

Industrial Services in High School Education: The Relationship between the Attitude of the Teaching Profession and School Organizational Climate with Teachers' Work Discipline

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The purpose of the study is to investigate the correlation between attitude of the teaching profession and school organizational climate with teachers' work discipline. The respondents involved were teachers at Junior High School 112, Jakarta. In this study, the hypotheses tested were: (1) there was a positive correlation between attitude of the teaching profession and teachers' work discipline (2) there was a positive correlation between the schools organizational climate and teachers' work discipline, and (3) there were positive correlations between attitude of the teaching profession and school organizational climate with teachers' work discipline. This research was conducted at the Junior High School 112, Jakarta by using a survey method. For the sample, 37 Teachers were involved. These teachers were selected through a total sampling technique. To analyze the data, the researchers employed regression and correlation techniques (Simple and Multiple). Moreover, the instruments were validated with a product-moment method for variable attitude of the teaching profession (X1), and school organizational climate (X2) by

using grains analyses. To measure the reliability of the instruments, a Cronbach Alpha was used. As a result, it was found that: (1) There was positive correlation between attitude of the teaching profession (X1) and teachers' work discipline (Y), (2) There was positive correlation between school organizational climate (X2) and teachers' work discipline; (3) There was positive correlation between attitude of the teaching profession (X1) and school organizational climate (X2) together with teachers' work discipline..

Key words: *Teachers' professional attitude, School organizational climate, Teachers' work discipline.*

Introduction

Teacher development is an embodiment of the effectiveness and efficiency of organizational management. The development and management of organizational leaders assists in developing effective work practices and avoiding obsolescence.

Teachers play an important role in the realization of educational quality in every school. In educational processes, teachers are the main implementers and are directly involved with students through learning interactions. Therefore the quality of formal education in various types and levels can be improved by increasing the work discipline of the teacher.

The ideal teacher at school is one who teaches professionally. According to Abror, professional teachers are related to seven teacher competencies. These competencies are: (1) mastering the material being taught, (2) managing teaching and learning programs, (3) managing classes, (4) using media / sources (5) mastering educational foundations, (6) manage learning interactions, and (7) assess student achievement. It is therefore evident that for a teacher to have good work discipline, a teacher must have professionalism.

Work discipline is an important aspect of school management. This is because the high discipline in the implementation of teacher duties causes implications for organizational performance. Organizational performance, in turn, increases the effectiveness of learning and students learning achievement. This is based on the rationale that various efforts can improve the teachers discipline if taken seriously, and systematically approached in a planned, directed and programmed manner, according to modern management approach.

Efforts to realize the quality of education must begin from improving the work discipline of the teacher since teacher discipline supports educational success. In fact, there are indications that teacher work discipline is still far from meeting expectations due to the low work discipline of the teachers, as stated by Uzer Usman. Usman identifies that the work discipline of educational institutions in Indonesia is far from adequate. This condition is directly

correlative with the quality of the teacher. As instructors and educators, teachers are one of the determinants of educational success.

The low quality of the implementation of educational institutions is due to the low discipline of teacher work in carrying out their duties as educators and instructors in schools. Factors that lead to low work discipline in teachers includes the attitude of the teaching profession and the climate of the school organization. The attitude of the teaching profession is an essential factor in improving teacher work discipline. This is because attitude contains feelings or readiness to respond to one's abilities as a teacher. Whereas, the profession is a job that requires certain conditions to be carried out. In this regard, people who meet the requirements to work in a profession are called professionals.

Professional teachers, of course, are always happy in carrying out their professional duties which includes teaching and learning process in the classroom. However, the attitude of the teaching profession in SMP Negeri 112 Jakarta, demonstrates that the attitude of the teaching profession is still far from expectations. This can be seen as an indication that there are still many teachers who do not appreciate and love their profession. Further, the question must be asked, how can the teacher teach well and convince students if the teacher does not master the material to be conveyed?

