

# ORGANIZATIONAL CLIMATE AND TEACHER PEDAGOGIC COMPETENCE ON QUALITY OF SERVICES IN SMP

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## Abstract

This study aims to determine the influence of Organization Climate and Teacher Pedagogic Competence School Quality Service in Public Junior High School District Kembangan in West Jakarta. This study is descriptive in the entire population of teachers in Public Junior High School in West Jakarta District of New Kebayoran as many as 7 State Primary School with a number of teachers is 347, elected by proportional random sampling, the number of 186 teachers. Data was collected using a questionnaire to measure the Organization Climate, Teachers and Achievement Motivation Teacher on School Quality Service. The results showed that: first, there are positive Influence of Total Quality Management to Principal Teacher School Quality Service is acceptable, it can be determined by t test calculations in which  $t_h > t_t$  ( $40.38 > 1.66$ ). And based on the calculation formula product moment correlation coefficient can be determined path coefficients ( $p_{31} = 0.272$ ) at  $\alpha = 0.05$ , that  $r_h > r_t$  ( $0.948 > 0.148$ ) means that it can be said that there are positive effects of TQM Head Teacher School Quality Service, by  $r^2_{13} =$  coefficient of determination of 0.8986. This means that 89.89% of the variation of Teacher School Quality Service (X3) are affected by TQM Principal (X1). Second, there is a positive influence on Achievement Motivation Teacher Teacher School Quality Service is acceptable, it can be determined by t test calculations in which  $t_h > t_t$  ( $73.92 > 1.66$ ). Third, there is a positive influence Principal Total Quality Management (X1) of the Teacher Achievement Motivation (X2) can be accepted, it can be determined by t test calculations in which  $t_h > t_t$  ( $32.31 > 1.66$ ).

**Keywords: Organizational Climate, pedagogic Competence, Service Quality**

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## **Introduction**

In the 21st century, a wave of globalization is felt strong and open. Technological progress and the changes that have taken place provide new awareness that Indonesia is no longer independent. Indonesia is in the midst of a new world; the world is wide open as a result people are free to compare life with other countries. Nowadays, we endure lack of quality in education both formal and informal. The results are obtained after we compare them with other countries. This is evidenced, among others, by UNESCO data in 2000 concerning the ranking of the Human Development Index (Human Development Index), namely the composition of the rankings of educational attainment, health and income per head which shows that the Indonesian Human Development Index is decreasing, among the 174 countries in the world Indonesia ranked 102 in 1996, 99 in 1997, 105 in 1998, and 109 in 1999.

The low quality of education in Indonesia was also shown by Balitbang data in 2003 that out of 146,052 primary schools in Indonesia, only 8 schools were recognized in the Primary Years Program category. Out of 20,918 junior high schools in Indonesia, there were only 8 schools that received world recognition in the The Middle Years Program category. And from 8,036 high schools, only 7 schools received world recognition in the category of the Diploma Program.

Education has indeed been a support in improving Indonesia's human resources for national development. Therefore, we should be able to improve Indonesia's human resources that are not less competitive with human resources in other countries. Schools are social organizations that provide learning services for the community. As an organization, schools are open systems because they have relations with the environment. Aside from being a vehicle for learning, the environment is also the place where school inputs originate.

Humans needed as input for the education process are students as the main ingredient or raw material. To produce a complete human being, human input is needed which has the potential to be educated, trained, guided and developed into a whole person. For this reason, another human being is required to serve as a successful team to form a complete human being. The teacher is assigned to educating, training, guiding, and developing potential (students). The principal is a teacher who is given a special duty to manage the school, make policies, regulate the rules and operationalization of the school so that it does not occur in chaos or is given the trust to be the leader and manager of the school. Administrative staff is assisting leaders / managers to manage the school. Stakeholders or people with an interest in the school

such as parents / guardians of students, business people, communities, and the government have an obligation to create effective schools.

A strong orientation in all schools, in improving the quality of school services as the main scenario towards school autonomy, is to improve the quality of school services through school independence. Schools will race to win the competition, the quality of school services will be the main key strength for every school to win the competition, both facing previous competition and newcomers. Schools will compete supportively to improve the quality of school services. Improving the quality of school services, especially junior high schools, is one of the concerned focuses in order to improve the quality of human resources. Junior High School is the first formal education unit that has the responsibility to develop basic attitudes and abilities and provide basic knowledge and skills.

