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## The Effect of Organizational Climate, Teachers' Professionalism, and Achievement Motivation on Teachers' Performance at State Private School

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### Abstrak

Penelitian ini bertujuan untuk menganalisa pengaruh iklim organisasi, profesionalisme guru, dan motivasi berprestasi terhadap kinerja guru di SD Negeri se-Kecamatan Sawit Seberang Kabupaten Langkat. Guru merupakan salah satu unsur di bidang kependidikan yang berperan serta secara aktif dan menempatkan kedudukannya sebagai tenaga profesional untuk dapat meningkatkan mutu pendidikan di Indonesia agar dapat keluar dari masalah pendidikan. Namun dalam kenyataannya bahwa kualitas pendidikan di Indonesia masih terus bermasalah. Pengaruh iklim organisasi dapat mempengaruhi profesionalitas guru sehingga mampu memberikan pengaruh yang berarti pada kondisi kinerja guru. Penelitian ini dilakukan dengan menggunakan metode kuantitatif dengan teknik analisis data yang digunakan adalah teknik *statistic inferensial*. Berdasarkan hasil penelitian, maka dapat disimpulkan sebagai berikut: (1) Tingkat kecenderungan dari Iklim organisasi di SD Negeri Kecamatan Sawit Seberang Kabupaten Langkat masih berada pada kategori kurang baik. (2) Tingkat kecenderungan dari profesionalisme guru di SD Negeri Kecamatan Sawit Seberang Kabupaten Langkat masih berada pada kategori cukup baik. (3) Tingkat kecenderungan dari Motivasi Berprestasi guru di SD Negeri Kecamatan Sawit Seberang Kabupaten Langkat masih berada pada kategori kurang mempunyai motivasi berprestasi. (4) Tingkat kecenderungan dari kinerja guru di SD Negeri Kecamatan Sawit Seberang Kabupaten Langkat masih berada pada kategori kurang baik.

**Kata Kunci:** Iklim Organisasi, Kinerja Guru, Motivasi Berprestasi, Profesionalisme.

### Abstract

*This study aims to analyze the effect of organizational climate, teacher professionalism, and achievement motivation on teacher performance in State Elementary Schools throughout Sawit Seberang District, Langkat Regency. Teachers are one of the elements in the field of education who participate actively and place their position as professionals to be able to improve the quality of education in Indonesia in order to get out of educational problems. However, in reality, the quality of education in Indonesia is still problematic. The influence of organizational climate can affect the professionalism of teachers so that they can have a significant influence on the condition of teacher performance. This research was conducted using quantitative methods with the data analysis technique used is inferential statistical techniques. Based on the results of the study, it can be concluded as follows: (1) the tendency level of organizational climate in SD Negeri Sawit Seberang District, Langkat Regency is still in the poor category, (2) the level of the tendency of teacher professionalism in SD Negeri Sawit Seberang District, Langkat Regency is still in the fairly good category, (3) the tendency level of the achievement motivation of teachers in SD Negeri Sawit Seberang District, Langkat Regency is still in the category of lacking achievement motivation, (4) the level of the trend of teacher performance in SD Negeri Sawit Seberang District, Langkat Regency is still in the poor category.*

**Keywords:** Organizational Climate, Teacher Performance, Achievement Motivation, Professionalism.

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## INTRODCUTION

Education is essentially a conscious effort to develop personality and human progress so that it gains more value to be able to be independent both as individuals and as citizens of society. This is in accordance with the content or objectives contained in UUSPN No. 20 of 2003 article 3 states "Education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible society and nationality" . Education has an unlimited time and lasts a lifetime (long life education). Therefore, educational institutions are the most effective tools to reconstruct and improve people's lives and livelihoods.

Education is a major factor in the formation of the human person. Education plays a very important role in shaping the good or bad of the human person according to normative standards. Realizing this, the government is very serious in dealing with the education sector because with a good education system, it is hoped that the next generation of quality, superior and competitive nations will emerge. Educational activities in schools place the school as one of the social institutions whose existence carries out activities for fostering teacher potential and transforming the nation's cultural values which are responsible for the process of developing individuality, morality and teacher sociality abilities in schools. The core activities of the school organization are managing human resources which are expected to produce quality graduates, in accordance with the needs of the community. School graduates are expected to make a significant contribution to the development of the nation. The school is seen as an organization that requires management by professional people (Sagala, 2016: 71).

