

Organizational Climate of the School and Teacher Performance Improvement in the 21st Century

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Abstract: *The purpose of this paper is to explore and present something new with regard to school climate issues and improving teacher performance in the context of education in the 21st century. One aspect that should be prioritized in the whole process of national education in Indonesia, especially in basic and medium education is the whole process of learning. Student learning outcomes in the school that are consisted of the cognitive, affective and psychomotor competencies are more dominantly determined by the teacher in school. Therefore, the quality of teachers' work is positively correlated with the quality of graduates from different levels and types of education. A teacher who has a positive performance that is reflected in the self and learning achievement of their students is certainly sustained by various factors. One factor that contributes significantly to teacher performance is the organizational climate of the school. Positive school organizational climate will continue to encourage teachers to devote everything they have relating to aspects of knowledge or mind, energy, time, commitment, alignment and sense of professionalism responsibility to improve student achievement. School organizational climates are in principle not seen, touched or addressed, but their impact on the workings of members of the organization, among others, Principals, Teachers, employees and students who clearly demonstrate the effects in the self and working behavior of school organization members, especially in a teacher. A teacher as a member of a school organization always perceives and responds to every circumstance, speech, attitude and or behavior that occurs around it. Therefore, in creating a positive school organization climate should be the primacy of the work of every educational leader called the principal. The implication of this paper is to provide effective and efficient information in the organizational climate and improve teacher performance in improving student learning outcomes in schools.*

Keywords: School Organizational Climate, Teacher Performance Improvement, Student Learning Outcomes.

1. Introduction

Education has a very strategic role in building human resources (Brewer & Brewer, 2012). As an effort to realize the strategic role of education, education system that able to form and produce the whole human being is necessary. This education system should put the quality of education as the main goal of all national education implementation process. Thoughts and hopes, when faced with existing conditions of education in Indonesia, it seems still far from the expectations that exist. It is said that because the reality shows that until now the quality of education in Indonesia is still being questioned, because the results or graduates from various levels and types of education from high school up to college level has not been in accordance with the demands of the working world or moreover create jobs, that results on increasing unemployment (Banuri, 2013).

Quality of education in Indonesia, which has implications for the quality of human resources, is a central and strategic issue in the context of nation-building. Good education and high quality can produce quality human resources and reliable. Such human resources will emerge as a major force or a powerful weapon that brings this nation to compete in today's era and in the future. The state and quality of education is thus the main desired desire of every human being and should happen in Indonesia. However, the reality still holds serious problems that require brilliant thinking and extraordinary strategic effort to solve it. The fact shows that the quality of education in Indonesia is not as good as expected. This can

be proved by the results of TIMSS, PISA and IMO that bring Indonesia still in the rank of lower board when compared with other Asian countries such as Singapore, Malaysia and Thailand (Fan & Zhu, 2004; OECD, 2015; IMO, 2017).

Some thoughts and scientific studies that reflect the state of the quality of education in Indonesia are really alarming, they are, 1) graduates from many schools or universities in Indonesia is not ready to enter the working world because of lack of competence possessed in the provision of skills obtained from educational institutions, among others schools and colleges that are not yet sufficient to be used independently, as those studied in schools and / or colleges are often just theories that learners are less innovative and creative; 2) The Human Development Index (HDI) rating is still low. Indonesia is ranked 113th in 2015. Previously, an HDI rating for Indonesia in 2014 was the 110th. In 2014, Paraguay is ranked one under Indonesia and by 2015 Paraguay follows one rank above Indonesia. Under Indonesia there is currently Palestine which is ranked 114th. Even the latest data from the UNESCO survey results in 14 countries in Asia and the Pacific (Sutirna & Samsudin, 2015) reported that the quality of education in Indonesia is lower, ranking 10 out of 14 countries in Asia and the Pacific, while teacher quality in Indonesia is ranked to 14 of 14 countries in Asia and the Pacific that have been surveyed; 3) The International Education Achievement (IEA) report states that the reading ability of elementary students in Indonesia is on the order of 38 out of 39 countries surveyed; (4) Known international academic quality through Trends International Mathematics and Science Study (TIMSS) 2015 reported from 43 countries

