

**THE EFFECT OF LEARNING ORGANIZATION, ORGANIZATIONAL CLIMATE, AND WORK MOTIVATION ON WORK SATISFACTION AND TEACHER'S PERFORMANCE OF TEACHERS OF THE STATE HIGH SCHOOLS IN KENDARI CITY, INDONESIA**

**La Ode Muh Shalihin<sup>1,2</sup>, Murdjani Kamaluddin<sup>2</sup>, La Iru<sup>2</sup>, and Syahri Nehru Husain<sup>2</sup>**

<sup>1</sup> Postgraduate Student of Halu Oleo University, Indonesia

<sup>2</sup>Lecturer of Halu Oleo University, Indonesia

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**ABSTRACT:** *This study aims to analyze the effect of: 1) learning organizations on job satisfaction; 2) organizational climate on job satisfaction; 3) work motivation on job satisfaction; 4) learning organization on teacher's performance; 5) work motivation on teacher's performance; 6) organizational climate on teacher's performance; and 7) job satisfaction on teacher's performance. This research is a survey on 115 teachers with a proportional stratified random sampling. Probability sampling technique and structural equation modeling was used to test the hypothesis. The results of the research shows that learning organizations has a positive and significant effect on job satisfaction; learning organization has a positive and significant effect on teacher's performance; organizational climate has a positive and significant effect on job satisfaction; organizational climate has a positive and significant effect on teacher's performance; work motivation has a positive and significant effect on job satisfaction; work motivation has a positive and significant effect on teacher's performance; and job satisfaction has a positive and significant effect on teacher's performance. It is recommended to examine other variables that influence teacher's performance improvement such as organizational culture and leadership style.*

**KEYWORDS:** Learning Organization, Organizational Climate, Work Motivation, Job Satisfaction, and Teacher's Performance

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## **INTRODUCTION**

Globalization era is an era of advancement in science and technology that has led to competition in various fields. This era requires people to establish themselves in improving quality and superior resources, capable of competitiveness, mastering science, technology, and a high work ethic. The development of the globalization era is accelerating in all fields of activity, as well as in education field. Globalization greatly influences the development of education because education is the basic capital to create superior human resources.

The efforts to foster and develop human resources are recognized as a fairly heavy duty and require the involvement of all parties through school education (Wisnu, 2008). The main education world is school. School is one of the alternatives education service institutions. A school as an institution, certainly, has vision, missions, goals, and functions. To carry out the missions, to realize the vision, to achieve goals, and to carry out its functions, the school requires professional people, organizational work procedures, and supporting resources both financially and non-financially.

One of the important and main elements that determine the quality of education is the teacher. Teachers exist in the forefront of creating quality human resources. Martoyo (2000) explains that one of the important goals of human resources in an organization is the creation of job satisfaction for members of the organization, which will further improve work performance.

In organizations people will develop their capacity continuously to create the results they want, where a broad and new mindset is maintained, collective aspirations are polished, people learn endlessly to see things together (Senge, 1990). According to Marquardt (1996) that in order to achieve and maintain competitive advantage in a rapidly changing work environment, organizations must be able to increase their learning capacity. This is in line with Ellinger's *et. al.*, (2003) who state that learning organization as a powerful tool to improve performance. There is a positive relationship between learning organizations and performance (Correa, *et. al.*, 2007).

The objectives of this study are to analyze the effect of seven points; they are (1) learning organizations on job satisfaction; (2) the organizational climate on the work satisfaction; (3) work motivation on job satisfaction; (4) learning organizations on the performance of teachers; (5) organizational climate on the performance of teachers; (6) work motivation on the performance of teachers; (7) job satisfaction on the performance of teachers.

## **LITERATURE REVIEW**

### **Learning Organization**

The term learning organization derives from the "In Search of Excellence" movement. The concept of learning organizations is needed to implement learning organizations in developing individual and organizational capabilities, as well as changing the paradigm from "person job fit" to "person organization job". Life is a process of growth, and the strength of growth itself is learning (Chang and Lee, 2007). By learning, a person can develop himself in a better direction. The learning process itself will not stop because someone will continue to learn throughout his life, and it is similar to learning organizations. In organizations people continually develop their capacity to create the results they really want, where new and developing thinking patterns are fostered, group aspirations are given freedom, and people continually learning to learn something together (Senge, 1990).