The teacher is one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development. In providing education and teaching services, teachers are leaders and managers who have special abilities in the field of teaching. This is in accordance with what was stated by Uno (2008: 15) that the teacher is a profession, which means a position that requires special skills as a teacher and cannot be done by just anyone outside the field of education.

According to Mulyasa (2005) professional teachers are teachers who are able to manage themselves in carrying out their daily duties. Thus, teachers are required to have professionalism and high motivation towards their institutions as a form of higher performance. Furthermore, in Law no. 14 of 2005 concerning teachers and lecturers, Article 1 paragraph 1 states that teachers are professional educators with the main tasks of (1) educating; (2) teaching; (3) guiding; (4) directing; (5) train; (6) assess, and (7) evaluate students in early childhood education in formal education, basic education and secondary education. In this case, the demands of teacher professionalism are very clear. His professionalism will improve the performance of a teacher.

The description above says that the teacher is one element in the field of education who participates actively and places his position as a professional to be able to improve the quality of education in Indonesia in order to get out of education problems. However, in reality, the quality of education in Indonesia is still problematic. However, the government has made efforts to improve the quality of education through providing training to teachers, increasing income, providing facilities and infrastructure and even being given educational scholarships to increase education levels, but it has not had a significant effect on improving the quality of education.

Many teachers who do not show high performance in carrying out their duties, always assume that teaching is just a transfer of knowledge to students at school. So without seriousness the teacher feels that knowledge can be sought by students themselves. This kind of thinking will be a serious threat to the world of education in the country, because if this concept is growing, the revival of education in the country will not be realized. Many teachers who do not really show their performance, learning that is not varied, skills in carrying out tasks, assessment of learning outcomes that are not good are indications of very low performance from

teachers. For various reasons, teachers do not as much as possible prepare learning well, attendance is very low and does not show abilities in accordance with the competencies possessed by a professional at school.

From the data presented by the *United National Development Project* (UNDP) in 2000, it was stated that the quality of Indonesian human resources was ranked 109th, far below Malaysia and Brunei which were ranked 61st and 32nd respectively. Data shown by the *United National Educational Scientific and Cultural Organization* (UNESCO) in 2000 stated that the quality of education in Indonesia was ranked 119, far below developing countries. This can also be seen from the low performance of teachers in SD Negeri Sawit Seberang District, Langkat Regency.

Through the results of observations made by researchers through direct interviews with teachers, information was obtained that teachers who do not have high performance can be influenced by a less conducive organizational climate, teacher professionalism that has not been achieved, and low achievement motivation in an educational institution. So it can be assumed that through a good organizational climate, teacher professionalism, and high achievement motivation from a teacher will be able to produce high teacher performance as well. Several phenomena indicate that at the State Elementary School, Sawit Seberang District, Langkat Regency, there are performance problems. From the employee archive data obtained, there are still teachers who have non-S1 education levels and teach not on their qualifications. Teacher responsibility is still low, indicated by the fact that there are still teachers who have not been able to develop their own learning programs, annual programs and so on. Some teachers have not been able to operate computer-based learning media, so things related to learning renewal that have been circulating on the internet cannot be used to encourage or support the development of education.

In addition, through direct observations carried out in the classroom, it was found that when the teacher was carrying out the learning program, it was found that the teacher who taught only took notes and gave assignments to students and was not in accordance with the learning program that had been prepared as it should be. There are still teachers who do not bring learning programs into the classroom. There are still teachers who do not carry out supervision or observation of students through the attendance list, meaning that teachers do not attend students before learning takes place. This phenomenon shows that teacher performance is still low.

According to Mangkunegara (2019: 9) performance is work performance or work (output) both quality and quantity achieved per unit time period in carrying out work tasks in accordance with the responsibilities given to him. Meanwhile, Thoha (2007) suggests that performance is a measure of work carried out using mutually agreed criteria. From that it can be said that performance is the result of work that we show in achieving predetermined goals.