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from 53 countries surveyed 5) World Competitiveness Yearbook Report of 2000, states that Indonesia's human resources competitiveness is in the 46th fraction of 47 surveyed countries; 6) The backwardness of the Indonesian nation in the field of Science and Technology, when compared with neighboring countries, such as Singapore, Malaysia and Thailand is considered very far (Enteria, 2013). Data from the Central Bureau of Statistics 2012-2017 stated that the data of graduate enrollment for university in strata 1-3 is very small compared to the 12-year compulsory education issued by the regional government and the government (BPS, 2017). SMD determines the progress of a country to grow and compete on a global level

The Government of Indonesia, through the Ministry of Education and Culture, as well as the Ministry of Research, Technology and Higher Education, in the past and in the present, continuously make efforts to improve the quality of education in Indonesia that allows this nation to escape from the backwardness in various fields progress in the 21st century, so as to compete with other nations in the world such as Asean Economic Community. Various efforts and efforts have been made by the Government to improve the quality of education in Indonesia, among others, as follows, 1) Changing and replacing "approach-oriented education production function or input-output analysis approach, the approach to education that gives priority to results, prioritizes the seriousness of attention to the quality of inputs, processes and outputs, and even their analysis also reaches an improvement at the level of outcomes and impacts of educational outcomes; 2) the bureaucratic centralistic approach, the region only as the implementer, has been changed by a decentralized approach, namely the policy-making authority and the formulation of education development programs partially submitted to the regions and schools through the approach of the Management of Quality Improvement of Education School-Based 3) The participation of the community is minimal (limited people participation) is changed and managed by forming the School Committee as a forum for the collection of potential communities around the school to support and advance the school program; 4) the obligation of all educational institutions mulai from Basic Education up to Higher Education who implement the minimum standard of education national education stipulated in Government Regulation No. 19 of 2005. Efforts to improve or improve the quality of education, packaged into a new approach or new paradigm in the implementation education in Indonesia known as "Management of Quality Improvement of School Based Education" or often called School Based Management (Firman & Tola, 2004).

One of the indicators indicating that there is success in the implementation of this new paradigm (MPMBS) is the increased performance of teachers in schools that are read in the optimal learning competencies of students in a school. The competence or learning ability of the students in question includes cognitive competence (knowledge acquisition), affective competence (the ability to appreciate the deepest values of the learned knowledge, for human life and its development), and psychomotor competence (ability to apply or practice knowledge owned in daily life). A

teacher in achieving work performance or professionalism performance is optimally reflected in the students' learning competencies (Caprara et al., 2006; Denny et al., 2011), which supported by several factors. One of them is the work performance of a teacher that is school organization climate (Firman & Tola, 2004). Therefore, how the influence of school organizational climate on teacher performance is a problem that will be discussed in detail in this paper.

2. Organizational Climate

1) Understanding Organizational Climate

Understanding the concept and meaning of organizational climate in formal institutions is more likely to be interpreted as describing the specific characteristics of a formal organization (Owens, 1991). It is caused of the organizational climate that distinguishes the formal organizational situation that one with other formal organizations (Halpin, 1967). Organizational climate is the study or study of the perceptions of individuals who become members in an organization to various aspects of activities and environmental circumstances that are around the organization. Furthermore, the individual perceptions will present certain behavioral patterns (positive or negative) within the individual concerned and ultimately stand out for the organization's performance (Owens, 1991; Gunbayi, 2007).

By looking at climate as a trait and characteristic of a work environment, in related to the concept of organizational climate, it actually speaks of the traits or characteristics perceived and contained in a work environment and arises, primarily because of the organization's activities being made consciously or not, and which is thought to affect behavior. In other words, climate can be viewed as an organizational "personality" as seen by its members (Schneider et al., 2012; Chernyak-Hai & Tzinet, 2013).