Organizational climate has an influence on the quality of service. Organizational climate is an environmental atmosphere of an organization or educational institution that routinely occurs both individually and in groups that can encourage and increase motivation on change of attitudes and behavior in organizational performance. The atmosphere of a fun and safe school environment allows teachers to work better. On the contrary, a less pleasant school environment causes teachers to be reluctant to carry out their duty properly. This can lead to a decline in the quality of service in schools so that it affects the maximum work of teachers.

Schools as an organization have an organizational structure which consists of individuals who have their respective duties and responsibilities at work. They cooperate well one another, between the principal and the teacher, the teacher with the teacher, the teacher with the administration, the school principal with the administration section to the lowest level, namely the school maid. Their duties and responsibilities is well accepted good and understood. They help each other when they experience obstacles in their daily work, and give each other input or advice between one individual and another, so that a pleasant organizational climate is established and the direction for achieving goals in education can be achieved well.

The teacher plays an important role in learning activities to determine and direct all teaching and learning activities. Teaching and learning activities are directed and strived to achieve educational goals that have been planned, not just a formality but it is obliged to be followed by the ability of the educator itself according to his duties. A teacher who interacts

with students in school does not only convey knowledge but also instills good attitudes and moral values and skills.

Today, the competencies that teachers have in carrying out their duties is perceived low so that some changes that have been rolled out cannot be realized properly so that on many occasions teachers hear and confuse teachers about changes in curriculum. Acting as a democratic teacher requires several personality competencies to master the fields of study, management of education and the learning process. The current paedagogic competence of teachers needs to be developed and processed in such a way that it will experience an increase. By means of the increase in competency, it is expected to improve the quality of education in the country.

The low quality of educational services in Indonesia is the Teacher's Paedagogic Competence. One of the causes of the low professionalism of teachers in Indonesia can be seen from the feasibility of teaching teachers. According to the research results of the Ministry of National Education's Research and Development Agency, teachers who are eligible for teaching at the elementary and public level are only 28.94%, public junior high school teachers 54.12% private junior high school 60.99% private school, teachers state high school 65.29% private sector 64.73% of public vocational school teachers 55.91%, private school 58.26%. This is not excessive if the teacher is one aspect who is widely blamed for the low quality of education in Indonesia. Teachers are an important element in organizing a national system, especially when considering their position and role as the spearhead of teaching and learning resources for transforming values of science and other values. On that basis, the achievement of quality education outcomes that are less satisfactory at all levels of education is often associated with the teacher's less than optimal role.

The vision of education in the Sisdiknas Law is the realization of an education system as a strong and authoritative social institution to empower all Indonesian citizens, to develop into quality human beings who are capable and proactive in responding to the challenges of the times that are always changing. It embraces democratic and equity and non-discriminative values by upholding human rights, religious values, cultural values, and national prosperity, and education is carried out by empowering all components of society through participation in the implementation and quality control of school services.

Based on the background discribed above, this research takes the title. "Influence of Organizational Climate and Teacher's Paedagogic Competence on School Service Quality, in Public Junior High Schools in Kembangan District, West Jakarta".

The quality of educational services needs to be carefully assessed, because according to Anna Coote in Edward Sallis quoted by Dadang Suhardan "*Quality is a slippery concept. It implies different things to different people.*" Quality is a concept that can be confusing. Its meaning becomes something different for everyone. Even the experts concluded that there was nothing like Edward Sallis, quality can be defined as something that exceeds the satisfaction and desires of consumers. Quality is not something that can be achieved easily, but rather a responsibility that must be carried out simultaneously by all people at all levels of the organization, at all times.

Sallis in his book entitled *Total Quality Management in Education*, quality to meet the needs and desires of its customers. Organizations that maintain relationships with customers and have an obsession with quality. They recognize that the growth and development of an institution derives from the suitability of institutional services with customer needs. Quality must be in accordance with the expectations and wishes of customers and Klein. Quality is something that is desired by the community and for everyone and not what is best for school residents.

