

Relationship of Self-Efficacy and School Climate With Teacher Work Motivation

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Abstract: This study aims to describe the relationship between self-efficacy and school climate with teacher work motivation. This study uses a quantitative approach with a descriptive-correlational research model. The research instrument used in this study was a questionnaire. The subjects who became the population in this study were teachers of the Vocational High School in Malang, Indonesia. The results showed that self-efficacy was in the low category, while the school climate and teacher work motivation were in the medium category. There is a relationship between self-efficacy and school climate with teacher work motivation.

Keywords: self-efficacy, school climate, teacher work motivation

1. INTRODUCTION

Teachers are the spearhead of educational success. Teachers in the education process occupy a strategic position and play a key role in teaching and learning activities, meaning that teachers must be able to provide assistance to students to acquire knowledge and skills in accordance with educational goals. The teacher is a facilitator or information needed by students, he plays a major role in fostering students to have good mental and intellectual attitudes [1]. Teachers are able to make improvements both internally and externally. In relation to teachers, self-efficacy refers to teachers' confidence in their ability to improve the abilities of students. This is because the efficacy possessed by the teacher affects the amount of effort given, the targeted teaching objectives.

The higher the effort, learning targets, and aspirations level of the teacher, the higher the performance produced by the teacher. So, if a teacher believes that he is able to increase students' interest in learning, students' academic achievement will also increase. Strong self-efficacy in teachers also impacts the relationship between teachers and students in a more positive direction. This relationship is in the form of feeling close to the teacher and finding it easier to communicate.

The school climate is the personality of the school organization. School climate describes the feelings and attitudes about the school shown by students, teachers, staff, and parents, where these attitudes and feelings are based on their perceptions of school organization in an academic context. Students' perceptions about school are very closely related between teachers and students, the relationship between students and students is a special characteristic in the classroom that affects student learning

motivation [2]. The school climate includes four important dimensions, namely: (1) safety, which includes clear and consistent rules, the extent to which individuals feel physically safe and attitudes about violence and intimidation; (2) relationship, which includes mutual respect for diversity, a sense of connection between teacher and family members; (3) teaching and learning, which includes the quality of teaching, the extent to which social-emotional and academic learning is valued, and whether systematic and sustainable professional development; and (4) environmental structural, which includes cleanliness, order, attractiveness of school facilities and adequate resources [3].

Work motivation in particular is one of the factors that greatly affects the quality of school quality. Motivation is an impetus for a series of human behavior processes in achieving goals [4]. Work motivation can also provide encouragement to individuals to move existing abilities, increase high desire. Motivation as a process in which behavior is nurtured and directed, psychologists provide similarities between motives and needs [5]. Therefore, work motivation in psychology is a booster for morale. The teacher becomes an educator because of the motivation to educate. If you do not have the motivation, you will not succeed in educating or teaching.

2. METHOD

This study uses a quantitative approach with a descriptive-correlational research model to obtain an overview of the relationship between self-efficacy and school climate with teacher work motivation. The population in this study were Vocational High School teachers in Malang, Indonesia. The number of schools

studied was thirteen schools. The sampling technique used was proportional random sampling technique. Samples in this study were 208 teachers.

The research instrument used in this study was a questionnaire or questionnaire that was made by the researcher. Researchers use a questionnaire or a questionnaire is generally used as a survey research instrument or research that uses a quantitative approach. The data analysis used in this study were: (1) descriptive analysis, which was used to describe each research variable consisting of self-efficacy, school climate, and teacher work motivation; (2) data analysis test consisting of normality test, multicollinearity test, heteroskedasticity test; and (3) hypothesis testing used to determine the relationship between variables.

3. RESULTS

Based on the results of descriptive analysis, it can be seen that the level of self-efficacy is included in the low category as listed in Table 1. Based on Table 1 with 208 respondents, 107 respondents with a percentage of 51% stated that self-efficacy was in the low category. Then as many as 80 respondents with a percentage of 38% stated self-efficacy in the moderate category. The remaining 21 respondents with a percentage of 11%. Based on this statement, it can be concluded that self-efficacy is in the low category with a percentage of 51%.

Based on the results of descriptive analysis, it can be seen that the level of school climate is included in the moderate category as listed in Table 2. Based on Table 2 with 208 respondents, 55 respondents with a percentage of 26% stated that the school climate is in the low category. Then as many as 124 respondents with a percentage of 60% stated that the school climate was in the moderate category. The remaining 29 respondents with a percentage of 14%. Based on this statement, it can be concluded that the school climate is in the medium category with a percentage of 60%.

Based on the results of descriptive analysis, it can be seen that the level of teacher work motivation is included in the moderate category as listed in Table 3. Based on Table 3 with the number of respondents as many as 208, the results obtained are 7 respondents with a percentage of 3% stating that the teacher's work motivation is in the low category. Then as many as 133 respondents with a percentage of 64% stated that the teacher's work motivation was in the medium category. The remaining 68 respondents with a percentage of 33%. Based on this statement, it can be concluded that the teacher's work motivation is in the medium category with a percentage of 64%.

