



The Role of Teacher's Professional Attitude on Mediating the Effect of Good Public Governance and School Climate to Economic Teacher's Performance of SHS/Islamic SHS

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Abstract

The purpose of this research is to analyze how the role of teacher's professional attitude on mediating the effect of GPG principles implementation and school climate on economic teacher's performance of SHS/Islamic SHS in Purbalingga Regency. The approach that used on this research is a quantitative approach with survey method. The population in this research are all of senior high school / islamic senior high school economic teachers in Purbalingga District, on amount 30 teachers with 30 sample. Data collection was carried out by questionnaire. Data analysis was carried out with descriptive analysis and Structural Equation Modeling (SEM) based on variance by using SmartPLS version 2.0.m3 software. The results of this research showed that: (1) the direct effect on the economic teacher's performance is only influenced by school climate with contribution value of 57.2%; (2) the direct effect on the teacher's professional attitude is only influenced by GPG principles implementation with contribution value of 84.8%; (3) the teacher's professional attitude is not proven mediating the influence of GPG principles implementation and school climate on economic teacher's performance.

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INTRODUCTION

Teacher performance is a very important aspect and needs attention. The success of teacher performance will have an impact on both student and school. Interest, talent, ability, and the potential possessed by students will not develop optimally without the help of teacher. Teacher must be able to improve performance in carrying out their duties because education requires professional skills of qualified educator. Teacher need to maintain and strive for high and good performance in order to create good quality human resources. Teacher performance is the success level of teacher in carrying out educational task in accordance with their responsibility and authority based on performance standard that have been set for a certain period within the framework of achieving educational goal (Barnawi, 2012: 14).

A teacher is required to have good performance through the competencies they have. Economic teachers are not exception. For economic teachers, good performance in learning holds a strategic position. Given that economics is one of the most dynamic science. The truth that exists at this time can be refuted by the reality and results of research in the future. The development of dynamic economics requires a teacher to continue to improve his competence in order to keep up with the development of science.

The phenomenon in the field shows that the performance of economic teachers in Purbalingga is still low. This can be seen from the results of the Teacher Competency Test held in 2015 which presented quite disappointing results. This can be seen from data obtained from the Education Department of Purbalingga Regency which shows that the average UKG score of high school economics teachers in Purbalingga Regency is 53.97. In fact, the government itself sets a target of a national Minimum Competency Score of 55. This shows that the UKG score of high school economics teachers in Purbalingga Regency has not reach the national target or is still below the average.

Based on interviews with economic teachers in 2 schools, Purbalingga 1 Senior High School and Bukateja 1 Senior High School, information was obtained that there were

problems in terms of the performance of economic teachers who were not yet optimal. The lesson plan and syllabus made by the teacher are still not in accordance with the situation and conditions of the students they teach. In addition, teachers in the implementation of learning are still using media and learning methods that are less varied. Learning carried out in the classroom has not been thoroughly evaluated by the teacher. Teachers are required to make the right questions because the teacher needs the right data or information relating to the learning outcomes of students and the level of mastery of the material carried out by the teacher, but the evaluation of learning is still more highlighted in the learning outcomes of students, while the teacher has not reflected on how to teach in the classroom.

Other findings obtained from preliminary interviews with economic teachers at Purbalingga 1 Senior High School and Bukateja 1 Senior High School were about the school environment which was still not conducive. This environment includes the physical and non-physical environments. The existence of personal problems which then causes social relations between teachers disrupted. The difference in task load between teachers is also one of the causes of social jealousy between one teacher and another. The professionalism of teachers here is also questioned. Given the existence of disputes caused by personal problems between teachers which then affect the performance of economic teachers in schools. Competition between teachers from schools located in cities and schools on the periphery is also evident. This resulted in the disruption of the MGMP. Though the main objective of the MGMP is to help solve the problems related to learning faced by teachers, which are ultimately expected to improve teacher performance.

