educators at Public Senior High Schools of Pinrang Regency.⁹ The research instrument was a questionnaire. The data obtained were processed using the SPSS for windows version 20.00 application. This study's data analysis used descriptive and inferential statistical analysis.

⁶Suriani Nur, "Peranan Lingkungan Fisik Yang Kondusif Dalam Meningkatkan Kinerja Guru Madrasah Ibtidaiyah." *Ekspose: Jurnal Penelitian Hukum dan Pendidikan* 17.1 (2019): 582-590.

⁷ Fatimah, Fatimah, A. R. Djailani, and Khairuddin Khairuddin. "Komunikasi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada SMA Negeri 1 Geumpang Kabupaten Pidie." *Jurnal Administrasi Pendidikan Program Pascasarjana Unsyiah* 3.4 (2015): 74023

⁸ Makbul, M., and Miftahuddin Miftahuddin. "The Effect Of Academic Procrastination On Learning Achievement Of Islamic Religious Education Students At SMAN 5 Makassar." *International Journal of Islamic Studies* 1.1 (2021): 27-36.

⁹ Makbul, M., et al. "The Effect of Emotional Intelligence and Spiritual Intelligence on Learning Outcomes of Islamic Religion and Characteristics of Students at SMA Negeri 5 Makassar." *International Journal of Social Science And Human Research* 4.4 (2021): 588-595.

IV. RESULTS AND DISCUSSION

a. Descriptive Analysis of the School Climate

The school climate at Public Senior High Schools of Pinrang Regency portrays the characteristics of the questionnaire, numerical descriptive analysis, descriptive category and descriptive index on the school climate.¹⁰ Recapitulation of the questionnaire on aspects of physical conditions, social conditions, and school management showed in the following description:

1. Aspects of Physical Conditions

The positive statements on aspects of physical condition are described as follows: statement 1) The beautiful school building, 2) The arrangement of the rooms is not comfortable for the employees in carrying out their activities at school, 3) The school's facilities and infrastructure really support the school activities, 5) The school library as a safe and comfortable place to learn for students, 6) Class' conditions are safe and comfortable, 7) The learning atmosphere in the classroom is conducive and fun, 9) Classrooms are arranged according to the students' conditions and wishes, 10) The students are given the chance to organize their classrooms, 11) Preparing the facilities and infrastructure to help the teachers in their work, 12) The cleaning officers always clean every room that will be used, 13) School gardens are well maintained and cared for, 14) The school buildings keep well maintained, 17) The teachers carry out community service to maintain and clean the school environment, and 18) School personnel have the awareness of throwing garbage in the trash can.

The negative statements on the aspects of physical condition are as follows: statement 4) Inadequate work equipment/facilities, 8) Noise in school makes students feel uncomfortable at school, 15) Cleaning officers are less disciplined in maintaining cleanliness, and 16) The condition of the classroom building are not feasible.

2. Aspects of Social Conditions

Positive statements on aspects of social conditions are described as follows: statement 19) Teachers get guidance at school if there meet any difficulties, 20) Good communication is established between students and educators, 22) Teachers establish good communication with school principals, 23) The teacher establishes intimacy with colleagues, 24) The principal tries to discuss problems at work, 25) The teacher gets support from the principal in carrying out various school assignments, 26) The teacher is allowed to lead school activities, 27) Establish good cooperation between the principal and school personnel, 28) A sense of security in carrying out their duties, and 30) Teachers get an appreciation for carrying out the school's duty.

Negative statements on aspects of social conditions are described as follows: Statement 21) Teachers do not get direction from the principal for carrying out the assigned duties. 29) Lack of teachers' willingness to help each other in completing the duty at school. 31) Decisions made unilaterally by the school affect the performance of teachers and staff.

¹⁰ Tunnisa, Nurvaika. "Penguatan Karakter Mandiri Pada Mahasiswa Iaim Sinjai Melalui Flipped Classroom." *Prosiding Seminar Nasional Konferensi Nasional Teknologi Pendidikan dan Ilmu Komputer*. Vol. 1. No. 1. 2022.