### **Organizational Climate**

The term organizational climate was first used by Kurt Lewin in the 1930s. Tagiuri and Litwin (1968) defines organizational climate as the quality of the internal environment, which is relatively ongoing, experienced by members of the organization and affecting the behavior of each member.

Litwin and Stringer (1968) define the climate of organization as something that can be measured in a work environment both directly and indirectly influencing employees and their work where they work with the assumption that it will affect the motivation and behavior of employees. Davis and Newston (2001) view organizational climate as an organizational personality that differentiates it from other organizations which leads to the perception of each member in looking at the organization.

### **Work Motivation**

According to Kadarisman (2012) work motivation is a driver for someone to do a good job. It is a factor that makes the difference between success and failure in many ways, and is an emotional energy that is very important for new work.

Robbins (2008) states that work motivation is a process that plays a role in the intensity, direction, and duration of individual efforts towards achieving goals. Whereas, according to Hasibuan (2005) work motivation refers to the thing that causes, channel, and supports human behavior, so that they want to work hard and enthusiastically achieve optimal work results. Kusnadi (2002) states that work motivation is an effort that bring out the inner spirit to the person himself through the facility of providing satisfaction.

### **Job satisfaction**

The attitude of employees, especially the one related to job satisfaction, is one of the important aspects in management because it influences human behavior in the organization Locke (1976) defines job satisfaction as an emotional condition that is positive or pleasant as a result of job assessment. Job satisfaction is a positive attitude that involves healthy adjustment of employees (teachers) to conditions and work situations, including issues of wages, social conditions, physical conditions and psychological conditions (Anoraga, 2009).

Handoko (1996) defines job satisfaction as a pleasant or unpleasant emotional state with which employees view their work. While, Siagian (1996) states that job satisfaction is a way of looking at a person both positive and negative about work.

Furthermore, Martoyo (2000) states that job satisfaction is the emotional state of employees where there exists a meeting point between the value of employee service benefits with the level of service value desired by the employee. Lutans (2006 ) argues that job satisfaction is the emotional response of employees about achieving expectations from the results of their work. The same thing was stated by Kreitner and Kinicki (2005) that job satisfaction is a response on various aspects of one's work.