The results of the first correlation analysis between the self-efficacy variable (X1) and teacher work motivation (Y) show a significance value of 0.014 and a Pearson Correlation value of 0.170. Then the significance value of 0.014 is smaller than 0.05 ($0.014 < 0.05$), then H0 is

rejected and H1 is accepted, so it can be concluded that there is a relationship between the self-efficacy variable and teacher work motivation, and the two variables have a positive relationship because of the Pearson value Correlation is positive.

Table 1 Description of Frequency and Percentage of Self-Efficacy

Category	Interval	Frequency	Percentage
Low	- 33 -37	107	51%
Moderate	- 38 -42	80	38%
High	- 43 -47	21	11%
Total		208	100%

Table 2 Description of the Frequency and Percentage of School Climate

Category	Interval	Frequency	Percentage
Low	- 78 -91	55	26%
Moderate	- 92 -105	124	60%
High	- 106 -119	29	14%
Total		208	100%

Table 3 Description of the Frequency and Percentage of Teacher Work Motivation

Category	Interval	Frequency	Percentage
Low	- 16 -20	7	3%
Moderate	- 21 -25	133	64%
High	- 26 -30	68	33%
Total		208	100%

The result of the second correlation between the school climate variable (X2) and the teacher's work motivation (Y) shows a significance value of 0.000 and a Pearson Correlation value of 0.590. Then the significance value of 0.000 is smaller than 0.05 ($0.000 < 0.05$), so H0 is rejected and H1 is accepted, so it can be concluded that there is a relationship between school climate variables and teacher work motivation, and both variables have a positive relationship because of the Pearson value Correlation is positive.

The results of the third correlation between the variable self-efficacy (X1) and school climate (X2) with teacher work motivation (Y) obtained a significance value of F change of 0.000. This value is smaller than 0.05 or ($0.000 < 0.05$) so from these results H0 is rejected and H1 is accepted, so it can be concluded that there is a relationship between self-efficacy and school climate with teacher work motivation. Obtained R value of 0.351, this indicates that there is a positive relationship between self-efficacy and school climate with teacher work motivation.

4. DISCUSSION

In the results of descriptive analysis, it is described about self-efficacy which is measured using a questionnaire, it can be concluded that self-efficacy is in the low category. This can be seen in individuals who have a low self-efficacy attitude who will tend to feel embarrassed and doubtful of their abilities, consider that

complicated problems are a threat to themselves, they will be silent and easily give up quickly when they are or are dealing with them. trouble. In addition, they tend to often think of themselves as inadequate and weak which can make these individuals always rely on others.

This also becomes a barrier to one's self-efficacy in achieving a goal. When these individuals consider themselves weak and make them continue to depend on others, it is the same as their low self-confidence to solve a problem. Meanwhile, individuals who have a high self-efficacy attitude will be able to face a task that is difficult and will feel challenged to try to solve these difficulties, so that those who have high individuals will not feel hopeless and will consider this failure as motivation to work to become those who are better.

In the results of the descriptive analysis described about the school climate as measured using a questionnaire, it can be concluded that the school climate is in the moderate category. A conducive school climate can be realized if a sense of security and comfort as well as mutual support and strengthening is always established in the school environment. In addition, the creation of good and mutually supportive relationships between principals and teachers, teachers and teachers or teachers and students itself will form a good communication pattern, there will be trust and will not foster bad prejudice, so that when something happens that is not optimal, especially in the teaching and learning outcomes of the teacher, all parties will help and provide advice to the teacher.

School climate is a term that indicates the feeling, atmosphere of a school organization environment. The school climate is the personality of the school organization [6]. School climate describes the feelings and attitudes about the school shown by students, teachers, staff, and parents, where these attitudes and feelings are based on their perceptions of school organization in an academic context. With the creation of a good school climate, teachers will have a sense of security and comfort at work, besides that teachers will also be more motivated to work and provide better learning, because basically teachers only need a sense of security, comfort and tranquility without any pressure and threats from any party

In the results of descriptive analysis, it is described that teacher work motivation is measured using a questionnaire, it can be concluded that it is in the medium category. The results of the research conducted prove the existence of a relevant and positive influence on teacher welfare. If the better the motivation that the school does, it will be able to affect the increase in teacher welfare. The results of research by Rida et al. (2013) prove that there is a positive influence between work motivation and teacher welfare.

5. CONCLUSION

Based on the research results, several conclusions can be made from this research. First, there is a significant

relationship between self-efficacy variables and teacher work motivation. This variable has a positive relationship because the Pearson Correlation value is positive. Second, there is a significant relationship between school climate variables and teacher work motivation. This variable has a strong and positive relationship because the Pearson Correlation value is positive. Third, there is a significant relationship between the variable self-efficacy and school climate with teacher work motivation, the relationship between these variables shows a positive value.

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