Educational services are determined by at least the facilities, infrastructure, learning completeness and teacher factors. For example, Factor of infrastructure is study rooms and those that meet the requirements. Learning equipment used by teachers as learning media, teaching aids and others is available. Since the teacher's factor must have sufficient professionalism and prosperity, they are expected not to be hesitant in teaching. When fulfilled, education services will be implemented which of course students will be able to enjoy a fun learning process.

Parasuraman was quoted as saying by Nasution that there are five dimensions of consumers in evaluating services that need to be considered:

1. *Tangible*, includes physical facilities, employees and means of communication.
2. *Reliability*, is the ability to provide promised services with immediate, accurate, and satisfying reliability.
3. *Responsiveness*, is the desire of the staff to assist customers and provide responsive services.
4. Assurance is covering the knowledge, ability, politeness and trustworthy nature of the staff (free from danger, risk and doubt).
5. *Empathy*, is covering the ease of making good communication, attention, and understanding the decisions of customers.

Based on theoretical studies, it can be concluded that education services are a systematic, practical and strategic approach in organizing an educational organization, which prioritizes the interests of educational users (students / parents).

Good service will not be occurred if as Luthan, in the book Uhar Suharsaputra, says that "*Organizational climate is an overall feeling that is conveyed by the physical layout, the way participant interacts, and the way the organization conducts itself with customers or outsiders*" (All feelings conveyed interactively, whether it is practiced with customers or outside parties).

Halpin has identified the organizational climate continuum based on the results of his research using Organizational Climate Description Questionnaire (OCDQ), there are six classifications, namely:

1. *Open Climate*, which describes a situation where members love to work, cooperate, and openness.
2. *Autonomous Climate*, which is a situation where there is freedom, there are creative opportunities, so that its members have the opportunity to satisfy their needs.
3. *The Controlled Climate*, which marked an emphasis on achievement in realizing satisfaction in social needs.
4. *The Familiar Climate*, namely a sense of high service between leaders and members.
5. *The Paternal Climate*, which is characterized by the control of the leadership of members.
6. *The Closed Climate*, which is marked by a situation of low satisfaction and achievement of duties and social needs of its members, the leadership is very closed to its members.

Based on the description of the above theory, it can be concluded that Organizational Climate is the environment atmosphere of an organization or school institution that routinely occurs both individually and in groups that can influence the emergence of motivation to change attitudes and behavior in organizational performance.

In an effort to improve the quality of national education, the government through the Ministry of National Education continuously strives to make various changes and renewal of our education system. One of the efforts has been and is being done, which is related to the teacher's factor. Commencement of a regulation No. 14 of 2005 concerning Teachers and Lecturers and Government Regulation No. 19 of 2005 concerning National Education Standards, basically is the government policy which includes the government's efforts to organize and improve the quality of teachers in Indonesia. Regulation No. 14 of 2007, mentioned that an agent of learning to improve the quality of national education, the development of science, technology and art, as well as serving the community. In Article 6: the position of the teacher and lecturer as a professional man carries out the national education

system and embodies national education, namely the development of the potential of students to become believers and fear of God Almighty, noble, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. The achievement of educational goals must be supported by teachers who have the knowledge and ability to manage learning activities, are skilled in understanding student development and have a commendable personality and are based on intelligence. This is needed so that the learning process carried out is able to reach the target. It is impossible for teachers to be able to direct students to achieve these competencies. If the teacher is an educator and the teacher does not have equivalent teaching competencies. Existing teacher competencies must be sufficient to carry out the obligations outlined in the effort to increase and empower education.

Mc Ashan stated that competency *"is knowledge skills and abilities of people that have the character achieves, which becomes part of his or her being he or she can satisfactionily perform certain cognitive, effective, and psychomotor behaviors"*.

This definition can be explained that competence is the knowledge, skills and abilities of a person and has become part of him so that with this ability he can perform activities, cognitive, affective and psychomotor behavior. When related to teacher competency is the ability and skills possessed by the teacher so that with these skills the teacher can carry out chores related to providing training and development for students. The development in question includes development in the cognitive field, development in the affective field, and development in the psychomotor field.