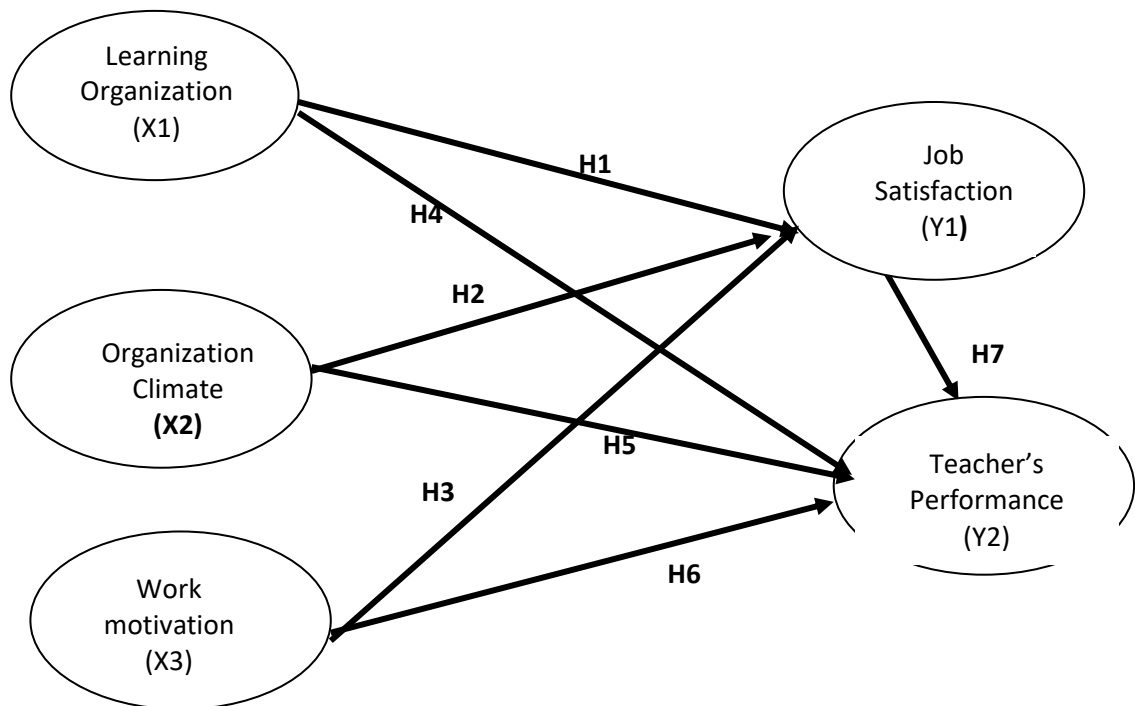
### **Teacher's Performance**

Natawijaya (2006) defines teacher performance as a set of real behavior that is shown by the teacher during the teaching and learning process. Barnawi and Arifin (2014) define teacher performance as the success rate of teachers in carrying out educational tasks in accordance with their responsibilities and authority based on performance standards. Rachmawati and Daryanto (2013) define teacher performance as the ability shown by the teacher in carrying out his duties or work.

According to Rusyan *et. al.*, (2000) that the teacher's performance is to carry out the teaching and learning process both in the classroom and outside the classroom, and it also include working on other activities, such as working on school administration, carrying out guidance and services to students, and doing evaluation.

## CONCEPTUAL FRAMEWORK AND HYPOTHESIS

The conceptual framework of the research is shown in Figure 3.1:



**Figure 1. Conceptual Framework**

The research hypotheses proposed are as follows:

H<sub>1</sub>: Learning organization has a positive and significant effect on job satisfaction.

H<sub>2</sub>: Organizational climate has a positive and significant effect on the work satisfaction

H<sub>3</sub>: Work motivation has a positive and significant effect on the job satisfaction.

H<sub>4</sub>: Learning organization has a positive and significant effect on teacher's performance.

H<sub>5</sub>: Organizational climate has a positive and significant effect on teacher's

performance.

H<sub>6</sub>: Work motivation has a positive and significant effect on teacher's performance.

H<sub>7</sub>: Job satisfaction has a positive and significant effect on teacher's performance.

### Research Methods

This research is an explanatory research; it is aimed at examining causality between variables which explains a particular phenomenon (Zulganef, 2008). The research was carried out at all of the state high schools in Kendari City, Indonesia. So, the population of this research is all of the teachers of public high schools in the city. The research sample taken were civil servant teachers who have had certified educator, which consist of 115 persons. The determination of research samples was carried out by proportional random sampling technique. The type of scale used in this study is the Likert scale. To answer the hypotheses

of the research, the Structural Equation Modeling (SEM) using the AMOS 21 program package was used.