Such habits, if they continue, can worsen the situation. This in turn effects the achievement of educational goals, because the lack of ingrained positive attitudes can hinder efforts to improve teacher work discipline.

In addition to the positive attitude of teachers, other factors that have contributed to the increase in teacher work discipline include the climate of the school organization. Organizational climate is the atmosphere within the organization, namely, the feelings and impulses of employees and their assumptions about what is worth doing. Organizational climate is an experience, or something felt by people in the organization. The purpose of assessing organizational climate is to obtain an objective picture of perception.

In interpersonal relationships, organizational climate is a certain characteristic that can affect the behaviour of its members. When associated with teacher activities in the learning process, how teachers behave in the classroom cannot be separated from the climate of the school organization. The climate refers to individual perceptions of the climate of a school organization.

The organizational climate is a synthesis of organizational barriers. Organizational agents and organizational climate describes how organizational structure, leadership, and motivating strategies affect employee perceptions. The psychosocial climate in the organization shows

people's perceptions of individual freedom, tightness of supervision, possible progress, and level of familiarity. The study of organizational communication shows how organizational climate influences communication and relationships between superiors and subordinates, or among people who occupy the same position.

School life which takes almost a quarter of all teachers' time, therefore it is necessary for them be calm and comfortable. The school's organizational climate is something that must be tried well. In this case, a good organizational climate is a family atmosphere and a work atmosphere characterized by, among others, freedom of speech, expressing opinions, high morale, and a close relationship between a teacher, their colleagues, and the principal. The atmosphere of freedom will enable the teachers to share their complaints, feelings, and interesting problems that might be discussed. It can therefore be said that the organizational climate includes practices, traditions, and habits of working in organizations.

The organizational climate of the school is very influential on the teacher's work discipline. Based on the author's observation of the climate conditions of the school organization in SMP Negeri 112 Jakarta, it was discovered that the climate of the school organization is still not conducive as it is less supportive of a harmonious organization that supports of a pleasant working atmosphere.

Referring to the description above, the problems that the authors of this study focus on are: (1) what is the attitude of the teaching profession with regards to the work discipline of teachers of SMP Negeri 112 Jakarta? 2) is there a positive relationship between the attitude of the teaching profession and the climate of the school organization with the work discipline of teachers at SMP Negeri 112 Jakarta?

Discussion

Theoretical Review

Teacher's work discipline

Understanding of discipline

In an etymological sense, the term discipline comes from Latin, from the origin of the word "disciplina", which means training or modesty and spirituality education and character development. Whereas in regards to terminology, as according to Prayudi, discipline means obedience to various rules in the organization, which include both written and unwritten regulations, without using feelings based on awareness. Therefore, if you do not obey all applicable regulations determined by the organization, the goals cannot be achieved. Similarly, according to Imron, discipline is an orderly state in which people who are members of an organization are subject to existing regulations with a sense of pleasure. In line with this opinion, Ravianto stated that discipline means obedience in implementing the required rules



or expectations by the organization, so that every workforce or employee can carry out work in an orderly and smooth manner. Based on these descriptions, discipline refers to the obedience of an employee in carrying out their job, based on awareness and realization in organization.

Teacher work discipline

The teacher's work discipline is identical to the orderliness and regularity of the teacher in working without violating the provisions that apply to the school where they work. The main basis in discipline is the awareness of the rules or provisions that apply in carrying out work within the organization. In other words, discipline is obedience to the institution or organization and the provisions are based on a self-realization and awareness, not because there is an element of coercion.

In an effort to enforce discipline, disciplinary action is taken against teachers who violate the rules. The disciplinary action is an effort to enforce regulations including a number of steps to foster teachers in such a way that they have an attitude of obedience to regulations and a proper attitude towards their work.

Regarding the disciplinary violations carried out by teachers, Pridarminto states that violations of discipline are any sayings, writings, or actions inside or outside school hours. While disciplinary punishment is imposed by the teacher so that the implementation of tasks delegated to the teacher can be carried out as well as possible, it requires the presence of discipline in the workplace that is reflected in the attitude of sincerity, honesty, and responsibility of the teacher as an educator and teacher.