The explanation of the concept of organizational climate, in fact, indicates and affirms that the organizational climate is a characteristic or special thing that a formal organization has, including a school organization that can differentiate formal organization of one institution with formal organization in another. Specifically, the facilities or tools, the level of education and work competence of the members of the organization, the work commitments of the members of the organization, the level of welfare assurance obtained by each member of the organization, the arrangement of tasks and decision-making systems within the organization, the perception of each member of the organization a situation or circumstance and to the formation of the behavior of every member of the organization and so forth (Owens, 2004). All of the organizational characteristics mentioned above may contribute to certain or may affect the work behavior of members of the organization in carrying out the tasks entrusted to them. If the characteristics of the organization take a position at a positive quadrant point eg, organizational facilities or means available and complete, the level of education or competence of the organization's members and relevant, the income and welfare of the organization's members are noticed or guaranteed, good and effective

organizational leadership, members of the organization to the circumstances surrounding the organization, it is certain that the members of the organization give maximum contribution to the achievement of organizational goals of the workplace. But if the characteristics of the organization are at the negative quadrant point, then such circumstances and facts can weaken the morale and reduce the contribution of members of the organization in an effort to realize organizational goals at the level and work units respectively (Tsai, 2011).

Organizational climate in depth is the perception of individuals or members of the organization on various aspects and activities within an organization and perceptions deepen in individual behavior and observed work (Owens, 2004). Organizational climate is actually related to the traits or characters that are felt and contained within the scope of work and which may affect the behavior of organizational members (Permarupan et al, 2013). Organizational climate, including school organization, can be interpreted as a physical and non-physical condition that is an organizational condition perceived and perceived by members within the organization (Maxwell, 2016). A harmonious organizational climate can support and provide a positive influence on the performance of individuals in running or doing tasks within the organization. Organizational climate is the human environment in which employees of the organization do their work. Organizational climate can affect (generate motivation, achievement and job satisfaction) through the establishment of employee expectations about the consequences that will arise from various actions (Permarupan et al, 2013).

An important thing to note is that the climate within an organization can affect the behavior and attitudes of existing members within the organization (Lin & Lee, 2017). The organization's climate is clearly different in every organization. The difference is not due to differences in the field of organizational activity, but it happens because of the environment. Each organization has its own environment and atmosphere.

2) School Organizational Climate

School is a formal educational institution organized by the government and also by the community as an effort to provide human resources who are knowledgeable, skilled work and have high moral behavior and quality to build society, nation and state. In formulating and implementing various programs, as an effort to realize the purpose and function of the school, then there are many parties involved, such as, principals, teachers, administrative staff and learners. All are individuals with different backgrounds, who then unite themselves in one container called the school organization.

Every individual within the school organization interacts with each other, making human relationships with each other so as to create a pleasant working environment and to make each individual or organization member feel comfortable and joyful in working to improve organizational performance (Puteh et al, 2014). However, if there are individuals who display behavior that is not fair in the atmosphere of interaction or human relations, it can be ascertained that the

harmony of work, comfortable and at ease in doing organizational attitudes become obstructed.

By narrowing the concept of a school-organization climate into a democratic classroom climate, the concept of a school's organizational climate can be explained that, Climate can be viewed on the one hand as an eternal characteristic that characterizes a particular class, distinguishing it from other classes affecting the behavior of teachers and students. On the other hand, the classroom climate is a feeling owned by teachers and students to the atmosphere of learning in that class (O'Brennan et al, 2014). The comfortable and fun learning climate in the classroom is important because a healthy climate allows teachers to work fully and students can generate motivation for achievement in learning and teaching activities (Shim et al, 2013).

The creation of a harmonious and pleasant working atmosphere will improve the school's organizational performance, but it also happens that there is an atmosphere of work that impedes the improvement of school organizational performance, for example, because of a lack of support in the completion of a task or someone in the school which is not good, will disrupt the human relationships within the school organization and ultimately weaken the spirit and performance of the school organization, thus impacting on student learning outcomes (Skaalvik & Skaalvik, 2007; Reinke et al., 2013)

The school organization climate is basically an atmosphere that exists or occurs in a school. The school's organizational climate can have a profound effect on teachers and students doing teaching and learning activities at a school (Guffey & Higgins-D'Alessandro). For that a principal in carrying out his leadership duties, should pay attention and create a pleasant working climate in the school he leads (Garrett, 2008). This is very necessary considering the magnitude of school climate influences on the behavior of teachers, students, staff and all the elements associated with teaching and learning activities in schools.