3. The Aspect of School Management

The positive statements on aspects of school management are described as follows: Statement 32) The school’s vision and all school parties. 33) The school parties formulate the school’s goals. 34) All teachers carry out their teaching duties. 36) Principals and teachers carry out their duties professionally. 37) The principal directs the teachers in learning or non-learning duties. 38) Principals provide opportunities for every school member, both teachers and students, to be creative and innovative. 39) Principals trust the teacher to be responsible for their duties. 41) All school parties are disciplined in carrying out their duties, 43) The principal is firm in giving warnings, and 45) The principal gives penalties for those violating the rules.

The negative statements on school management aspects are described as follows: Statement 35) Teachers who get additional duty at school often ignore their responsibilities, 40) Principals are less concerned about their subordinates’ deeds, 42) Teachers do not get reprimands if they are late for teaching, and 44) the school rules are not implemented properly.

b. Descriptive numerical analysis of school climate (X1)

Based on the results of the school climate variables, respondents’ responses to the school climate questionnaire were as follows:

96	81	93	89	92	92	39	81	77	81
61	81	84	82	79	85	67	88	81	89
77	92	84	81	83	78	82	80	83	80
93	84	90	64	82	83	87	89	96	87
95	87	93	88	93	91	63	80	72	87
79	87	76	81	90	82	78	79	88	91
87	90	95	76	88	78	72	84	87	92
91	86	84	64	79	87	76	90	82	89

Table 4.6.

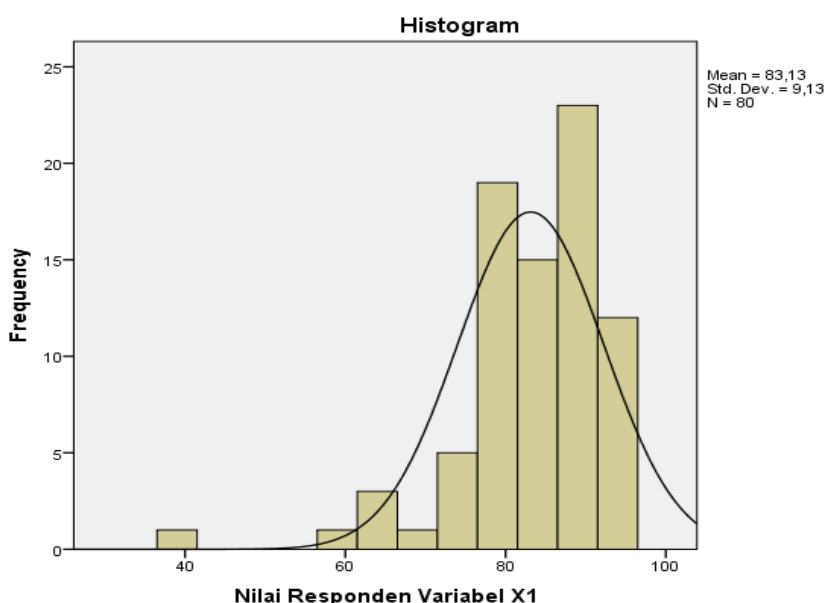
Descriptive analysis of the school climate (X1)

N	Valid	80
	Missing	0
Mean		83,13
Std. Error of Mean		1,021
Median		84,00
Mode		87
Std. Deviation		9,130
Variance		83,351
Range		57
Minimum		39
Maximum		96

Source: Processed Primary data, 2020.

Based on the table above, numerical descriptive analysis on the school climate variable (X1) showed a Mean value of 83.13; Std. Error of Mean is 1.021; Median is 84.00; Mode is 87; Std. Deviation is 9.130; Variance is 83.351; Range is 57; Minimum is 39, and Maximum value is 96.