The link between discipline and responsibility is very close. Discipline is an inseparable part of a sense of responsibility inherent in a person. Responsibility, according to Hadiyat and Vashti, is a personality attitude where people who are responsible are willing to accept all consequences, whether profitable or not. It can also be said that the sense of responsibility reflects one's character. Character is a state of the soul which causes a person to behave in a certain way.

Increasing teacher's work discipline is a key factor in the efforts to improve teacher work discipline. The implementation of teacher duties is focused on: the preparation of lesson schedules, program preparation, implementation of learning evaluation results, filling out the attendance list, and making evaluation report.

Enforcement of discipline by punishing teachers who violate the rules is an effort to uphold teacher work discipline. The enforcement of work discipline for teachers can be done with a

few approaches, which are: first, a discipline built on authoritarian concepts, namely high discipline, which obeys orders and recommendations of officials or principals without contributing much of their thoughts. The teacher agrees to what the principal wants without argument. Thus the principal is free to put pressure on the teachers, so the teacher is afraid and forced to follow what the school chief wants. Second, discipline is built on permissive concepts, namely, teachers must be given the widest possible freedom in class and school. The rules in the school are laid down, but are not restrictive on the teacher, the teacher can do anything they deem appropriate. Teachers work discipline is the awareness of teachers to obey the rules applied in school, covering compliance with the provisions of working hours, compliance with official orders, awareness in carrying out tasks, responsibility for duties, and compliance with school rules.

Attitudes towards teacher professionals

Understanding attitude

Attitude is the readiness of someone to act in a certain way towards certain things. According to Bruno, attitude is a tendency that is relatively sedentary to react in a way, good or bad, to certain people or goods. According to Sarlito Wirawan, attitudes can be positive, or negative. A positive attitude is the tendency of actions to approach, like, and expect certain objects. While with negative attitudes, there is a tendency to stay away from, avoid, hate, dislike certain objects.. According to Sukmadinata, attitude is a form of motivation because it shows a person's interest in an object. Someone who has a positive attitude towards something will show great motivation towards it. This motivation comes from itself because there is a sense of pleasure or liking and other subjective factors. Purwanto states that, attitude is an action or behaviour in response to a stimulus that is accompanied by the person's position and/or feelings. Based on the above view, it can be determined that attitude has a pluralist meaning, but the term is often defined as a tendency to like or dislike a set of stimuli faced by individuals.

Attitudes towards teacher professionals

The term “professional” comes from the word “profession”, meaning expert or skilled in the field. The word "professional" can be an adjective, meaning livelihood and as a noun meaning people who have expertise such as, teachers, doctors, judges and so on. In other words, professional work is work that can only be done by those who are specially prepared for it and not the work carried out by those who do not get another job.

Teachers are people who work in the fields of education and teaching, who are also responsible for helping children to achieve their respective maturity. Therefore, every teacher is required to understand his or her profession because the teacher's understanding of his or



her profession influences how to act and do his or her daily work in class or school. Knowledge and understanding of one's profession as a teacher will underlie the pattern of activities in fulfilling their profession as a teacher.

A student's success in learning activities is determined by the teacher's ability to teach and guide them. Effective and pleasant teachers will be better able to manage their classes so that the learning outcomes of students are at an optimal level. Therefore, there are two aspects of the professional abilities that the teacher has in the learning process in the classroom.

Teaching is a professional job that Dr. Personal Sikun notes, as follows: "The profession is essentially a statement and an open promise, that a person will devote himself to a position in the usual sense, because that person is called to take up the job".

Based on the above statement, it can be said that a professional work requires several fields of science which must be deliberately studied and then can be applied to the public interest. Professional work is different from other meanings, because one profession has specific abilities and expertise and cannot be carried out by all people who because their skills are not applicable.

