

# The Relationship between School Climate and Teacher Self-Efficacy in PAUD Ummul Habibah Kelambir V Medan Village

Asmidar Parapat <sup>1\*</sup>, Sofni Indah Arifa Lubis <sup>2</sup>, Dr. Tumiran, M. Pd <sup>3</sup>

<sup>1,2,3,4</sup> Panca Budi Development University, Indonesia

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## ABSTRACT

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This research aims to find out whether there is a relationship between school climate and teacher *self-efficacy*, how much contribution is made, and whether this is significant or not. This research was carried out in March 2022 – June 2022 among PAUD Ummul Habibah Medan teachers. The research method used is a quantitative method. The sampling technique is that the population is the same as the sample, meaning 100% of the population. The research instrument used was a questionnaire in the form of multiple choices. Meanwhile, the correlation technique used is product moment. The results found in this research were that there was a significant relationship between school climate and job satisfaction of Ummul Habibah PAUD teachers, Kelambir V Village, Medan. The results of this research show that the calculated  $r$  is 0.563 and is in the quite strong category (the calculated  $r$  value is in the range of 0.40-0.699) with a KD value of 31%. Thus, there is a fairly strong and significant relationship between school climate and *the self-efficacy* of Ummul Habibah PAUD teachers, Kelambir V Village, Medan, and the school climate makes a strong contribution in increasing *the self-efficacy* of Ummul Habibah PAUD teachers, Kelambir V Medan Village. at the end of the PKM series. This allowed the team to determine how well the participants understood the material.

**Keywords:** *School Climate, Self-efficacy, PAUD teacher*

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Corresponding Author:  
Asmidar Parapat,  
Panca Budi Development University, Indonesia  
Email: [asmidarparapat@dosen.pancabudi.ac.id](mailto:asmidarparapat@dosen.pancabudi.ac.id)



## 1. INTRODUCTION

Good educators will carry out their duties optimally if they are integrated with school components, namely the principal, work facilities for teachers, employees and students. Because, by integrating various components of teacher quality in implementing learning, the learning received by children will be better and learning outcomes will improve.

An educator will always be required to see the extent of his performance in carrying out and completing his work. Is it high performing/satisfactory or low performing/unsatisfactory. Thus, an educator's work assessment by his superior is always linked to his performance. Because performance is a work ability or work achievement demonstrated by a person in obtaining optimal work results (Tabrani Rusyan, 2012).

Teachers as educators are humane in nature and have the self-confidence to achieve maximum work results in their work environment. Feelings of confidence or uncertainty regarding performance in completing tasks are often called *self-efficacy*. *Self-efficacy* according to Bandura is the level of self-confidence in an individual's ability to perform a particular task. The stronger a person's *self-efficacy*, the more active and persistent his efforts will be to achieve what is hoped for.

*Self-efficacy* beliefs determine how people feel, think, self-motivate and behave. This kind of belief produces diverse effects through four major processes, namely cognitive, motivational, affective, and selection (H. Friedman, 1998). *Self-efficacy* is a person's belief in their ability to learn or perform behavior at a certain stage.



*Self-efficacy* can also be defined as a comprehensive assessment of the perceived capability to complete a specific task.

Teachers who have high *self-efficacy* will create a conducive learning environment in the classroom. Facts show that the classroom atmosphere is largely determined by the teacher's confidence in teaching. If teachers do not believe in their teaching abilities, then children's learning outcomes cannot be optimal.

Many factors can cause high and low *self-efficacy* in each person, including teachers, namely internal factors and external factors. Internal factors that cause high and low *self-efficacy* are gender, age and level of education. Meanwhile, external factors that influence *self-efficacy* are one's own experience and the experiences of others.

Apart from these things, teacher self-confidence is also influenced by the teacher's work environment/school climate. Hoy and Miskel in (Sukron Fujiaturrahman) define school climate as: "*The set of internal characteristics that distinguishes one school from another and influences the behavior of the people in its called the organizational climate*". If the school climate is supportive, teachers will optimize their performance. in educating students. On the other hand, if the teacher's work climate is not supportive, the teacher's performance in educating students will decrease.