## RESULTS AND DISCUSSION

### Results

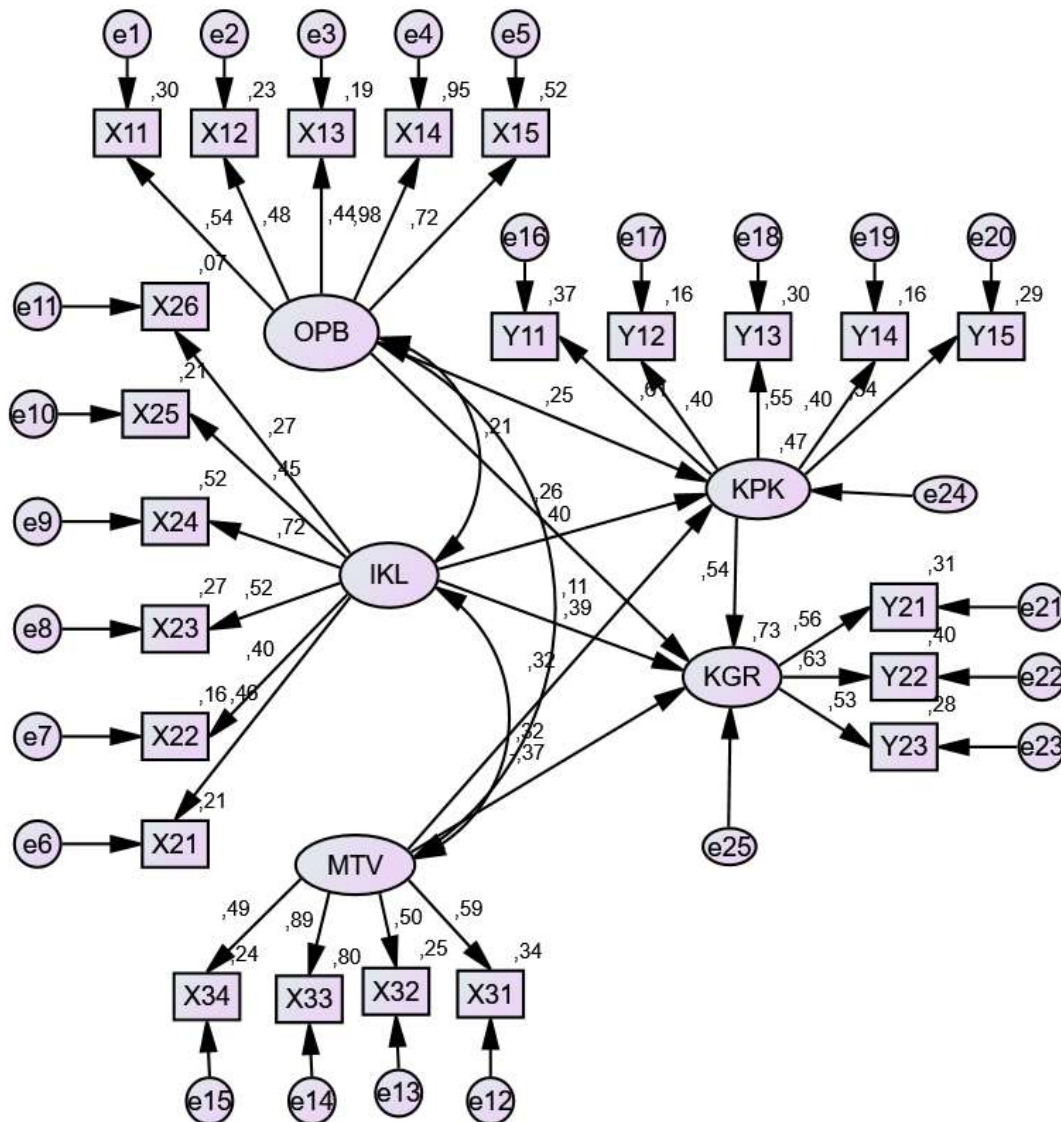


Figure 2. Structural Equation Model

**Table 1: Estimation Parameter of Regression**

			Estimate	S.E.	C.R.	P	Label
KPK	<---	OPB	,206	,103	1,989	,047	par_19
KPK	<---	IKL	,635	,304	2,088	,037	par_21
KPK	<---	MTV	,497	,144	3,452	,000	par_23
KGR	<---	OPB	,395	,180	2,187	,029	par_20
KGR	<---	IKL	1,592	,608	2,619	,009	par_22
KGR	<---	MTV	,998	,275	3,632	,000	par_24
KGR	<---	KPK	,792	,227	3,485	,000	par_25

Source: Amos 21,2018

All of the hypotheses we tested at the level of trustworthiness 5% ( $\alpha = 0.05$ ), and the results of causality model of hypotheses testing are as follows:

1. Learning organizations has a significant effect on job satisfaction ( $P$ -value  $0.047 < 0.05$ ).
2. Organizational climate has a significant effect on job satisfaction ( $P$ -value  $0.037 < 0.05$ ).
3. Work motivation has a significant effect on job satisfaction ( $P$ -value of  $0,000 < 0.05$ ).
4. The learning organization has a significant effect on teachers' performance at ( $P$ -value  $0.029 < 0.05$ ).
5. Organizational climate has a significant effect on teachers' performance ( $P$ -value  $0.009 < 0.05$ ).
6. Work motivation has a significant effect on teachers' performance ( $P$ -value of  $0,000 < 0.05$ ).
7. Job satisfaction has a significant effect on teachers' performance ( $P = 0,000 < 0.05$ ).