The definition of teacher professionalism is a teacher who has special skills or skills in their field as an educator and teacher, allowing them to perform their duties and functions as a teacher with maximum abilities. Professional teachers are educated and trained people and have rich experience in their fields. What is meant by being educated and trained is not only in reference to formal education, but also have mastered various strategies or techniques in teaching and learning activities, and mastered educational foundations.

Professional teachers are teachers who can act as communicators, models, and identification figures. Between teachers and instructional tools, there is no conflict. The quality of education does not necessarily increase with the purchase of sophisticated and expensive instructional tools. The tools will only be useful in the hands of skilled and wise teachers. In this case, a professional teacher is a teacher who is always creative and innovative and has adequate knowledge of the skills taught to their students.

The teacher, as a professional educator, has a good image in the community if he or she can demonstrate to the community that he or she deserves to be a role model or an example of the surrounding community. The community will focus on the attitudes and actions of the teacher in every situation. The teacher's behaviour patterns relate to: (1) Legislation, (2) Professional organizations, (3) Peers, (4) Students, (5) Workplace, (6) Leaders, and (7) Work.



Teachers can individually take steps to improve the quality of the profession, formally or informally. Formally, a teacher can participate in various advanced education activities or courses that are appropriate to their field of duty, desire, time, and ability. Informally, a teacher can improve his or her knowledge and skills through mass media such as television, radio, scientific magazines, newspapers, or through reading textbooks and other media which fits into their field of work.

Thus, it can be stated that attitudes toward the teaching profession are a tendency to react positively (accepting) or negatively (rejecting), happy or unhappy and supporting the profession's duties including the dimensions of cognitive, affective, and conative (actions) towards the teaching profession.

School organization climate

Definition of organizational climate

According to Tagiuri and Litwin, in Wirawan, *Organizational Culture and Climate: Theory and Application of Research*, the climate of the organization is the quality of the organization's internal environment which is relatively ongoing and experienced by members of the organization. The climate of the organization affects their behaviour and it can be described in terms of a set of characteristics of an organization.

According to Barry, Cushway, and Derek Lodge, "Organizational climate is the atmosphere within the organization, namely, the feelings and impulses of the employees and their assumptions about what is worth working on." School organizational climate "is an experience or something that people feel within the organization, then the purpose of assessing organizational climate is to obtain an objective picture of perception".

According to Wirawan, organizational climate is the perception of organizational members (individually and in groups) and those who are constantly in contact with organizations (such as suppliers, consumers, consultants, and contractors) regarding what happens in the organization's internal environment. This influences attitudes, organizational behaviour, and work discipline of organizational members who then determine the organizational work discipline. Wirawan further stated that there are several key words to understand the organization. These include: perceptions, things that happened in the organizational environment, routine practices, attitudes and behaviours and organizations and influenced the work discipline of the organization.

The organization means a container and a collaborative process for a number of people who are bound in a formal relationship in a series of hierarchies to achieve a determined goal. This definition shows that the basic elements of the organization are: a) the existence of two or more people, b) the intention to cooperate, c) the existence of knowledge of relationships, and

d) the purpose to be achieved. It can therefore be said that in an organization or school there will be a situation and condition of the work environment felt by the personnel concerning to the work climate in the school organization.

In interpersonal relationships, according to Robert G. Owens, "the organizational climate is a certain characteristic that can influence the behaviour of its members".

Made Pidarta argues that the school's organizational climate concerns the views of the organization, including feelings and cycles towards individuals, tasks, procedures and provisions. In addition, the school's organizational climate is related to various situations, individual positions and variables. The school's organizational climate needs to be considered by every educational institution because it can involve productivity and humanity. Certain strategies need to change to improve the school's organizational climate. According to AP. Jones and LR. James, there are three types of strategies to change or improve the school's organizational climate. These include: 1) clinical strategies, 2) personal development strategies and 3) organizational development strategies.