Competent teachers are teachers who are able to present meaningful learning activities so that students feel interested in and challenged to participate in learning activities, then from these activities students are able to master the subject matter, knowledge in accordance with the limits and objectives set in the curriculum or syllabus. Idochi: 2000, Teacher's professional competence is broken down into three aspects, namely:

1. Cognitive competence
2. Affective competence
3. Psychomotor competence

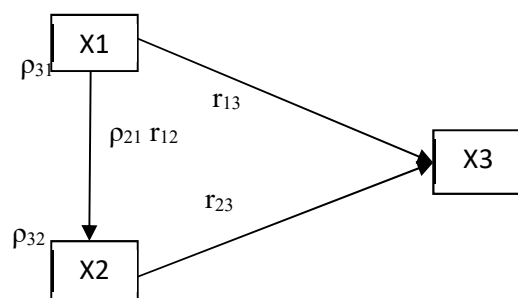
The first aspect includes mastery of educational knowledge, material knowledge of the field of study being taught, and the ability to transfer knowledge to students so that they can learn effectively and efficiently. The second competency is self attitudes and feelings related to the teaching profession, which includes self concept, self efficacy, attitude of self-acceptance

and a teacher's view of his quality. The latter aspect of psychomotor competence includes general and special physical skills such as verbal and non-verbal expressions.

Teacher competency will not experience improvement if the school does not pay attention to teacher competencies, that is why it takes a role from all components to endeavour competence improvement by conducting training, involving teachers in seminars, increasing education strata and various activities that are expected to spur increased competence teacher.

## METHOD

This study uses a quantitative approach with survey methods with correlational techniques. Data analysis used descriptive statistics, inferential statistics, simple, and double correlation, partial correlation and simple and multiple regression. To facilitate understanding of the relationship study; X1: Organizational climate, X2: Teacher's pedagogical competence, each as an independent variable, and X3: Service quality as a dependent variable, the following constellation of research variables is arranged:



**Figure 1.** Path Analysis of variables Correlation

## FINDINGS AND DISCUSSION

### Data Description

In the chapter the results of this study will be presented regarding the analysis and discussion of the results of processing research data which include; trial data, respondent descriptive data, data description, analysis requirements analysis, research hypothesis testing, interpretation and discussion of research results and research limitations.



In analyzing, the data is directed to testing the hypothesis, which begins with a description of the research data from the three variables in the form of frequency distribution and histogram and determines the regression equation. To illustrate the influence between one variable and another, the writer calculated using simple regression and correlation analysis and path analysis (path analysis).

Assumption for testing the regression parameters in the research data was carried out by testing the requirements analysis with normality test with Liliefors test, homogeneity test with Bartlett test and also significance test and linearity of regression models.

### 1. Validity and Reliability test

Table 1. Score of pre-test and post test items research Instrument

Type of Instrument	X <sub>1</sub> / Reliability	X <sub>2</sub> / Reliability	X <sub>3</sub> / Reliability
Pre-test/ Validation	33/ 0,928	32/ 0,981	35/ 0,978
Invalid Items	3	11	9
Post-test	30	21	26

The number of validity test items for Organizational Climate variable (X<sub>1</sub>) = 33 items, variable Teacher Pedagogic Competency (X<sub>2</sub>) = 32 items and Service Quality variable (X<sub>3</sub>) = 35 items. The reliability test results show that the questionnaire reliability of Organizational Climate variable is 0.928, the reliability of the questionnaire variable is the Teacher's Pedagogic Competency of 0.981; and the reliability of the questionnaire variable Service Quality of 0.978. So that valid and reliable items that are feasible to use in capturing research data with 30 valid items for Organizational Climate (X<sub>1</sub>) variables, 21 items are valid for Teacher Pedagogic Competency variables (X<sub>2</sub>) and 26 items are valid for Service Quality (X<sub>3</sub>) variables.

### Description of Research Data

The variables studied included three variables: Service Quality (X<sub>3</sub>), Organizational Climate (X<sub>1</sub>), and Teacher's Pedagogical Competence (X<sub>2</sub>). Calculation of descriptive statistics research data presents images of each variable. Each of the variables above is reviewed with several supporting theories, so a conceptual understanding of each variable is obtained. Furthermore, based on the conceptual, operational definitions are prepared and

indicators are prepared in accordance with relevant theories. Based on these indicators a questionnaire was prepared which was able to multiply the judgments in each indicator.