Histogram 4.1
The frequency of Respondents to School Climate



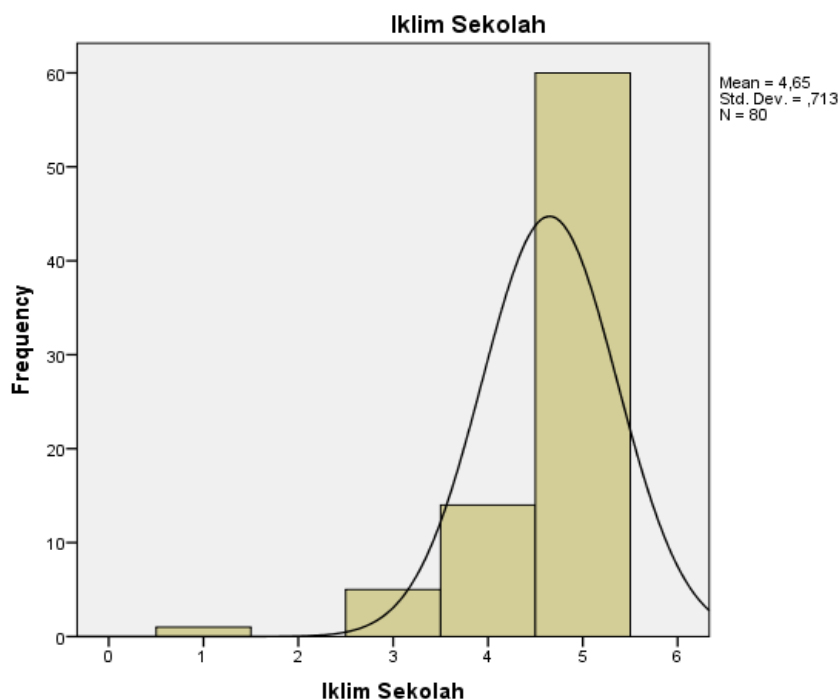
c. Descriptive analysis of school climate categories (X1)

Table 4.7.
Descriptive analysis of school climate categories (X1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very poor	1	1,3	1,3	1,3
Sufficient	5	6,3	6,3	7,5
Satisfactory	14	17,5	17,5	25,0
Very satisfactory	60	75,0	75,0	100,0
Total	80	100,0	100,0	

Source: Processed primary data, 2020.

Histogram 4.2
Descriptive Analysis of School Climate Categories (X1)



Based on the table and histogram above, it can be seen that the school climate variable (X1) shows that the level of category mastery is very satisfactory with a frequency of 60, the satisfactory category with a frequency of 14, the sufficient category with a frequency of 5, the poor category with a frequency of 0, and very poor category with a frequency of 1

d. Descriptive analysis of school climate index (X1)

The questionnaire recapitulation on the performance variables of educators includes 1) physical condition, 2) social conditions, and 3) school management, which can be described in terms of indicators as follows.

Table 4.8.
Recapitulation Characteristics of School Climate Questionnaire (X1)

Aspect	Indicator	Scale					Numbers of Item	Index	Percentage (%) Interpretation	Questionnaire Categories
		5	4	3	2	1				
1. Physical condition	1. School seems appealing	179	127	39	29	26	5	1604	80.200	Very satisfactory
	2. Pleasing atmosphere	219	149	47	34	31	6	1931	80.458	Very satisfactory
	3. There is a regular	274	195	20	45	26	7	2326	83.071	Very

	maintenance									satisfactory
2. Social conditions	1. There is a good condition	249	163	18	26	24	6	2027	84.458	Very satisfactory
	2. There is an excellent working atmosphere	306	161	30	40	23	7	2367	84.536	Very satisfactory
3. School management	1. Committed to carrying out daily duties	357	241	54	29	39	9	3008	83.556	Very satisfactory
	2. Creating conducive learning conditions	204	142	24	6	24	5	1696	84.800	Very satisfactory

Source: Processed primary data, 2020.