A dynamic organization is an organization that experiences various changes in accordance with the level of community needs, and the development of science and technology. Schools, as an organization engaged in education, can develop dynamically according to the needs of the community, if the school is able to develop the organization in accordance with the goals, needs, and development of the community.

Factors affecting organizational climate

Robert Stringer argues that there are five factors that cause the climate of an organization, namely, the external environment, strategy, leadership practices, organizational settings, and organizational history. Each of these factors are very decisive, hence people who want to change the climate of an organization must evaluate each of these factors.

First, is the external environment. The same industry or business has the same general organizational climate. For instance, the organizational climate of insurance companies is generally the same. Similarly, the climate of government organizations, junior high schools, or transport companies in Indonesia, has the same general climate. This common factor of similarity is due to the influence of the organization's external environment. Despite the external environmental influences, the six dimensions of the organizational climate, according to Stringer, are still the most direct influence on three dimensions of structure, responsibility, and commitment. The other three dimensions are: standards, recognition, and support. These dimensions are more affected by internal factors that determine the organization's climate.



Second is the organizational strategy. The work discipline of a company depends on the strategy (what is attempted to be done), the energy possessed by the employees to carry out the work required by the strategy (motivation), and the determinants of environmental factors of the energy level. Different strategies emerges different organizational climate patterns. The strategy influences the organizational climate indirectly. a. The practice of leadership will vary depending on the strategy implemented. b. Organizational arrangements will be developed to strengthen different strategies. c. Long-term strategies will have an impact on the historical forces that determine the organizational climate.

Third is the organizational arrangements. Furthermore, organizational settings have the strongest influence on organizational climate. According to Stringer, many secondary schools in the United States are good examples of how organizational settings determine the organizational climate. Strong teacher associations often control the reward system where the increasing wages are the result of postgraduate level education and years of work experience, not from work discipline in carrying out work.

Fourth is the power of history. The older the age of an organization, the stronger the influence of its historical strength. The influence is in the form of traditions and memories that form the expectations of members of the organization which has an influence on the organizational climate.

Fifth is Leadership. Leaders' behaviour influences the organizational climate which then drives employee motivation. Employee motivation is a key driver of work discipline. Related to this, Stringer argues the relationship between leadership and organizational climate, motivation, and work discipline. The practice of supervisor leadership every day influences the organizational climate.

Based on this description, school organizational climate is the atmosphere or school environment related to organizational structure, leadership style, relationships between personal, cooperation in work teams, and organizational development.

To measure the organizational climate of the school, this includes: (1) division of tasks, (2) guidance to school teachers and staff, (3) authoritarian leadership style, (4) democratic leadership style, and (5) relationship between schools and teachers and staff, (6) organizational cooperation and development.

Research Methods

The research method used is the Exsfo Facto method with correlational techniques. The research was carried out in the Public Middle School 112 Jakarta. The research respondents were 37 teachers who were selected by using a total sampling technique by which all members of the population became the sample of the study. The data was then analysed using correlation and regression techniques.

Moreover, the questionnaire of teacher profession attitude, school organizational climate, and teacher work discipline were validated with a product moment correlation formula, while the reliability was measured by a Cronbach Alpha formula. Meanwhile, the data was analysed using correlation and regression techniques.

Research Results

From the results of hypothesis testing using simple regression analysis and simple correlations, it shows:

The relationship between the professional attitude of the teacher and the work discipline of the teacher

From the Anava or F test, obtained F count of 12.942 at the significance level of 0.001. Because the probability (0.001) is much smaller than 0.05, then the regression model can be used to predict teacher work discipline. From the calculation of a simple correlation coefficient between, X1 with Y obtained the price $r = 0.520$. To find out the correlation coefficient has significance or not, this needs to be tested by conducting a t test. From the results of statistical analysis for the t test, it produces the t count of 20.914 on the significance of 0.000, because $p = 0.000 < 0.05$. The null hypothesis is stated that the simple correlation coefficient between X1 and Y is meaningful. The conclusion is that rXIY is linear.