## DISCUSSION

### The Effect of Learning Organizations on Job Satisfaction

The results of the study show that learning organizations has a positive and significant effect on job satisfaction. This means that the better the learning organization the better the job satisfaction will be. The results of SEM analysis with the estimation of regression parameters obtains  $P$ -value 0.037, and this value is smaller than 0.05; this indicates that the learning organization has a significant influence on job satisfaction.

The results of this study are in line with a study conducted by Egan, *et. al.*, (2004), which shows that learning organizations are related to job satisfaction. Yang *et. al.*, (2003) reported that learning organizations acted as predictive variables for job satisfaction variables. Wang (2005) reported that learning organizations had a strong positive relationship with job

satisfaction of employee. Meanwhile, according to Watkins and Marsick (2003) that the development of learning organization can increase job satisfaction, productivity, and profitability.

### **Effect of Organizational Climate on Job Satisfaction**

The results of the research shows that the organizational climate has a positive and significant effect on job satisfaction. This means that the better the climate of a school organization, the better the job satisfaction of the teacher will be. This is indicated by the results of SEM analysis with the estimation of regression parameters that obtain a *P*-value of 0.037, and this value is smaller than 0.05; this means that the organizational climate has a significant influence on job satisfaction.

The finding is in line with Iram and Nasreen (2016) who reveal that the elements of a positive organizational climate make teachers satisfy with their jobs. Effective management creates job satisfaction more because it is the most important element of a positive organizational climate. Rani and Rani (2014) conducted a qualitative research to identify the role of primary school organizational climate on teacher's job satisfaction, and they concluded that the organizational climate had not significantly impacted on teacher job satisfaction, however, the school principals had to create a healthy school climate.

### **Effect of Work Motivation on Job Satisfaction**

The results shows that work motivation has a positive and significant effect on job satisfaction. This means that the higher the work motivation in a school the better the teachers' job satisfaction will be. This is indicated by the results of SEM analysis with the estimation of regression parameters that obtain a *P*-value of 0,000, which is smaller than 0.05. This means that work motivation has a significant effect on job satisfaction.

The finding is in line with the results of the study conducted by Ali, *et. al.* (2016); Sohail *et. al.*(2014); Leah (2014); Kingsley (2014); Anwar (2010); and Einar, *et. al.* (2011). They reveal that motivation plays an important role in increasing job satisfaction. Teachers' work motivation is more dominantly affecting organizational commitment compared to teachers' job satisfaction (Fatwa, *et. al.*, 2016).

### **The Effect of Learning Organizations on Teacher's Performance**

The results of the study shows that the learning organization has a positive and significant effect on teacher's performance. This means that the better the learning organization in a school, the better the teacher's performance will be. This is indicated by the results of SEM analysis with the estimation of regression parameters which obtain a *P*-value of 0.029, and this value is smaller than 0.05. This means that the learning organization has a significant effect on teacher's performance.

The finding is in line with Rose *et. al.* (2009) who show that learning organizations has a positive moderate linear relationship with performance. The improvement in the activities of learning organizations among public service managers increases knowledge, abilities, and skills so as to improve work performance. According to Correa, *et. al* (2007) that there is a positive relationship between learning organizations and performance. Most of the managers believe that that learning organizations is a powerful tool for improving performance (Ellinger, *et. al*, 2003).

### **The Effect of Organizational Climate on Teacher's Performance**

The results showed that the organizational climate has a positive and significant effect on teacher's performance. This means that the better the organizational climate in a school, the better the teacher's performance will be. This is indicated by the results of SEM analysis with the estimation of regression parameters which obtain a *P*-value of 0.009, which is less than 0.05. This means that the learning organization has a significant influence on teacher's performance.

According to Davis (1996) that the organizational climate influences motivation, work productivity and job satisfaction. The organization climate affects this by forming employee expectations about the consequences that will arise from various actions. Employees will expect compensation on the basis of their perceptions of the organizational climate in terms of the relationship between organizational climate and teacher's work performance. Adeyemi (2008) reveals that there is a significant relationship between organizational climate and teacher's performance.

### **The Effects of Work Motivation on Teacher's Performance**

The results shows that work motivation has a positive and significant effect on teacher's performance. This means that the better the work motivation in a school, the better the teacher's performance will be. This is indicated by the results of SEM analysis with the estimation of the regression parameters which obtain a *P*-value of 0,000, which is less than 0.05. This means that work motivation has a significant effect on teacher's performance.