The research data was derived from a sample of 186 teachers at the State Junior High School in Kembangan, West Jakarta, using a questionnaire consisting of 5 answer options. Data from the questionnaire results are used as the basis for all forms of analysis in the study. Based on 5 assessment criteria, the value of each variable is theoretically, as follows:

Table 2. Score based on theoretical criterion

Variables	Total items	Kriteria Penilaian Teoritis				
		Very poor	Poor	fair	Good	Very good
Organizational climate	30	30-54	54-78	78-102	102-126	126-150
Teachers' pedagogyc competence	21	21-37,8	37.8-54.6	54.6-71.4	71.4-88.2	88.2-105
Service quality	26	26-46.8	46.8-67.6	67.6-88.4	88.4-109.2	109.2-130

The data above shows that the number of questions determines the rating interval in each criterion. For example: in the number of questions 30, with a choice of 1, 2, 3, 4, 5, the lowest score if all items obtained a value of 1 are therefore worth  $1 \times 30 = 30$ , while the highest value if all items get a value of 5 thus worth  $5 \times 30 = 150$ . The evaluation criteria consist of 5, which are very poor, poor, sufficient, good and very good, thus:

$$\begin{aligned} \text{Criteria value between criteria} &= (\text{highest value} - \text{lowest value}): 5 \\ &= (150-30): 5 \\ &= 24 \end{aligned}$$

### Testing Statistical Requirements

One of the requirements in analyzing a causal requires a statistical prerequisite test, which consists of: 1) Test for data normality for each variable and 2) Test for homogeneity of data variance between variables.

### Data Normality Test Regression Estimation Error

Testing the normality requirements of the dependent variable to the independent variable is done using the *Liliefors* test. For the results in this test using the null hypothesis which states the suitability between each raw data that is normally distributed to the comparable hypothesis of each data that is not normally distributed. Statistically this form of hypothesis can be written as follows:

Ho: each sample data is normal distribution

H<sub>1</sub>: each data is not normal distribution

With the *Liliefors Test* the data is said to be normally distributed if  $L_{counts} < L_{table}$  at the alpha significance level ( $\alpha$ ) which has been determined  $\alpha = 0.05$ .

Table 3. Data inference of Normality test

Variables	L <sub>counts</sub>	L <sub>table</sub>	inference
X <sub>1</sub> X <sub>3</sub>	0.0596	0.0650	Normal
X <sub>2</sub> X <sub>3</sub>	0.0636	0.0650	Normal
X <sub>1</sub> X <sub>2</sub>	0.0633	0.0650	Normal

Information:

X<sub>1</sub>: Organizational Climate

X<sub>2</sub>: Teacher's Pedagogic Competence

X<sub>3</sub>: Quality of Service

L<sub>h</sub>: Critical value calculation Liliefors test

L<sub>t</sub>: Value of the Critical Test table Liliefors

From the overall calculation of the normality test for data from 186 Respondents which include Organizational Climate variable (X<sub>1</sub>), variable Teacher Pedagogic Competency (X<sub>2</sub>), and Service Quality variable (X<sub>3</sub>), it turns out that every price calculated is  $< L_{table}$ . Thus it can be concluded that all data from each variable is normally distributed or Ho is accepted. The summary of the results of the calculation of the normality test can be seen in Table 3. Thus, the data in these 3 variables are feasible and further causal analysis can be carried out.

## Homogeneity Test

The testing of the variance homogeneity requirements of X3 variable is based on the grouping of Organizational Climate variable (X1) data, variable Teacher Pedagogic Competence (X2), using the Levene Statistical Test.

The final result of the calculation of the Levene Statistical Test with the Ho test criteria is accepted which means that the population data is homogeneously grouped, if the results of the calculation of the Levene Statistical Test are smaller than the real level alpha ( $\alpha$ ) = 0.05 or higher than the real level alpha ( $\alpha$ ) = 0.05, then Ho is rejected which means that the population data is not homogeneous.