Table 1: Regression X₁ and Y

Variables Entered/Removed^a			
Model	Variables Entered	Variables Removed	Method
1	Profession Attitude of Teacher ^b		Enter

a. Dependent Variable: Teachers work discipline

b. All requested variables entered.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.520 ^a	.270	.249	2.43436

a. Predictors: (Constant), Teachers Profession Attitude

b. Dependent Variable: Teachers work Discipline

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.695	1	76.695	12.942	.001 ^b
	Residual	207.413	35	5.926		
	Total	284.108	36			

a. Dependent Variable: Teacher Work Discipline

b. Predictors: (Constant), Teacher profession attitude

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	108.684	5.197		20.914	.000
	Teachers profession attitude	.148	.041	.520	3.597	.001

a. Dependent Variable: Teachers work discipline

Based on the results of the above calculations, it can be concluded that there is a positive relationship between teachers professional attitudes and teachers work discipline. Thus, the first alternative hypothesis is accepted, because it is verified.

The results of the study illustrate that there is a positive relationship between teacher professional attitudes and teacher work discipline. This can be interpreted that the attitude of the teaching profession tends to be better, so the teacher's work discipline also tends to be better. On the contrary, the more likely the teacher's professionalism is, then the lower the work discipline of the teacher.

To see the magnitude of the strength of the relationship between the professional attitude of the teacher and the work discipline of the teacher can be seen from the magnitude of the coefficient of determination, namely $r^2 = 0.270$. This can be interpreted that 27% of teacher work discipline is determined by the attitude of the teaching profession. It can be stated that the increase or decrease in teacher work discipline can be explained by the variance of teacher professional attitude by 27% through a simple linear regression equation $\hat{Y} = 108,684 + 0.148X_1$.

Thus, it can be stated that the regression of Y over X1 can be used to predict the average teacher work discipline (Y) if the average attitude of the teacher profession is known.

The relationship between school organizational climate and teacher work discipline

To find out the Y equation for X2 means or not, a significance test is carried out and it is done by using the F test. After knowing the significance of the Y over X2 regression equation, it also needs to know the linearity to find out the linearity of the F test.

Table 2: Regression X₂ and Y

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Organizational schools climate ^b		Enter

- a. Dependent Variable: Teachers work discipline
- b. All requested variables entered.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.551 ^a	.303	.283	2.37795

- a. Predictors: (Constant), Schools organizational climate
- b. Dependent Variable: Teachers work discipline

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	86.195	1	86.195	15.243	.000 ^b
	Residual	197.913	35	5.655		
	Total	284.108	36			

- a. Dependent Variable: Teachers work discipline
b. Predictors: (Constant), School Organizational Climate

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	110.033	4.446		24.748	.000
	School organizational climate	.133	.034	.551	3.904	.000

- a. Dependent Variable: Teachers work discipline

Based on the F test, the obtained F count was of 15,243 at the significance level of 0,000. Because the probability (0,000) is much smaller than 0.05, then the regression model can be used to predict teacher work discipline.

From the results of the calculation of a simple correlation, coefficient between X2 and Y obtained the price r was = 0.551. To find out the correlation coefficient has significance or not, then t test was performed. From the results of the calculation of the t test, the t count is 24,748, at the level of significance of 0,000. Because the probability is 0,000, then $p < 0.05$. So the relationship between organizational climate and work discipline is stated as meaningful. Thus, the null hypothesis which states a simple correlation coefficient between X2 and Y is not validated and rejected, then the second alternative hypothesis is accepted. there is a positive relationship between the climate of school organizations and teachers work discipline.