By having the awareness to continue to increase self-confidence or *self-efficacy* in the school environment/school climate, teachers can maximize their performance results. On the other hand, if teachers cannot increase their self-confidence in their school environment, then the performance results obtained will be less than satisfactory. And students also do not optimally accept the learning delivered by the teacher.

## 2. RESEARCH METHODOLOGY

The method used in this research is a quantitative method. Quantitative methods are research that views reality as a single thing, observable and fragmentable. So that from existing problems we can generalize and predict a problem based on a number of predictor variables (Abdul Halim, 2011). The aim of this research is to determine and analyze the extent to which variable X in a factor is related to variables in one or more other factors based on the correlation coefficient. Data collection in this research took the form of distributing *self-efficacy* measurement scales and school climate measurement scales.

The measuring instrument used in the research is a questionnaire/scale. A scale is a set of symbols or numbers that are determined according to individual rules. This research refers to the three dimensions proposed by Albert Bandura. To measure the level of self-efficacy, this research uses a Likert scale, based on the dimensions of *self-efficacy* described by Bandura, namely the level of task difficulty (level/magnitude), the stability of beliefs (strength), and the breadth of the field of behavior (*generality*). As an illustration in preparing the scale, the researcher adapted the research scale described by Miftah Perfectwati in 2011.

The school climate measuring tool was prepared and adapted the concept of school climate by the National School Climate Council through various adjustments to cultural conditions and relevant issues occurring in the RA school environment. There are four aspects measured, namely security, teaching and learning activities, social relations, and the physical environment of the school.

## 3. RESEARCH RESULTS

Based on the results of tests carried out using the product moment technique, it was obtained that  $r_{xy}$  was 0.563 with  $p = 0.000$  ( $p < 0.000$ ). This shows that there is a fairly strong positive relationship between school climate and the self-efficacy of PAUD teachers in PAUD Ummul Habibah, Kelambir V Village, Medan. This shows that the hypothesis is accepted, namely that there is a positive relationship between teacher self-efficacy and school climate.

This research states that there is a positive relationship between school climate and teacher self-efficacy in PAUD Ummul Habibah, Kelambir V Village, Medan. According to Freiberg, school climate as an atmosphere or quality to help each individual feel personally valuable, dignified and important can simultaneously help create a feeling of belonging to everything around the school environment. School climate is one part of increasing teacher self-efficacy in schools, because school climate will have a positive and quite strong impact on teacher self-efficacy.

This research supports the results of research conducted by Farida Hanun entitled "The Influence of Self-Efficacy, Work Climate, and Achievement Motivation on the Performance of Madrasah Heads (Survey at Madrasah Ibtidaiyah Bekasi City)". In her research, Farida stated that self-efficacy and work climate have a significant relationship. With the results of hypothesis testing showing the path coefficient ( $\beta_{21}$ ) = 0.301 with t-test statistics obtained:  $t_{hit} = 3.245$ ,  $p\text{-value} = 0.002 < 0.05$ . Thus, self-efficacy and work climate have a relationship of 9.1% with a coefficient of 0.301.

One other study was conducted by Sukron Fujiaturrahman with the title "School Climate and Self-Efficacy with Teacher Work Motivation". In research conducted by Sukron, the results of multiple correlation calculation analysis were obtained, with  $(r_{y1.2}) = 0.949$ , and  $f_{Hit} = 121.952$ , and  $p\text{-value} = 0.000 < 0.05$ . So it can be concluded that there is a relationship between school climate and self-efficacy and teacher work motivation at RA Aini Medan.

#### 4. CONCLUSION

Based on the results of the correlation test between school climate and teacher *self-efficacy*, the calculated r value was 0.621 and the r table value was 0.312, with a calculated significance of  $0.000 < 0.05$ . So it can be concluded that there is a positive correlation or relationship between school climate and teacher *self-efficacy* at the Ummul Habibah PAUD school, Kelambir V Village, Medan. This means that the more comfortable the teacher feels in the school environment, the higher the teacher's self-efficacy. The more uncomfortable the teacher feels about the school climate, the lower the teacher's *self-efficacy*.

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