Schools that have a pleasant working climate, it is certain that can improve teachers' work performance and then will have a direct impact on students' achievement or the quality of graduates from the school to be better. The pleasant work climate as intended comes from several dominant factors in the school organization, which are, the principal's managerial skills and leadership (Razavipour & Yousef, 2017). Positive behaviors displayed by teachers, learners and staff at the school are a better welfare guarantee and are supported by complete and effective and efficient learning facilities and infrastructure.

Based on the existing explanation, it can be argued that the school's organizational climate occurs as a result of the perceptions and judgments of each member of the school organization, whether teachers, students, and employees, to the atmosphere around and within the organization of the school where work and study are. If the atmosphere is positive, then the results of perception are positive too, but if the results of individual perceptions of the negative

organizational environment, then the individual concerned will be less enthusiastic in the work.

3. Culture and Organizational Climate

Discussions about organizational culture and climate can be traced from studies of organizational culture and climate relations, understanding organizational culture, cultural impact and organizational climate on teacher performance. Here's a more detailed explanation.

3.1 Cultural Relations and Organizational Climate

Organizational culture and climate consist of a school organization, which has an interrelationship between organizational climate, thus encouraging the growth of organizational culture or so-called working culture (Adewale & Anthonia, 2013). Organizational culture and climate need to be studied in depth because it refers to the personality of an organization, including the school organization. Organizational culture is an understanding, belief and appreciation of the values that are used by every member of the organization in performing the role and tasks of the organization (Cable & Judge, 1996). Meanwhile, the organizational climate is the result of the perception of each member of the organization against all circumstances surrounding the work environment. The result of the perception of the organization's members towards the organizational context is clearly evident in its working behavior.

Culture and organizational climate are two concepts that are interconnected and have mutually supportive meanings and functions. A good working climate within the organization, including school organizations, will encourage the growth of a good work culture within the school organization and lead to the work behavior of school organization members to the quality culture (Adeniji and Osibanjo, 2012). Therefore, in the administrative and management literature, the term culture and organizational climate is placed as an analytical theme and discussed collectively. It distinguishes on the side of the approach and basic orientation. Organizational culture in its study is approached and based on anthropological perspective, while organizational climate assessment is approached from the perspective of social psychology. In organizational work processes, organizational culture and climate has significance for the success of work within organizations, including school organizations (Chang & Lin, 2015).

3.2 Understanding Organizational Culture

Organizational culture is an abstract concept, not seen or not touched, but only felt and perceived by members of the organization. Although not seen and not touched, but the strength is quite real in influencing the behavior of human work in an organization. Organizational culture refers to the system of values and norms and views, beliefs and customs and formal non-formal that has long been applied in an organization. Culture is a process and social order of society in generating knowledge, belief, morals, laws, habits and

human capabilities (member of the organization) (Bennett, 2015). Thus it is easy to understand that the culture can be formed and shaping human behavior in the organization and also in people's lives. Culture contains patterns, both explicit and implicit from and for the required behavior and manifested in the form of symbols showing the work of different groups of humans, including the objects of human creation. The main core of culture consists of traditional ideas, hereditary and selective and especially on the accompanying value (Kulkarni, 2012).

From the explanation that has been put forward, it can be revealed some things as follows. Culture can be seen or known manifestation, that is human behavior that displays aspects of that culture, for example people who are knowledgeable must produce, people having certain belief and philosophy of life that can be realized in view of life and attitude of everyday life, people who has moral knowing the laws and customs that always act by reflecting on the good, true and accepted by everyone, and the ability to do or do something that gives a profitable value. The behavior and actions of a person or group of tangible symbols or actions concretely viewed and perceived by others around them is to describe the institutionalized system and values of life that have been institutionalized and cultured and a living tradition that is maintained and also transformed from one generation to the next, it is such teachers to their students.