Many factors affect teacher performance. Robbins (2016) suggests that there are three factors that influence performance: (1) individual factors: abilities, skills, family background, work experience, social level and one's demographics; (2) psychological factors: perception, role, attitude, personality, job satisfaction, and motivation; (3) organizational factors: organizational structure, job design, leadership, and teaching system (reward system) and performance can also be measured through job descriptions because the tasks carried out by an employee are already listed in the job description, so they can be assessed through job descriptions. Meanwhile, according to Rivai, *et.al.* (2018: 21) the factors that influence the performance of an employee that need to be considered and considered are ability and motivation. It is said that ability is knowledge and skill, then motivation is said to be attitude and situation. It also explains the behavior of leaders who are directive, participative, achievement-oriented, and supportive leaders. Furthermore, it is said that environmental contingency factors can be in the form of task structures, official authority/authority systems and work groups, as well as subordinate contingency factors in the form of locus of control, experience (professionalism), and perception of abilities.

From some of the theories above, it can be said that organizational climate is related to teacher performance. Organizational climate is a relative quality of input from the organizational environment which is

the experience experienced by members of the organization that influences their behavior. According to Yamin & Maisah (2010) organizational climate is a set of characteristics of the work environment that are felt directly or indirectly by employees, and are thought to have a major influence on their behavior at work. Therefore, the organizational climate is built through activities and has consequences or impacts on organizations within the organization's environment.

From the theory above, it can also be stated that the professionalism of a teacher can affect teacher performance. Professionalism is at stake when facing the demands of democratic learning because these demands reflect an increasingly complex need that comes from students, therefore teachers are required not only to have the ability to master lessons but also other abilities that are psychological, strategic and productive. Such demands can only be answered by professional teachers, because in reality professional teachers will be able to organize a fun teaching and learning process (PBM) so that it can encourage creativity in students. In this case, teachers are challenged to be able to produce human resources (HR) for the next generation as a quality generation. Professionalism is not just mastering technology and management but rather an attitude of developing professionalism more than a technical person not only having high skills but having a behavior that is in accordance with the requirements.

Motivation also affects teacher performance, including achievement motivation. One of the determining factors for a person's success in work is motivation. Motivation is defined as a condition in a person's personality that encourages the individual's desire to carry out certain activities in order to achieve goals. Meanwhile, achievement motivation according to Robbins (2016: 222) is an encouragement to excel in achievement based on a set of standards, to work hard to be successful. They have a desire to do things better or more efficiently than they have been done before. That drive is the drive to achieve. Which is based on needs and encourages individuals to carry out activities to fulfill needs.

According to Hedonism Theory in Winardi (2017) says that employees or teachers must be properly motivated so that they are not lazy and want to work well, if their pleasure is fulfilled. Therefore, every time they face a problem that needs a solution, humans tend to choose alternative solutions that can bring pleasure rather than those that result in difficulty, difficulty, and suffering. The implication of this theory is that there is an assumption that everyone will be motivated to improve their performance if they can bring pleasant things, for example a teacher will be motivated to work if welfare, salary, protection and guarantees are met from his leadership. The teacher will show the quality of his work, the amount of work and his responsibility in completing or in achieving predetermined goals.

Indeed, research on organizational climate variables, teacher professionalism and achievement motivation has been widely studied separately. These include discussing aspects of the influence of organizational climate on teacher performance (Janah, *et.al.*, 2019: 224-229; Liana, 2012), teacher professionalism and performance (Pamungkas & Jabar, 2014: 265-278; Turangan, 2017), and achievement motivation and teacher performance (Candra, *et.al.*, 2020: 690-695; Setyanti, 2020: 60-77; Haryanti, 2017). Departing from these various literature reviews, the difference with this research is that the researcher examines these 3 variables to see their effect on teacher performance simultaneously. In addition, the research setting is different from previous relevant studies.

By finding various variables that affect performance both empirically and conceptually, this can be used to understand, predict and find alternative phenomena of performance problems as observed in SD Negeri Sawit Seberang District, Langkat Regency. From the description above, the organizational climate, teacher professionalism, and teacher achievement motivation are very important to study to determine the effect of these three variables on improving teacher performance. Moving on from this thought, a study was planned entitled "*The Influence of Teacher Professionalism Organizational Climate and Achievement Motivation on Teacher Performance in SD Negeri Sawit Seberang District, Langkat Regency*".

## METHOD

This research was conducted using a quantitative method, namely facts expressed based on measuring symptoms that have been owned or testing what will happen. According to Sugiyono (2009: 14) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis that is quantitative/statistical with the aim of testing the established hypothesis.