The results of research conducted by Nzulwa (2014) found out that motivation factors influences professional and teacher's performance. This is supported by the theory carried out by Luthans (2006), which shows that the psychological condition of employees consisting of job satisfaction and motivation has a positive relationship to employee performance. Isaac *et. al.*, (2016) and Listianto &Setiaji (2004) found out that motivation has a significant and positive effect on performance. In other words performance is a function of motivation; through motivation an individual will have better performance (Rivai, 2005). Luthans (2006) revealed that motivation has a positive impact on performance.

### **Effect of Job Satisfaction on Teacher's Performance**

The results of the study showsthat job satisfaction has a positive and significant effect on teacher's performance. This means that the better the job satisfaction in a school, the better the teacher's performance will be. This is indicated by the results of SEM analysis with the estimation of regression parameters that obtain a *P*-value of 0,000, which is less than 0.05. This means that job satisfaction has a significant effect on teacher's performance.

According to Mathis and Jackson (2001) that although job satisfaction is interesting and important, the most fundamental thing is the effect of job satisfaction on organization that will affect performance. Robbins (2001) suggests that job satisfaction is a general attitude of an individual to his work. Furthermore Gibson (1996) suggests that job satisfaction is a person's attitude towards their work, which stems from work aspects, namely wages (salary), promotion opportunities and work environment factors such as supervisors, policies and procedures, working conditions.



## **Research Limitations**

This study has several limitations, which can be stated as follows:

1. Research sites are only state high schools in Kendari City, Southeast Sulawesi, Indonesia so that they cannot be generalized to all state high schools in Southeast Sulawesi Province.
2. The Factors that influence teacher's performance are limited only to four variables, namely learning organization, organizational climate, work motivation and job satisfaction. While there are still many others contributing variables that are not affordable in this research model such as organizational culture, competence, leadership style, and work involvement.
3. The sample in this study is only limited to certified educators of state high school teachers in Kendari City, Southeast Sulawesi, Indonesia. Further research is needed to conduct research on state high school teachers in Kendari City who cover all of educators that have not been reached by this study.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

Based on the research objectives and models as well as the results of the study, it can be concluded as follows:

1. Learning organizations has a positive and significant effect on teacher job satisfaction. This gives the meaning that the better the learner's organization, the better teacher satisfaction in the education unit will be.
2. Organizational climate has a positive and significant effect on job satisfaction. This means that the better the organizational climate in an educational unit, the better job satisfaction will be.
3. Work motivation has a positive and significant effect on job satisfaction. This means that good motivation will increase job satisfaction in an educational unit.
4. Learning organizations has a positive and significant effect on teacher's performance. This means that the better the learning organization the better the teacher's performance will be.
5. Organizational climate has a positive and significant effect on teacher's performance. This means that the more conducive the organizational climate, the better the teacher's performance in the education unit.
6. Work motivation has a positive and significant effect on teacher's performance. This means that the higher the work motivation the teacher's performance will increase.
7. Job satisfaction has a positive and significant effect on teacher's performance. This means that the higher the job satisfaction in the education unit, the better the teacher's performance will be.

## Recommendations

Based on the research findings several things that can be suggested are as follows:

1. Theoretical recommendation for the development of science
  - a. The results of this study can contribute to the development of educational management. In addition, it is also expected to be able to enrich the knowledge of science for academician who will conduct research on management of education, which in turn, can support the implementation of research activities in the education unit.
  - b. The results of this study can be a reference material for future researchers by developing concepts and objects widely so that education management research is more comprehensive.
2. Policy recommendation for government.
  - a. The results of this study can be utilized by education and culture agency in order to establish policies in the appointment of leaders in high school education units who have met the criteria as leaders of education units.
  - b. The results of this study can provide information for the government regarding to the importance of implementing learning organizations in educational units that can significantly improve teacher's performance by providing scholarship for teachers who want to continue their education.
3. Practical suggestions for education unit
  - a. The findings of this study can contribute to high schools in providing motivation and the application of conducive organizational climate.
  - b. The findings of this study can provide information about teacher's behavior patterns, values, and teacher's perceptions that reflect high motivation and job satisfaction in schools so as to improve teacher performance.

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