The definition of organizational culture actually emphasizes the influence of organizational culture on real behavior in people who belong to a particular community, such as organization, community life and nation. The behavioral impacts shaped by the culture and the values of life can occur or take place through the process of socialization and then internalized by each individual in the form of values, beliefs, norms and attitudes that form the basis for the individual to behave anytime and anywhere. The values and beliefs of a person can not be seen, but are very powerful in shaping one's behavior in life and daily actions (Agorastos et al, 2014).

The organizational climate is in fact related to the traits or traits that are felt and contained within the scope of work and which may affect the behavior of organizational members (Biggio & Cortese, 2013). Meanwhile, the organizational climate is the perception of individuals (members of the organization) to various aspects of activities within an organization (Owens, 1991). An important thing to be noted is that the climate within an organization can affect the behavior and attitudes of members within the organization. Organizational climate obviously will be different in every organization. The difference occurs not because of different fields of organization activity, but it happens because of the environment. Each organization has its own environment and atmosphere.

3.3 Climate Impact of School Organization on Teacher Work Behavior

Organizational climate of the school includes teachers, students and employees who are interacting and perceiving. Working behavior of each member of the school organization

affects each other. Especially for teachers, as members of school organizations that have a strategic position in the implementation of learning activities and improving the quality of learning outcomes of learners, the teacher should have a quick sensitivity in perceiving every situation that occurred in school in the form of activities, expressions and behavior of other school organization members which touches on the emotional aspect, both positive and negative. School climate is basically an atmosphere in a school. The school climate will have a profound effect on teachers and students doing the learning activities at the school. For that a headmaster in his leadership duties, should pay attention and create a pleasant working climate in the school he leads. Keep in mind that the influence of the principal's leadership on the behavior of teachers, students, staff and all the elements associated with learning activities at school. The leadership role of the principal impacts and transforms into a work climate that delighted all members of the school organization.

Schools that have a pleasant working climate will have a significant impact on student achievement or the quality of graduates from the school. This means that teachers surely perceive the atmosphere of work with a cool atmosphere that touched emotional state of their professionalism so that devote all they have either the energy, time, competence as a teacher or educator, commitment, attention, and various efforts in implementing the learning process.

4. School Organizational Climate and Teacher Performance Improvement

4.1 Concept of Teacher Performance Improvement

As explained earlier that a positive work climate in a school will give birth to a pleasant work culture and will subsequently have an impact on changes in the working behavior of all studying citizens in the school, especially teachers. Since climate and work culture in school become one of the variables that play an important role in improving teacher performance, A teacher will display creative, inspirational, and innovative work patterns if the work climate and culture in the school are growing in a positive direction. There is an atmosphere and passion and morale of teachers in schools, showing a significant increase in the implementation activities of teaching and learning activities entrusted to them. Working conditions that are driven by positive work climate and work culture, can encourage teachers to be creative and initiative in developing their teaching materials and to seek, select and use effective learning methods and strategies in improving the ability and capacity of learners' knowledge.

To reach the teacher's working conditions in the school as pointed out, the headmaster has a very decisive control. A strong principal has a creative, innovative, inspirational spirit, has strong managerial skills, is clear and directed and embraces an open leadership pattern, which will succeed in improving the performance of teachers as well as administrative staff and other school personnel.

4.2 Understanding Teacher Performance

The term performance is derived from the word "to perform" which means displaying, executing. The term performance means "the act of performing"; or "the execution of an action" or also called work performance, result of the work's presentation (Kamal et al, 2015). Thus the concept of performance can be explained as a performance that means actions that display an action or implement an activity. Therefore, performance is often interpreted as appearance in work or work behavior.