The results of the research shows that there is a positive relationship between school organizational climate and teacher work discipline. This can be interpreted that the better the climate of the school organization, then the better the work discipline of the teacher is. The magnitude of the relationship can be seen from the large coefficient of determination. The coefficient of determination for school organizational climate variables (X2) with teacher work discipline (Y) is 0.303. This can be interpreted that 30.3% of the variance in teacher work discipline can be explained by the climate of the school organization. This means that the increase and decrease in teacher work discipline 30.3% can be explained by the organizational climate of the school through a simple linear regression equation $\hat{Y} = 110,033 + 0,133X_2$.

The relationship between teacher profession attitudes and school organizational climate with teacher work discipline

To find out the regression equation Y over X₁ and X₂ means or does not mean, it needs significance testing by using the F test. After knowing the significance of the regression equation, it is also necessary to know the linearity that is by using the t test.

Table 3: Regression Y toward X₁ and X₂

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	School organizations climate, Teachers profession attitude ^b	.	Enter

a. Dependent Variable: Teachers work discipline

b. All requested variables entered.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628 ^a	.394	.358	2.25020

a. Predictors: (Constant), School organizations climate, Teachers profession attitude

b. Dependent Variable: Teachers work discipline

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	111.953	2	55.976	11.055	.000 ^b
	Residual	172.155	34	5.063		
	Total	284.108	36			

a. Dependent Variable: Teachers work discipline

b. Predictors: (Constant), School organizations climate, Teachers profession attitude

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	102.745	5.305		19.368	.000
	Teachers profession attitude	.096	.043	.339	2.255	.031
	School organizations climate	.095	.036	.396	2.639	.012

a. Dependent Variable: Teachers work discipline

Based on the F test, the obtained F count was of 11,055 at the significance level of 0,000. Because the probability (0,000) is much smaller than 0.05, then the regression model can be used to predict teacher work discipline. It can be concluded that linear regression Y on X1 and X2 with the regression equation is $\hat{Y} = 102,745 + 0,096X1 + 0,095X2$ stated as meaning. Because the probability of the F test is much smaller than 0.05, the regression model is significant, this means that the attitude of the teacher profession and the climate of the school organization affect the work discipline of the teachers.

Based on the results of the above calculations, it turns out that there is a positive relationship between the attitude of the teaching profession and the climate of the school organization with the work discipline of the teacher. Thus, the third alternative hypothesis is accepted because it is verified. This can be interpreted that the attitude of the teaching profession and the climate of the school organization tends to be better, if the better the work discipline of the teacher is.

To see how much the relationship between teacher profession attitude variables and school organizational climate with teacher work discipline, it can be seen from the magnitude of the multiple correlation coefficient $R_{.12} = 0.628$, while the coefficient of determination, namely $r^2 = 0, 394$. This can be interpreted that 39, 4% of teacher work discipline is determined by the attitude of the teaching profession and the climate of the school organization together. This means that the increase or decrease in teacher work discipline can be explained by the variance of the teacher's professional attitude and school organizational climate by 39.4% through a simple linear regression equation $\hat{Y} = 102,745 + 0.096X1 + 0.095X2$.

Thus, Y regression of X1 and X2 can be used to predict the average teacher work discipline (Y) if the average teacher professional attitude and school organizational climate is known. Whereas, to see the relationship of one of the independent variables with the dependent

variable in the condition of the other independent variables controlled (fixed), a partial correlation analysis was carried out. The results of the partial correlation analysis between Y variables with X1 variables in the condition of variable X2 are controlled (fixed). Then, based on the results of the calculation obtained $r_{y1.2}$ value of 0.361 with a p value of 0.031. Because the probability value 0.031 is smaller than 0.05, the partial coefficient is significant. Analysis of partial correlation between Y and X2 in the condition of variable X1 is controlled (fixed). Based on the calculation results, the value of $r_{y2.1}$ is 0.412, with a P value of 0.012. Because the probability value of 0.012 is much smaller than 0.05, the partial correlation coefficient is significant.

Thus, the third hypothesis states that there is a positive relationship between the attitude of the teaching profession and the climate of the school organization with teacher work discipline is acceptable, because it is validated based on statistical analysis.