The analytical approach used in this research is path analysis or often referred to as a causal relationship pattern. This study also uses a correlative study by placing variables. According to Kusnendi (2005: 3) path analysis is also used to analyze the relationship between variables with the aim of knowing the direct or indirect effect of a set of causal variables (exogenous variables) on effect variables (endogenous variables). The data analysis technique used is inferential statistical technique. According to Sugiyono (2009: 207) in quantitative research to analyze data, descriptive statistics are used and inferential statistics are further explained. Inferential statistics are statistical techniques used to analyze sample data and the results are needed for the population (generalization).

This research was carried out at SD Negeri Sawit Seberang District, Langkat Regency, planned to start from November 2020 to February 2021. This was done to simplify and expedite the implementation of research at SD Negeri Sawit Seberang District, Langkat Regency. Population is a generalization area consisting of objects or subjects that become certain quantities and characteristics determined by researchers to be studied and then drawn conclusions (Ridwan, 2008: 37). The population in this study were all teachers at SD Negeri Sawit Seberang District, Langkat Regency, totaling 397 people.

The research sample is part of the population that is taken from some data sources and can represent the entire population. This is in accordance with what Arikunto stated in Ridwan (2008: 39), namely the sample is part of the population (part or representative of the population studied). The sample of this study was 100 people or 25% of the total population. This is in accordance with opinion by Arikunto (2013: 120), which states that for sampling if the number of subjects is greater than 100, it can be taken between 10-15%, or 20-25% or more and if the subject is less than 100, it is better to take all so that the research is a population study.

The sampling technique used is probability sampling/random sampling or random sampling, namely a sampling technique that provides equal opportunities for each element of the population to be selected as members of a representative sample. This technique is carried out because it takes into account the number of teachers from each school is not the same, thus the characteristics of the population will be optimally represented in so many samples.

Data collection is closely related to the hypothesis submission process. For this reason, data collection to avoid errors that may arise is carried out carefully and to ensure the validity and accuracy of the data, it is carried out by meeting the respondents directly by providing a questionnaire to fill out and the questionnaire is not allowed to be taken home. In this study there are four modified data collected, namely:

1. Teacher performance data, collected with a questionnaire.
2. Organizational climate data, collected with a questionnaire.
3. Professionalism data is collected with a questionnaire.
4. Data on achievement motivation, captured by a questionnaire.

In collecting the questionnaire data and questions used, the instrument was prepared by the researcher referring to the nature of the changes and their aspects as well as several research instruments. The steps for compiling the instrument are based on the concepts and theories described earlier, then formulated in the form of an operational definition which is then described in the form of a grid according to its components.

Based on the indicators of the research variables, a statement questionnaire was prepared that must be filled out by the respondents based on the Likert scale model. Each grid is made into items with five alternative

answers, namely: (a). Very Often/Strongly Agree, (b). Often/Agreed, (c). Sometimes/Indecisive, (d). Rarely/Disagree, and (e). Never/Strongly Disagree. The statements used in this instrument consist of positive and negative statements. For answers that are positive, the answers Very Often/Strongly Agree are given a score of 5, Often/Agree are given a score of 4, Sometimes/Doubtful are given a score of 3, Rarely/Disagree are given a score of 2, and a score of Never/Strongly Disagree is given score 1. For answers that are negative, the answer is very often given a score of 1, often given a score of 2, sometimes given a score of 3, rarely given a score of 4, and a score of Never given a score of 5.

## RESULTS AND DISCUSSION

Hypothesis testing is a temporary answer to the formulation of the research problem, so to answer the hypothesis, calculations are carried out. Hypothesis 1 states how the influence of organizational climate on teacher performance. From the calculations in appendix 36 on page 205, we get  $\beta = 0.32$ . Then the t-test was carried out to get the value of  $t_h = 3.32$  while  $t_t$  with  $N = 100$  at the 5% significance level ( $\alpha = 0.05$ ) was 1.65, thus  $t_h$  was greater than the value of  $t$  table  $t_h(3.32) > t_t(1.65)$ . From the results of this analysis,  $H_0$  is rejected and  $H_a$  is accepted, meaning the path analysis coefficient is significant. So organizational climate can affect teacher performance (Putri, 2021).