Based on the table above, the variable aspect column of the school climate consists of three aspects, including 1) the physical condition aspect consisting of three indicators with 18 questions and an average percentage statement (%) interpretation of 81.24, which classified as very satisfactory category, 2) the social condition aspect consisting of two indicators with 13 questions and an average percentage statement (%) interpretation of 84.49 which classified as very satisfactory category, and 3) the school management aspect consists of two indicators with 14 questions and an average percentage statement (%) interpretation of 84.17 which classified as a very satisfactory category.

The total number of the three aspects, seven indicators and forty-five questions, and the average percentage statement (%) of interpretation is 83.01, which is classified as a very satisfactory category distributed to 80 educators as a sample.

e. Descriptive Analysis of Educators' Performance

The description of the performance of educators at Public Senior High Schools of Pinrang Regency describes the characteristics of the questionnaire, numerical descriptive analysis, descriptive category and index on the performance of educators.

1. Aspects of pedagogic competence

Positive statements on the aspect of pedagogic competence are described as follows: Statements 1) Teachers understand that the primary duty of educators is to educate, 2) Teachers explore the supporting information for national insight, 4) Teachers understand that the goals of national education remained as reference, 5) Teachers understand every level of education have institutional goals, 7) Teachers understand the development of students, 8) Teachers understand the development of students in accordance with the principles of cognitive development, 9) Teachers observe the characteristics of students, 11) Teachers observe every academic potential of students, 13) Teachers understand that the students have different backgrounds from one another, 14) Teachers teach according to a predetermined schedule, 15) Teachers design an attractive learning activity, 16) Teachers prepare lesson plans on time, 18)

Teachers bring supporting references to enrich the student's knowledge, and 19) Teachers carry out learning only to fulfill the educational duties.

The negative statements on the aspect of pedagogical competence are described as follows: Statement 3) Teachers are unable to distinguish between educating and teaching, 6) Teachers' institutional goals are not essential to understand, 10) Teachers do not need to spend time observing student development, 12) Teachers consider that the development of the non-academic potential of the students is out of the educators' responsibility, 17) Teachers sometimes do not carry out the learning process according to the lesson plan, 20) Teachers evaluate student learning outcomes only based on their cognitive, and 21) Teachers do not need to master the learning material.

2. Aspects of professional competence

Positive statements on the aspect of professional competence are described as follows: Statement 22) Teachers carry out additional duties at school, 23) Teachers participate in the training that builds academic potential to represent the school, 25) Teachers regularly participate in KKG and MGMP training, 27) Teachers sharpen their skills to improve self-quality, 32) Teachers always ask fellow educators who has more experiences to broaden their horizons, 33) Teachers make performances in the management of the study field, 34) Teachers produce products that have practical benefits according to the field of study, 36) Teachers provide teaching materials that are easy for students to understand, 37) Teachers use the surrounding environment to support the learning in the classroom, 38) Teachers innovate in preparing teaching materials by utilizing technology, and 40) Teachers invite students to produce works individually or together.

The negative statements on aspects of professional competence are described as follows: Statement 24) Teachers think that they do not need to share training experiences with colleagues, 26) Teachers assume that the activity out of classroom learning is only wasting time, 28) Teachers do not need to complete administration at school, 29) Teachers often do not complete duties according to the work period set by the school, 30) Teachers do not need to prioritize attendance at school / Teacher attendance at school does not need to be prioritized, 31) Teachers' tardiness is a common thing, 35) Teachers always do not produce any product in every performance, and 39) The teacher feels that they only need to use the existing teaching materials.

3. Aspects of personality competence

The positive statements on aspects of personality competence are described as follows: Statement 41) Teachers always pay attention to appearance before entering class, 43) Teachers act following religious norms, 45) Teachers feel respected as educators in the surrounding environment, 46) Teachers complete their duties at school on time, 49) Teachers help colleagues who need help, and 51) Teachers often get praise from students and colleagues.

The negative statements on aspects of personality competence are described as follows: Statement 42) Teachers do not feel respected by students, 44) Teachers do not need to reflect a good personality in the school environment, 47) Teachers do not need to complete duties according to the targets, 48) Teachers do not come to school on time, 50) The students do not listen well to the teacher's words, and 52) The teacher does not feel the need to be the students' example.