Closing

Conclusion

Based on the results of the study, it can be concluded that the relationship between the attitude of the teaching profession and the climate of the school organization with the work discipline of teachers at the 112 Jakarta Junior High School, both individually and jointly are as follows:

- a. The results of the study indicate that there is a positive relationship between teacher professional attitudes and teacher work discipline. This is indicated by the results of calculations and hypothesis testing with the strength of the relationship that is equal to $r_{x1y} = 0.520$, and the form of the relationship is expressed in the linear regression equation $= 108,684 + 0.148X1$ while the determination coefficient is 0.270. This shows that the contribution of the teacher's professional attitude to teacher work discipline is 27% while the partial correlation coefficient between teacher professional attitudes (X1) with teacher work discipline (Y), if the school organizational climate (X2) is controlled is 0.361. Thus, the attitude of the teacher profession significantly determines and gives a high contribution to the teacher's work discipline. If the attitude of the teaching profession is improved, there will be an increase in the teacher's work discipline.
- b. The results of the study show that there is a positive relationship between the school's organizational climate and teacher's work discipline. This is indicated by the strength of the relationship of $r_{X2y} = 0.551$, and the form of the relationship is expressed in the linear regression equation $? = 110.033 + 0.133X2$ while the coefficient of determination is 0.303. This shows that the contribution of the school's organizational climate to teacher work discipline is 30.3%. The coefficient of partial correlation obtained through control is between X2 and Y when X1 is constant at 0.412. Thus, the climate of the

school organization significantly determines and makes a meaningful contribution to the teacher's work discipline. If the climate of the school organization is improved, there will be an increase in the teacher's work discipline.

- c. The results revealed that there was a positive relationship between the attitude of the teaching profession and the climate of the school organization together with the teacher's work discipline. This is indicated by the strength of the relationship of $R_{12} = 0.628$ at the level of confidence $\alpha = 0.05$, and the form of the relationship is expressed in the double linear regression equation $\hat{Y} = 102.745 + 0.096X_1 + 0.095X_2$ while the determination coefficient is 0.394. This shows that the amount of effective contribution together to teacher work discipline (Y) is 39.4%. This figure shows that the variance that occurs in teacher work discipline as much as 39.4% can be explained by the variance of the attitude of the teaching profession and the climate of the school organization. If the attitude of the teaching profession and the climate of the school organization is improved, there will be an increase in the teacher's work discipline. Meanwhile, 39.4% for teacher work discipline is determined by other factors such as professionalism, motivation, performance, health and so forth.

Overall, it can be concluded that this study has succeeded in revealing the shape and strength of the relationship and the magnitude of the contribution of the teacher's professional attitude and the climate of the school organization to the teacher's work discipline, both individually and jointly. This can be seen from the contribution given from the two independent variables to the dependent variable, it is revealed that the attitude of the teaching profession contributes 27%, and the school climate is 30.3%.

Suggestion

Based on results of the study, especially those relating to the contribution of the teacher's professional attitude and the climate of the school organization to the work discipline of the teacher, the researcher proposed the following suggestions:

- a. The Headmaster of the North Jakarta Public High School 112 is suggested to improve the attitude of the teaching profession, because the teacher's professional attitude has a significant correlation and contribution to the teacher's work discipline. The teachers are required to be able to develop their profession through various activities such as seminars, workshops, and further studies which can later support the increasing profession of teachers.
- b. The school organizational climate has a significant correlation and contribution to the teacher's work discipline. All elements of implementing education in schools, such as principals, teachers, and employees are sought to participate in creating a conducive



organizational climate since a conducive organizational climate can improve good work discipline.

- c. To improve teacher work discipline, it is largely determined by the principal's leadership pattern. For this reason, it is recommended to the principal to implement high discipline in carrying out the duties of all elements of the school by increasing responsibility, increasing compliance and obedience in the implementation of tasks, increasing awareness of the teacher to be able to carry out the tasks well, and applying school skills to all school element.



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