Hypothesis 2 states how the influence of professionalism on teacher performance. From the results of the calculations in Appendix 36 on page 205, it was obtained that  $\beta = 0.42$ , then a t-test was carried out to obtain  $t_h = 5.02$  while  $t_t$  with  $N = 100$  at the 5% significance level ( $\alpha = 0.05$ ) was 1.65, thus  $t_h$  greater than the price  $t_t$ ,  $t_h(5.02) > t_t(1.65)$ . From the results of this analysis,  $H_0$  is rejected and  $H_a$  is accepted, meaning that the path analysis coefficient is significant. So professionalism affects teacher performance (Dewi, 2015).

Hypothesis 3 states how the influence of teacher achievement motivation on teacher performance. From the calculation results in attachment 36 page 205, it is obtained that  $\beta = 0.31$ , then a t-test is carried out to obtain  $t_h = 3.21$  while  $t_t$  with  $N = 100$  at the 5% significance level ( $\alpha = 0.05$ ) is 1.65 thus  $t_h$  is greater than the value of  $t_t$ , namely  $t_h(3,21) > t_t(1,65)$ . From the results of this analysis,  $H_0$  is rejected and  $H_a$  is accepted, meaning that the path analysis coefficient is significant. So the teacher's achievement motivation can affect the teacher's performance (Wardana, 2013: 98-109).

Hypothesis 4 states how the influence of organizational climate on teacher achievement motivation. From the results of the calculations in appendix 36 on page 205, it is obtained that  $\beta = 0.47$ . Then, a t-test was carried out, it was obtained that  $t_h = 5.24$  while  $t_t$  with  $N = 100$  at a significance level of 5% ( $\alpha = 0.05$ ) was 1.65, thus  $t_h$  was greater than the value of  $t$  table  $t_h(5.24) > t_t(1.65)$ . From the results of this analysis,  $H_0$  is rejected and  $H_a$  is accepted, meaning the path analysis coefficient is significant. So organizational climate can affect teacher achievement motivation (Rohmawati, 2017: 69-78).

Hypothesis 5 states how the influence of professionalism on teacher achievement motivation. From the calculation results in attachment 36 on page 205, it is obtained  $\beta = 0.33$ . Then, a t-test was carried out to obtain  $t_h = 3.44$  while  $t_t$  with  $N = 100$  at a significance level of 5% ( $\alpha = 0.05$ ) was 1.65, thus  $t_h$  was greater than the value of  $t_t$  ( $t_h(3.44) > t_t(1.65)$ ). From the results of this analysis,  $H_0$  is rejected and  $H_a$  is accepted, meaning the path analysis coefficient is significant. So professionalism can affect teacher achievement motivation (Dewi, 2015).

### Research Findings

Organizational climate has a direct influence on teacher performance by 0.32 or 32%, and the remaining 0.68 or 68% which is an influence other than organizational climate. That is, there are still 68% of other variables outside the organizational climate variable that can affect teacher performance, namely the influence of relationships between fellow teachers outside the organization which is also an important influence in supporting teacher performance.

Teacher professionalism has a direct influence on teacher performance by 0.42 or 42%, and the remaining 0.58 or 58% which is an influence outside of professionalism. This means that there are 58% of other variables

outside of the professionalism variable that can affect teacher performance, namely the individualistic ability variable. This individualistic ability is able to provide a 58% influence on teachers in order to improve the teacher's performance. These individualistic abilities include social skills, analytical skills, and cognitive abilities as well as psychomotor abilities that are naturally born from oneself.

Achievement motivation has a direct influence on teacher performance by 0.31 or 31%, and the remaining 0.69 or 69%. This means that there are still 69% other variables outside the achievement motivation variable that can affect teacher performance. The variable which has a value of 69% is a support variable. Support for teachers is able to increase 69% of teacher performance because support is something that can make humans react better than before.

Organizational climate has a direct influence on teacher achievement motivation by 0.47 or 47% and the rest by 0.53 or 53%. This means that there are still 53% of other variables outside the organizational climate variable that can affect teacher achievement motivation. The variable with a value of 53% is environmental conditions. The condition of the environment where the teacher lives can affect the teacher's achievement motivation up to 53% because the factor of the influence of the people who live in it can make the teacher's motivation good or bad.

Teacher professionalism has a direct influence on teacher achievement motivation of 0.33 or 33% and the rest is 0.67 or 67%. This means that there are still 67% of other variables outside of the professionalism variable that can affect the teacher's achievement motivation. The variable is work pressure. Work pressure is able to have an influence on teacher achievement motivation. This is because the demands of the burden of work pressure can suppress teacher development to be bad or develop teacher motivation to be good.