4. Aspects of social competence

The positive statements on the aspect of social competence are described as follows: Statement 53) Teachers can complete their duties well despite much pressure, 55) Teachers pay attention to school needs, 56) Teachers are glad to be actively involved in committees charged by the school, 57) Teachers have a good relationship with colleagues, 58) Teachers feel reluctant to talk to colleagues, 59) Teachers have a close relationship with students, 63) Teachers constantly interact to the others in the office, 65) Teachers sometimes talk and be kind to the school's guests, and 66) The teacher has familiarity with the parents of students.

The negative statements on aspects of social competence are described as follows: Statement 54) Teachers do not like to be actively involved in committees charged by the school, 60) Teachers prefer to be quiet in the office, 61) Teachers sometimes do not talk to school's guests, 62) Teachers tend to find their place during teaching breaks, and 64) Teachers do not have a good relationship with colleagues

f. Descriptive numerical analysis of the educators' performance (Y)

Based on the results on the performance of educators, respondents' responses to the questionnaire on the performance of educators at Public Senior High Schools of Pinrang Regency can be described as follows:

95	82	97	88	93	91	44	82	77	84
64	84	85	78	86	83	72	88	86	92
80	95	86	83	87	78	81	79	80	87
95	79	90	68	82	89	87	93	95	90
98	88	95	89	93	93	55	81	78	86
68	85	79	84	84	79	81	87	90	94
84	90	91	76	92	77	82	82	85	91
96	84	90	62	80	88	82	96	86	89

Table 4.12.

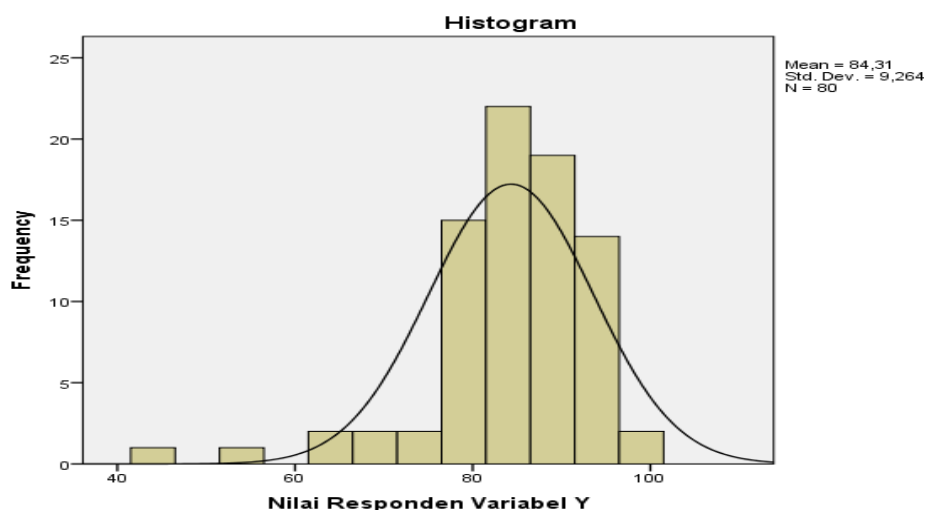
Descriptive Analysis of Educators' Performance (Y)

N	Valid	80
	Missing	0
Mean		84,31
Std. Error of Mean		1,036
Median		85,50
Mode		82 ^a
Std. Deviation		9,264
Variance		85,813
Range		54
Minimum		44
Maximum		98

Source: Processed primary data, 2020.

Based on the table above, numerical descriptive analysis on the performance variable of educators (Y) showed a Mean value of 83.14; Std. Error of Mean is 1.113; Median is 84.00; Mode is 94; Std. Deviation is 9.954; Variance is 99.082; Range is 56, Minimum is 42, and Maximum value is 98.