Table 4. variance Homogeneity test

No.	Variances	$\chi^2$ count	$\chi^2$ table	inference
1.	X <sub>3</sub> upon X <sub>1</sub>	0.000	0.05	Homogene
2.	X <sub>3</sub> upon X <sub>2</sub>	0.000	0.05	Homogene
3.	X <sub>2</sub> upon X <sub>1</sub>	0.000	0.05	Homogene

Information:

$\chi^2$ count = Calculation result

Levene Statistics Test

$\chi^2$ Table = from the Levene Statistics Test table

From the whole calculation, the calculation results obtained from the Levene Statistical Test are greater than the real level alpha ( $\alpha$ ) = 0.05, for X3 data is based on the grouping of each data X1 and X2. Thus, it was concluded that the Organizational Climate (X1) variable, the Teacher's Pedagogic Competency (X2) variable, had a homogeneous population variance.

### 1. The First Hypothesis is: "Effect of X1 (Organizational Climate) on X3 (Service Quality)"

Simple linear regression analysis of pairs of research data between Organizational Climate variables (X1) on Service Quality (X3) produces a regression direction coefficient of 1.05 and a constant of 97.73. Thus the influence of Organizational Climate variable (X1) with Service Quality (X3) has the following regression equation:  $Y = 97.73 + 1.05 X_1$ .

## 2. The Second Hypothesis is: "The Effect of X2 (Teacher's Pedagogic Competence) on X3 (Service Quality)"

Simple linear regression analysis of pairs of research data between variables of Teacher Pedagogic Competency (X2) on Service Quality (X3) produces a regression direction coefficient of 1.12 and a constant of 14.73. Thus the form of influence variable Teacher Pedagogic Competency (X2) on Service Quality (X3) has a regression equation as follows:  $Y_3 = 14.73 + 1.12 X_2$ .

## 3. The Third Hypothesis is: "The Influence of X1 (Organizational Climate) on X2 (Teacher's Pedagogical Competence)"

Simple linear regression analysis of the pair of research data between X1 (Organizational Climate) against X2 (Teacher's Pedagogical Competence) produces a regression direction coefficient of 0.90 and a constant of 75.19. Thus the form of the influence of variable X1 (Organizational Climate) on X2 (Teacher's Pedagogical Competence) has the following regression equation:  $Y_2 = 75.19 + 0.90 X_1$ .

From the results of the calculations above, the path diagram of the three variables of Organizational Climate, Teacher's Pedagogical Competence, and Service Quality can be described as follows:

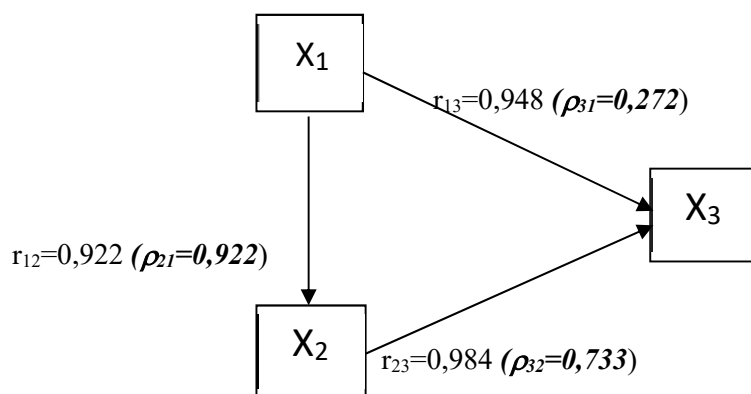


Figure 2. Correlation Results between Variable Path Analysis

## Discussion

Based on the results of the analysis can be known the characteristics of each variable and relationship as well as the influence between variables. The characteristics of each variable can be expressed as follows: (a) Organizational climate has a range of empirical values with

poor criteria to very good, with an average of sufficient criteria, data is normally distributed, and is homogeneous with other variables (b) Pedagogic Competencies The teacher has The range of empirical values with criteria is not good to very good, with an average of sufficient criteria, data are normally distributed, and are homogeneous with other variables (c) Service Quality has a range of empirical values with criteria not good to very good, with average criteria enough, the data is normally distributed, and is homogeneous with other variables.

### **1. Effect of X1 (Organizational Climate) on X3 (Service Quality)**

Based on simple linear regression analysis of pairs of research data between Organizational Climate variables (X1) on Service Quality (X3) produces a regression direction coefficient of 1.05 and a constant of 97.73. Thus the influence of Organizational Climate variable (X1) with Service Quality (X3) has the following regression equation:  $Y = 97.73 + 1.05 X_1$ .