### **Inferentially**

The first hypothesis states that there is a direct influence between organizational climate (X1) on teacher performance (X4) by 32% and the remaining 68% is another influence outside the organizational climate that can affect teacher performance. This means that there are still 68% of other variables outside the organizational climate variable that can affect teacher performance, namely the influence of relationships between fellow teachers outside of the organization which is also an important influence in supporting teacher performance.

The second hypothesis states: there is a direct influence between teacher professionalism (X2) on teacher performance (X4) by 42% and the remaining 58% is another influence outside of professionalism that can affect teacher performance. This means that there are still 58% of other variables outside of the professionalism variable that can affect teacher performance, namely the individualistic ability variable. This individualistic ability is able to give a 58% influence on the teacher in order to improve the teacher's performance. These individualistic abilities include social skills, analytical skills, and cognitive abilities as well as psychomotor abilities that are naturally born from oneself.

The third hypothesis states: there is a direct influence between achievement motivation (X3) on teacher performance (X4) by 31% and the remaining 69% is another influence outside of achievement motivation that can affect teacher performance. This means that there are still 69% of other variables outside the achievement motivation variable that can affect teacher performance. The variable which has a value of 69% is a support variable. Support for teachers is able to increase 69% of teacher performance because support is something that can make humans react better than before.

The fourth hypothesis states: there is a direct influence between organizational climate (X1) on achievement motivation (X3) by 47% and the remaining 53% is another influence outside the organizational climate that can affect teacher achievement motivation. This means that there are still 53% of other variables outside the organizational climate variable that can affect teacher achievement motivation. The variable with a value of 53% is environmental conditions. The condition of the environment where the teacher lives can affect the teacher's achievement motivation up to 53% because the factor of the influence of the people who live in it can make the teacher's motivation good or bad.

The fifth hypothesis states: there is a direct influence between teacher professionalism (X2) on achievement motivation (X3) by 33% and the remaining 57% is another influence outside of teacher professionalism that can affect teacher achievement motivation. This means that there are still 67% of other variables outside of the professionalism variable that can affect the teacher's achievement motivation. The variable is work pressure. Work pressure is able to have an influence on teacher achievement motivation. This is because the demands of the burden of work pressure can suppress teacher development to be bad or develop teacher motivation to be good.

### **Descriptively**

This study sees that organizational climate affects environmental contingencies, and subordinate contingency factors. The relationship with this research is that teacher performance is influenced by organizational climate. The results of this study also prove that organizational climate will affect teacher performance. Because in accordance with opinion by Muhammad (2016) that organizational climate is a set of work traits that are felt directly or indirectly by employees, and are suspected to have a major influence on their behavior in the work. Therefore, the organization built by the members of the organization itself can be pleasant or unpleasant, thus the organizational climate is built through activities and has consequences or impacts for the organization. With such a climate, teachers in carrying out their duties are increasingly motivated in a better direction. Because Steve in Usman (2019: 200) suggests that organizational climate is closely related to performance.

The level of organizational climate tendency is included in the less category, therefore it is necessary to develop and improve activities that can improve the organization. To improve the quality of teacher performance, other factors that affect work performance are still needed by 68%, it is possible to look for these factors to optimize the organizational climate. This study found the influence of teacher professionalism on teacher performance. The results of this study also indicate the influence of professionalism on teacher performance. This means that professionalism can explain teacher performance. Teachers must have professionalism, namely having confidence that quality learning can be carried out with good performance. so in this case it is necessary to develop and improve things that can foster teacher professionalism in teaching in a better direction. So that in carrying out the task of the teacher working professionally, thus students who will receive learning will be more interested and motivated to learn. The level of professional tendency is included in the sufficient category, therefore it is necessary to grow and develop skills and abilities that can improve teacher professionalism. To improve teacher professionalism, other factors that affect teacher performance are still needed by 58%, it is possible to look for these factors to optimize teacher professionalism.

From the research findings, there is an influence of achievement motivation on teacher performance. This shows that the higher the teacher's achievement motivation, the better the teacher's performance. In line with the opinion expressed by Pace & Faules (2006) that employees work productively or not depending on motivation, job satisfaction, stress levels, physical conditions of work, compensation systems, job design, and other economic and behavioral aspects.