Histogram 4.5
Frequency of Respondents' Performance of Educators



g. Descriptive analysis of the performance category of educators (Y)

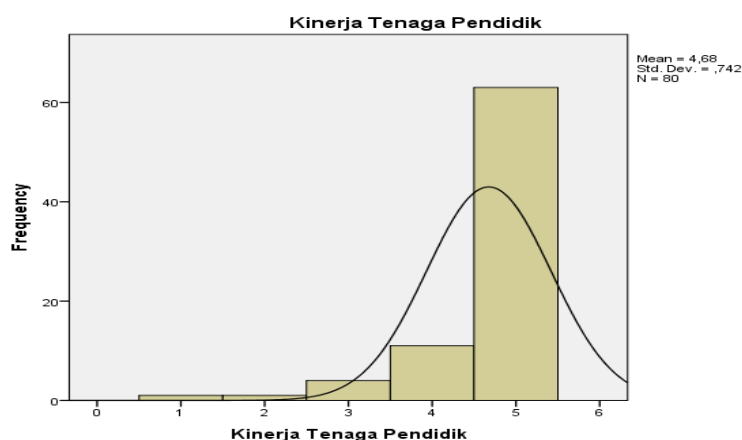
Descriptive analysis of the performance category of educators (Y) can be viewed in the following histogram table and figure:

Table 4.13.
Descriptive Analysis of Educators' Performance Categories (Y)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very poor	1	1,3	1,3	1,3
Poor	1	1,3	1,3	2,5
Sufficient	4	5,0	5,0	7,5
Satisfactory	11	13,8	13,8	21,3
Very satisfactory	63	78,8	78,8	100,0
Total	80	100,0	100,0	

Source: *Processed primary data, 2020.*

Histogram 4.6
Descriptive Analysis of Educators' Performance (Y)



The table and histogram above show the category-level mastery. It is very satisfactory with a frequency of 63; satisfactory category with a frequency of 11; sufficient category with a frequency of 4; poor category with a frequency of 1; and very poor category with a frequency of 1.

h. Descriptive analysis of the performance index of the educators (Y)

The questionnaire recapitulation on the performance variables of educators includes 1) pedagogic competence, 2) professional competence, 3) personality competence, and 4) social competence, which can be described in terms of indicators as follows:

Table 4.14.
 Characteristics of Educator's Performance Recapitulation (Y)

Aspect	Indicator	Scale					Numbers of Item	Index	Percentage (%) Interpretation	Questionnaire Categories
		5	4	3	2	1				
1. Pedagogical competence	1. Understanding the foundation of Education	242	151	41	23	23	6	2006	83.583	Very Satisfactory
	2. Understanding the students	286	185	39	28	22	7	2365	84.464	Very Satisfactory
	3. Carrying the learning process	346	212	35	17	30	8	2747	85.844	Very Satisfactory
2. Professional competence	1. Developing professionalism	463	340	53	55	49	12	3993	83.188	Very Satisfactory
	2. Having the ability to develop learning material	291	170	42	32	25	7	2350	83.929	Very Satisfactory
3. Personal competence	1. Showing authority	206	134	17	25	18	5	1685	84.250	Very Satisfactory
	2. Having the ability to be the students' example	281	183	43	28	25	7	2347	83.821	Very Satisfactory
4. Social competence	1. Having the ability to adapt	168	102	25	10	15	4	1358	84.875	Very Satisfactory

	2. A communicative person	422	270	41	31	36	10	3411	85.275	Very Satisfactory
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Source: Processed primary data, 2020.

Based on the table above, there are four aspects of the characteristic, including 1) the aspect of pedagogic competence consisting of three indicators with 22 questions and an average statement Percentage (%) of interpretation of 84.64, which classified as very satisfactory category, 2) aspects of professional competence consists of two indicators with 19 questions and an average percentage statement (%) interpretation of 83.55 which classified as very satisfactory category, 3) the aspect of personality competence consists of two indicators with 12 questions and an average percentage statement (%) interpretation of 84.03 which classified as very satisfactory category, 4) the aspect of social competence consists of two indicators with 14 questions and an average statement Percentage (%) of interpretation of 85.07 which classified as a very satisfactory category.