To be clearer, the following put forward the definition of performance in the opinion of some experts. Performance is defined as the result of work or job implementation (Husain, 2013). Performance is the work process of an individual to achieve certain outcomes (Markos, 2010). Performance (work's achievement) is the result of work in quality and quantity achieved by an employee, both individuals and also in groups in carrying out the duties of the organization in accordance with the duties and responsibilities given to him (Quote). Referring to several definitions, it can be concluded that performance is an ability of work and result or work performance shown by a person, in the context of education in school, it can be said that, teacher performance is basically the result of work achieved in performing their duties as educators and learner (Hasbullah et al, 2011). The quality of teacher performance will greatly determine the quality of current and future educational outcomes. Therefore, teachers are the most directly in touch with students in school learning.

4.3 School Climate and Teacher Performance Improvement

In the discussion that has been found that the organizational climate has a positive impact and atapun negative to the performance or achievement and quality of a teacher's work in carrying out the task as a professional educator and instructor in a school. It has also been exposed to the thoughts and research results of some experts in the field of administration and education management that reinforce the statement that there is a correlation between the quality of school climate with the improvement of teacher performance. This means that if the work climate in a school is good, then the teacher can appreciate and enjoy a school atmosphere with a sense of comfort and pleasure in carrying out their duties such as educating, teaching and guiding with more enthusiasm and excitement, so that there will be changes and improvement of teacher work is indicated on increasing student learning outcomes as a whole. Conversely, if the school climate has a negative impact, then the teacher will display less enthusiastic work behavior, and consequently is less than optimal performance. For that, the working climate in schools should be strived to always be on the positive line. Climate schools are able to encourage teachers to improve their work commitment in developing their profession. The school climate lies in the ability of the principal. In the hands of the principal who has good managerial skills and visionary, able to manage and create a working climate in schools, this in turn will be able to increase the capacity of human resources in schools effectively to improve the quality

of education in the school he leads. The principal or educational leader has an important task in making changes by assisting the teacher in developing his capacity and improving his competence.

Assessment of the school climate contribution to teacher performance improvement is in fact related to the role and resilience of headmaster leadership in making efforts to create a pleasant and stimulating work climate, encouraging teachers to be more creative and innovative in developing learning materials in the field of science transformed to students at school. One of the principals' role is to create a positive working climate in schools and build educative interactions with school staff including teachers. The interaction between teacher behavior and principal behavior will determine a favorable and conducive school climate for educational activities resulting in effective educational interaction, improving teacher work motivation and staff as well as efforts to achieve educational objectives in schools, and the opposite will occur if the climate schools are not conducive (Bredeson & Johansson, 2000). The proposed explanation will reinforce the view that improving teacher performance in schools is determined by the professionalism of principal's leadership in creating a pleasant working climate in schools as a concrete effort to improve the quality and competitiveness of graduate in the schools that he leads

4.4 Goals for Teacher Performance Improvement

The objectives undertaken in improving teacher performance include 1) improving and increasing teacher work result in continuous learning process; 2) an activity characterized by changes in cultural and work-oriented development that are better and better quality; 3) an attempt to increase teachers' motivation and commitment; 4) provide opportunities for every teacher in the school organization to develop its capabilities; 5) fostering a constructive relationship pattern between staff, organization leaders or between teachers and principals; 6) providing a framework that enables the achievement of objectives according to agreed standards and targets (national education standards); 7) focusing attention on attitudes and competencies that are expected to be realized and developed as a result of more effective work; 8) provide an accurate and objective measurement and assessment tool of the teacher's work; 9) provides an opportunity for teachers and principals to agree on a lesson plan along with the methods used in implementing a learning program; 10) provides an opportunity for teachers to express their aspirations in carrying out their duties.