The level of achievement motivation tends to be included in the less category, therefore it is necessary to develop and improve activities that can increase the teacher's achievement motivation. The activities that can be carried out include holding training, workshops, seminars, and others. To improve teacher performance, other factors that influence teacher performance are still needed by 69%, it is possible to look for these factors to optimize teacher achievement motivation.

This study found that there is an influence of organizational climate on achievement motivation. Organizational climate has an influence of 47%. The high and low achievement motivation is directly influenced by the organizational climate. This shows that the better the organizational climate, the higher the teacher's achievement motivation. From the research findings, there is an effect of professionalism on teacher achievement motivation. The professionalism variable has an effect of 33%. The level of teacher achievement



motivation is directly influenced by the professionalism of the teacher. This shows that the higher the professionalism, the better the teacher's achievement motivation.

The instrument in this study was tested before being used on the research sample, so that the conclusion would not deviate from reality, the results of the reliability test of all instruments were included in the very high category. The calculation of the variable questionnaire on organizational climate is 0.887, the professionalism variable questionnaire is 0.897, the teacher's achievement motivation is 0.890, and the teacher performance variable questionnaire is 0.906.

### **Research Implication**

Efforts to improve teacher performance through organizational climate require efforts from various parties: It is important for school principals as leaders to build an organizational climate because in accordance with theoretical studies that one of the factors that influence teacher performance is organizational climate. A conducive organizational climate will be able to create high performance. In improving the organizational climate, a school principal maintains cohesiveness between fellow teachers, between teachers and principals, between teachers and school residents and creates a sense of belonging to the school. The implication is that the principal really needs to create a comfortable atmosphere. This can be seen from the author's observations during the research. The author's findings in this study can be seen from the gap between teachers and each other. Specifically, the gap was born from differences in the educational strata and economic conditions of each teacher. From this problem, the principal is expected to mediate and create a more family atmosphere.

Efforts to improve teacher performance through teacher professionalism require efforts from various parties: The principal as a leader is the person who determines teacher performance, especially regarding policies relating to the professionalism of each teacher. Building professionalism in teaching towards a better direction and providing confidence that quality learning can be carried out and its performance will be better, so that in providing learning teachers will be more professional, thus students who will receive learning will be more interested and motivated to learn.

Teachers who have high professionalism are very relevant to the task of the teacher as a person who transfers knowledge, skills to students. When one method, approach does not produce maximum results, the teacher should not despair but believe that there are other ways that can make students more successful. This is the application of the concept of professionalism that fosters maximum quality of work.

From the author's findings during the research on teacher professionalism, there are still teachers who consider the task being carried out in carrying out their profession as a teacher trivial. This finding is based on the author's observations which finally resulted in the conclusion that the cause of this was a lack of self-awareness of responsibility. So as a solution, to improve teacher professionalism so that it is at a good level, teachers need to attend trainings that are in line with the teaching profession they currently have.

Efforts to improve teacher performance through teacher achievement motivation: In the authors' findings during this research, teacher performance in improving the quality of teachers who excel through motivation is still in the low category. Teacher motivation in improving the quality of performance is still limited to fulfilling obligations. Specifically, the motivation needed by teachers in improving achievement performance is the acknowledgment of certain parties so that motivation is born and maintained.

To improve teacher performance through achievement motivation, efforts are needed from various parties: (1) The principal as a leader is the person who determines teacher achievement motivation, especially regarding policies relating to the continuity of the organizational system, providing compensation, awards and other things. (2) The school committee together with the principal plans compensation or incentives for teachers who show good work and achievements. (3) The teacher is given the responsibility to carry out a job and is also given an award for the responsibility that has been achieved, and if possible compensation as a consequence of that responsibility needs to be given to the teacher.

## CONCLUSION

Based on the description above, it can be concluded as follows; (1) The trend level of organizational climate in SD Negeri Sawit Seberang District, Langkat Regency is still in the poor category. (2) The level of tendency of teacher professionalism in SD Negeri Sawit Seberang District, Langkat Regency is still in the fairly good category. (3) The tendency level of the achievement motivation of teachers in SD Negeri Sawit Seberang District, Langkat Regency is still in the category of lacking achievement motivation. (4) The trend level of teacher performance at SD Negeri Sawit Seberang District, Langkat Regency is still in the poor category.

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