The total number of the three indicators, twelve predictors, sixty-six questions, and the average percentage statement (%) of interpretation is 84.35 classified as a very satisfactory category distributed to 80 educators.

Hypothesis Testing Simple linear regression of school climate on the performance of educators

The first testing criterion is if the $t_{count} > t_{table}$, then the independent variable positively affects on the dependent variable. On the contrary, if the $t_{count} < t_{table}$, then the independent variable has no positive effect on the dependent variable. Second, if the value of $Sig < 0.05$ then the independent variable has a significant effect on the dependent variable. On the contrary, if the value of $Sig > 0.05$, then the independent variable has no significant effect on the dependent variable.¹¹

A simple linear regression test is conducted if the significance column for each independent variable has a significance level of <0.05 .¹² A Simple linear regression test was carried out on the influence of school climate on the performance of educators at Public Senior High School of Pinrang Regency with the following description:

Table 4.18.
Simple Linear Regression Test for Variable X1 on Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,299	3,651		1,725	,088
	School_Climate	,939	,044	,925	21,493	,000

a. Dependent Variable: Educator_Performance

Source: Processed primary data, 2020.

¹¹ Andika, Rindi. "Pengaruh Motivasi Kerja dan Persaingan Kerja Terhadap Produktivitas Kerja Melalui Kepuasan Kerja sebagai Variabel Intervening Pada Pegawai Universitas Pembangunan Panca Budi Medan." *Jumant* 11.1 (2019): 189-206.

¹² Ningsih, Setia, and Hendra H. Dukalang. "Penerapan Metode Suksesif Interval pada Analisis Regresi Linier Berganda." *Jambura Journal of Mathematics* 1.1 (2019): 43-53.

The results of the SPSS analysis output in the table above show that the results of the simple linear regression analysis of the school climate variable (X1) on the educator's performance variable (Y) from the *Coefficients^a* table showing the school climate variable row (X1) *t* column with the value of 21.493, and column sig. of 0.000.

The significant value of school climate (X1) is $0.000 < 0.05$, and the school climate variable (X1) has a significant effect on the performance of educators (Y). The value of $t_{table} = (\alpha/2; n-k-1 = t(0.05/2; 80-2-1) = (0.025; 77) = 1.99125$. It means that if the value of t_{count} is greater than t_{table} ($21.493 > 1.99125$), then the school climate variable (X1) has a positive effect on the performance variable of educators (Y). From the two comparisons, it can be concluded that there is a positive and significant influence of the school climate variable on the performance variable of educators at Public Senior High Schools of Pinrang Regency.

Based on the level of closeness and the effect of school climate on the performance of educators, the effective contribution and relative contribution can be described as follows:

1. The practical contribution of school climate to the performance of educators

$$\begin{aligned} SE(X_1) &= \text{Beta } X_1 \times r_{X_1Y} \times 100\% \\ &= 0,631 \times 0,925 \times 100\% \\ &= 0,5837 \times 100\% \\ &= 58,37\% \end{aligned}$$

2. The relative contribution of school climate to the performance of educators

$$\begin{aligned} SR(X_1)\% &= SE(X_1) \times R^2 \\ &= 58,37\% \times 87,7\% \\ &= 51,19\% \end{aligned}$$

School climate has an effective contribution of 58.37% and a relative contribution of 51.19% to the performance of educators at the Public Senior High School of Pinrang Regency.

V. CONCLUSIONS

The explanations above concluded that: 1) the description of the school climate is 83.01%; 2) the description of the performance of educators is 84.35%, with the interpretation of the three variables showing that they are gratifying. 3) the school climate has an effective contribution of 58.37% and a relative contribution of 51.19% to the performance of educators. The implication of this study refers to the need for systemic and systematic steps in improving the school climate and the performance of educators from the government at the Public Senior High School of Pinrang Regency.

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