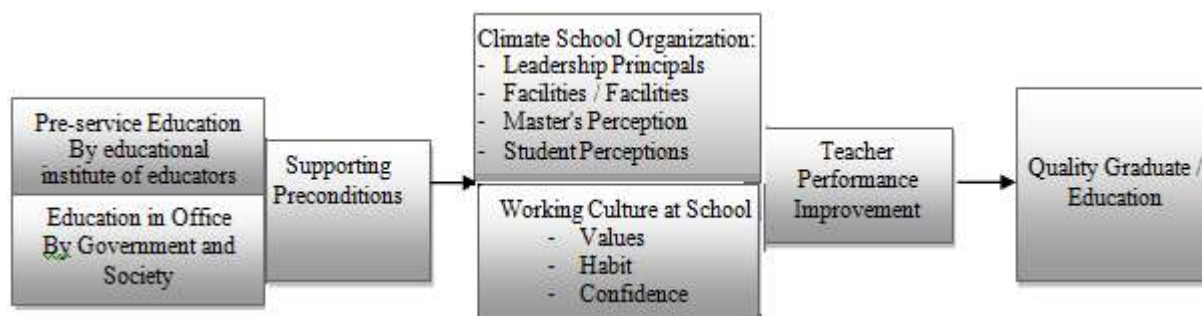
The purpose of improving and developing teacher performance as an effort to improve and improve the quality of education in order to provide quality Indonesian human resources for nation building. It is expected that the teacher's behavior in question reflects the characteristics set forth in Law Number 14 Year 2005, on Teachers and Lecturers, in Article 20, as follows: 1) able to plan lessons, conduct quality learning process and be able to assess and evaluate learning outcomes his protegee; 2) able to improve and develop the academic quality and competence continuously in line with the development of science, technology and art; 3) act objectively and non-discriminatory based on the

consideration of gender, religion, ethnicity, family background, and socio-economic status of learners in learning; 4) upholding the laws, laws and code of ethics of teachers, as well as religious and ethical values; 5) nourish and cultivate a sense of national unity.

5. Conclusion

In the closing section of this paper, put forward some thoughts. **Firstly**, the quality of education in Indonesia should have been solved if the settlement strategy started from improving the performance of teachers in the upstream level, namely improving the management system of educational institute of educators, especially recruitment management of prospective teachers. The recruitment management of the prospective teachers has to be reorganized or tightened so that educational institute of educators only accept and prepare prospective teachers who have the best academic, moral, spiritual, and strong sense of responsibility, which have been detected early in the pre service education level or upstream. In the preface of the book titled *Redesain Teacher Education: Theory, Policy and Practice*, emphasizes the need for change management educational institute of educators. All efforts of professionalism of teachers necessitate changes in the role and substance of institutions that prepare teachers, namely educational institute of educators. In addition, the new generations Teachers are the hope of improving the quality of the nation. The progress of a nation is determined by the progress of education, while the progress of education is determined by the qualities of its teachers. Therefore, the Government, educational institute of educators, and teacher professional organizations must work together to make important changes in the LPTK's management ". (Mohammad Abduhzen, 2015). If the substance of recruitment management in educational institute of educators (upstream level) is updated so that only high quality teachers are accepted, then high quality teachers, good moral dedication, high dedication and professional performance will be performed so that education will produce a source quality human resources to build a nation.

Second, the climate and culture of school organizations are fun and constantly sustains a teacher so that they work energetically to improve their work, which is derived from a synergistic collaborative collaboration between schools, government and educational communities. The Principal is responsible for managing all resources at school efficiently and effectively to advance the school and will be transformed into a work climate that motivates teachers to continue to initiate, creatively and innovatively develop learning materials presented in the classroom. The government and the community of educational providers seek maximum welfare for teachers to remain calm in carrying out their duties as educators and professional teachers in schools. Earnings that do not offset the necessities of life will open up opportunities for teachers to seek additional income outside of school. This includes a work atmosphere or a supportive work climate but also hinders teachers from improving their performance in schools.



Third, the principal has a strategic position in relation to build a positive work climate in schools. Therefore the position of the principal should be occupied by teachers who have been prepared beforehand through a system of planning and systematic cadre, not recruited for merit of success team in regional leaders elections or because of within the circle of local authorities. A well-prepared and professional headmaster, able to create a working climate that supports teachers to grow in their profession. The construction of thought in the discussion of the concept of organizational climate and the improvement of teacher performance in teaching can be shown in the following figure.

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