Based on the results of statistical tests above it can be seen that the hypothesis of the influence of Organizational Climate on Service Quality is acceptable, this can be known by the results of the calculation of the t test where  $t_{count} > t_{table}$  ( $40.38 > 1.66$ ). And based on the results of the calculation of the product moment correlation coefficient formula can be known path coefficient ( $p_{31} = 0.272$ ) at  $\alpha = 0.05$ , that  $r_c > r_t$  ( $0.948 > 0.148$ ) means that there can be a positive influence on Organizational Climate on Service Quality, with the coefficient of determination amounting to  $r_{213} = 0.8986$ . This means that 89.89% of the variation in Service Quality (X3) is influenced by the Organizational Climate (X1).

### **2. Effect of X2 (Teacher's Pedagogic Competence) on X3 (Service Quality)**

Based on simple linear regression analysis of pairs of research data between variables of Teacher Pedagogic Competency (X2) on Service Quality (X3) produces a regression direction coefficient of 1.12 and a constant of 14.73. Thus the influence of Organizational Climate variable (X1) with Service Quality (X3) has the regression equation as follows:  $Y = 14.73 + 1.12 X_2$ .

Based on the results of the statistical tests above, it can be seen that the hypothesis of the influence of the Teacher's Pedagogic Competence on Service Quality is acceptable, this can be known by the calculation of the t test where  $t_c > t_t$  ( $73.92 > 1.66$ ). And based on the calculation results of the product moment correlation coefficient formula can be known the path coefficient ( $p_{32} = 0.733$ ) at  $\alpha = 0.05$ , that  $r_c > r_t$  ( $0.984 > 0.148$ ) means that there can be a positive influence on the Teacher's Pedagogic Competence on Service Quality, with coefficients determination

of  $r_{223} = 0.9674$ . This means that 96.74% of the variation in Service Quality (X3) is influenced by Teacher's Pedagogic Competence (X2).

### 3. Effect of X1 (Organizational Climate) on X2 (Teacher's Pedagogical Competence)

Based on simple linear regression analysis of the pair of research data between X1 (Organizational Climate) against X2 (Teacher's Pedagogical Competence) produces a regression direction coefficient of 0.90 and a constant of 75.19. Thus the form of the influence of variable X1 (Organizational Climate) on X2 (Teacher's Pedagogical Competence) has the following regression equation:  $Y = 75.19 + 0.90 X_1$ .

Based on the results of statistical tests above, it can be seen that the hypothesis of the influence of Organizational Climate on Teacher's Pedagogic Competence can be accepted, this can be known by the results of the calculation of the t test where  $t_c > t_t$  ( $32.31 > 1.66$ ). And based on the results of the calculation of the product moment correlation coefficient formula can be seen that  $r_c > r_t$  ( $0.922 > 0.148$ ) means that it can be said path coefficient ( $p_{21} = 0.922$ ) at  $\alpha = 0.05$ , that there is a positive influence of the Organizational Climate on Teacher Pedagogic Competence, with coefficients determination of  $r_{212} = 0.8501$ . This means that 85.01% of the variation in Teacher's Pedagogic Competence (X2) is influenced by the Organizational Climate (X1).

## CONCLUSIONS AND SUGGESTIONS

Based on the results of the research analysis can be concluded as follows:

1. There is a positive direct influence on the Organizational Climate on Service Quality. This gives an understanding that the more positive the Organizational Climate can improve Service Quality. Conversely, the more negative the Organizational Climate can reduce the Quality of Service.
2. There is a positive direct influence of the Teacher's Pedagogical Competence on Service Quality. This gives an understanding that the more effective the Pedagogical Competence of the Teacher can improve the Quality of Service. On the contrary, the less effective the Pedagogic Competency of the principal's, teacher can reduce the Quality of Service.
3. There is a positive direct influence of the Organizational Climate on Teacher's Pedagogical Competence. This gives the understanding that the more positive the Organizational Climate is the more effective the Pedagogic Competence of the

Teacher. On the contrary, the more negative the Organizational Climate, the more ineffective the Teacher's Pedagogic Competence will be.

To improve the quality of service it is suggested that the organizational climate must be conducive and that the improvement of teacher's pedagogic competence is prioritized.

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