

The Influence of Teacher Welfare and Work Climate Towards the Quality of Education Services of Senior High Schools in Banyuasin Regency

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ABSTRACT

The purpose of this study is to determine: 1) the impact of teacher welfare on the quality of education services; 2) the impact of work climate on the quality of education services; and 3) the impact of teacher welfare and working climate on the quality of education services of SMA in Banyuasin district at the same time. The data for this study were gathered by distributing questionnaires to respondents. The questionnaire responses were analyzed using simple and multiple regression analysis, as well as the t test, F test, and coefficient of determination test. In this study, 123 high school teachers from the Banyuasin district participated. A total of 100 people participated in the study, including 32 teachers from SMAN 1 Air Kumbang, 42 teachers from SMAS Puspita Air Kumbang, 17 teachers from SMAS Bima Bangsa Air Kumbang, and 32 people from SMAN 2 Banyuasin I. The findings revealed: 1) There was a significant influence between teacher welfare and the quality of high school education services in the Banyuasin district, with a contribution of 22.1%; 2) There was a significant influence between work climate and the quality of high school education services in the Banyuasin district, with a contribution of 32.5%; and 3) With a contribution of 32.6%, teacher welfare and work climate had a significant influence on the quality of high school education services in the Banyuasin district.

Keywords: Work Climate, Teacher Welfare, Service Quality

1. INTRODUCTION

The development of the world of education, science and technology is so fast the real sector, bringing fundamental changes in various sectors of life, along with this advancement, the obstacles and challenges in resolving all problems are increasing. Significant changes have resulted from the rapid development of the times, both changes in a positive direction or changes in negative ways. The shift in the noble values of the nation which is gradually becoming increasingly worrying, requires concrete answers from the educational world of Indonesia

The Education Office of the government plays an important role in efforts to improve the quality of national education. Quality improvement is carried out covering various aspects, both planning, implementation, increasing human resources, evaluation, facilities and infrastructure as well as quality improvement in educational services carried out by schools in Indonesia to customers as users of educational services, which include students, People who are directly or indirectly related to the world of

education, including students, parents, and members of the surrounding community.

Soemanto [1] in his book entitled Educational Psychology (the working foundation of educational leaders), states that "Policies in the world of education are always carried out towards the goals to be achieved, in order to face challenges in the future. Therefore, the curriculum is often subject to revision and development, objectives Education frequently undergoes formulation changes, teaching and learning methods are frequently modified and developed, and learning resources and facilities are frequently added.

In connection with this, in principle, every customer, including users of education services, has the same tendency to get service. Good service quality is every dream. customer. This tendency is humane, because basically every human being has the desire to receive the best service with the best quality for himself and his loved ones

According to Arikunto [2] quality is a measure of blackness, good or bad, quality, level or degree. Perhaps one definition that can be widely accepted is

what is conveyed by Juran in Arianto [3], quality is a suitability for use. This definition has a very high depth of meaning, but it is not clear what operational means. So that sometimes there is a confusion of meaning for the users themselves.

Welfare becomes a goal for every employee, including staff. Welfare itself is a word that does not stand alone, there are many factors that affect whether a person, including teachers and school organization staff, has achieved welfare or not.

According to Damayanti [4], in general, welfare is something that can make or give a feeling, pleasure, happiness to, oneself, family, or group. Feelings of pleasure, or happiness are something relative, depending on the social level of each individual, so that when talking about welfare, it is cannot be separated from physical well-being and mental well-being. Birth well-being is related to adequate income, fulfilling life's needs or achieving all desires. Inner welfare can be in the form of a feeling of calm, calm and serenity that is felt by each individual or group or with the same name. Individuals and groups. Between birth and birth welfare, both have a relationship with each other, where both can influence each other.

The definition of climate according to Firdousy [5], initially tends to discuss the season, for example season, cold, fall or fall, hot and spring. But in its development, the word climate is associated with objects or activities (noun or activity), for example, social climate, work climate, organizational climate, household climate and so on.

So that climate can also be associated with the atmosphere or the state that a person experiences when he is in a certain environment [6]. If someone enters an area of a certain place, then feels good or bad, then that person has caught the climate (catching climate), around the area of that place. This means that the environmental conditions in which a person is located can provide information on his feelings about the state of the environment.

2. METHODS

This research uses a descriptive survey method, as stated by Kerlinger that survey research studies large or small or populations by selecting and examining selected samples from this population, to find incidence, distribution and interactivities of the sociological and psychological variables [8]. This technique is used to determine the effect between variables X_1 with Y , X_2 with Y or X_1 and X_2 together with Y . Data analysis techniques use descriptive statistics, inferential statistics, simple correlation and multiple correlation using partial and simple regression.

In this study, the population consisted of all teachers who taught at SMA Air Kumbang District and one SMA within the District. 1 Banyuasin I Banyuasin Regency, with a population of 123 people. Then the researcher

determines the number of samples in this study is 100 respondents and the number of samples that have been obtained is then divided into 4 schools so that the determination of the number of samples in each school has the same proportion. The research instrument to be analyzed, using a questionnaire technique.

3. RESULTS AND DISCUSSION

In collecting data in this study, researchers used a questionnaire technique and observation. The questionnaire technique is data collection which is done by asking respondents to provide responses to a set of questions or written statements that have been prepared by the researcher. Data collection was carried out on the data source, namely the teacher. The research data were divided into two groups, namely independent variables and dependent variables. In this study, the independent variables are the teacher's well-being (X_1) and the working environment (X_2). The Quality of Education Services is the dependent variable in this study (Y).

a. Variable Quality of Education Services (Y)

The results of descriptive statistics on the variable quality of education services (Y) with a total of 23 items given to 100 respondents obtained the lowest score of 73 and the highest score of 110, average 87.91, middle value 88.50, the most frequent score 89, and the standard deviation of 6,355. The results of these calculations show that the difference in average scores does not exceed one standard deviation. This means that the frequency distribution of education service quality data tends to be normal. The following shows the frequency distribution data for the education service quality variable (X).

b. Teacher Welfare Variable (X_1)

Descriptive of the results of distributing questionnaires on the teacher welfare variable (X_1) with 23 items of items given to 100 respondents, the lowest score was 73 and the highest score was 95, average 84.07, middle value 84, the most often appears 83, and a standard deviation of 3,820. The results of these calculations show that the difference in average scores does not exceed one standard deviation. This means that the frequency distribution of teacher welfare data tends to be normal. The following shows the frequency distribution data for the teacher welfare variable (X_1).

c. Climate Variable Work (X_2)

Descriptive statistics of the results of distributing questionnaires to the work climate variable (X_2) with 23 items of items given to 100 respondents, the lowest score was 95 and the highest score was 115, the average was 104.42, the middle value was 104.50, 102 most frequently, and a standard deviation of 3,820. The

results of these calculations show that the difference in average scores does not exceed one standard deviation. This means that the frequency distribution of the working climate data tends to be normal [9]. The following shows the frequency distribution data for the work climate variable (X).

4. CONCLUSION

The following conclusions can be drawn from the previous research and discussion [10]: 1) teacher welfare has a significant impact on the quality of high school education services in the Banyuasin district; 2) the work environment has a significant impact on the quality of high school education services in the Banyuasin district area, and 3) the welfare of teachers and the working environment have a significant impact on the quality of high school education services in the Banyuasin district.

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