The objectives of this study are as follow. (1) direct effect between implementation of Good Public Governance principles to economic teacher's performance of SHS/Islamic SHS in Purbalingga Regency. (2) direct effect between implementation of Good Public Governance principles to teacher's professional attitude of SHS/Islamic SHS in Purbalingga Regency (3) direct effect between school climate to economic teacher's performance of SHS/Islamic SHS in

Purbalingga Regency (4) direct effect between school climate to teacher’s professional attitude of SHS/Islamic SHS in Purbalingga Regency. (5) direct effect between teacher’s professional attitude to economic teacher’s performance of SHS/Islamic SHS in Purbalingga Regency (6) indirect effect between implementation of Good Public Governance principles to economic teacher’s performance of SHS/Islamic SHS in Purbalingga Regency through teacher’s professional attitude as mediation variable (7) indirect effect between school climate to economic teacher’s performance of SHS/Islamic SHS in Purbalingga Regency through teacher’s professional attitude as mediation variable.

METHOD

This research uses a quantitative approach with a survey method. The population in this study are all 30 SHS/Islamic SHS economic teachers in Purbalingga Regency who were scattered into 11 schools. Because the population is less than 100 people, the researchers used saturated sampling as a sampling method. Where the entire population will be sampled in the study. The variables that will be revealed in this study are the application of the principles of Good Public Governance, school climate, teacher’s professional attitude, and economic teacher’s performance. Data collection was carried out with the help of a questionnaire.

Data analysis in this study was carried out by descriptive analysis and analysis of Structural Equation Modeling (SEM) based on variance or usually called Partial Least Square (PLS). Descriptive analysis is used to describe the condition of each variable. While variance based SEM was used to determine the direct and indirect effects of variables in this study. Data analysis was assisted with SmartPLS software version 2.0.m3 which was run with computer media. PLS analysis is done by measuring the model (outer model), structural analysis model (inner model), and hypothesis testing (Ghozali, 2014).

RESULT AND DISCUSSION

Descriptive Analysis

a. Economic Teacher’s Performance

Table 1. Frequency Descriptive of Economic Teacher’s Performance

Score Interval	F	%	Category	Average
44-48	6	20	Very Good	38
39-43	8	26,67	Good	
34-38	13	43,33	Enough	
29-33	3	10	Not Good	
Total	30	100		

Source: Primary Data Processed, 2018

Based on the table above, it can be shown that condition of SHS/Islamic SHS economic teacher’s performance in Purbalingga Regency are in enough category with average score of 38.

b. Teacher’s Professional Attitude

Table 2. Frequency Descriptive of Teacher’s Professional Attitude

Score Interval	F	%	Category	Average
42-46	6	20	Very Good	36
37-41	9	30	Good	
32-36	12	40	Enough	
27-31	3	10	Not Good	
Total	30	100		

Source: Primary Data Processed, 2018

Based on the table above, it can be shown that condition of teacher’s professional attitude in Purbalingga Regency are in enough category with average score of 36.

c. Implementation of Good Public Governance Principles

Table 3. Frequency Descriptive of Implementation GPG Principles

Score Interval	F	%	Category	Average
56-61	7	23,33	Very Good	49
50-55	6	20	Good	
44-49	13	43,33	Enough	
38-43	4	13,33	Not Good	
Total	30	100		

Source: Primary Data Processed, 2018

Based on the table above, it can be shown that condition of implementation of GPG principles in Purbalingga Regency are in enough category with average score of 49.

d. School Climate

Table 4. Frequency Descriptive of School Climate

Score Interval	F	%	Category	Average
66-71	5	16,67	Very Good	57
60-65	4	13,33	Good	
54-59	13	43,33	Enough	
48-53	8	26,67	Not Good	
Total	30	100		

Source: Primary Data Processed, 2018

Table 5. Outer Loading

	Good Public Governance	School Climate	Economic Teacher's Performance	Teacher's Professional Attitude
GPG.2	0.752			
GPG.3	0.714			
GPG.4	0.793			
GPG.5	0.865			
IS.1		0.763		
IS.2		0.759		
IS.3		0.717		
KGE.1			0.836	
KGE.2			0.817	
KGE.3			0.774	
SPG.1				0.808
SPG.2				0.709
SPG.3				0.714

Source: Primary Data Processed, 2018

Based on the table 5 above, it shown that outer loading score for all of the latent variables in this research have been reaching score above 0,7. Thus, it can be conclude that model on this research have a proper outer loading score.

Table 6. Average Variance Extraced (AVE)

	Average Variance Extraced (AVE)
Good Public Governance	0.613
School Climate	0.557
Economic Teacher's Performance	0.655
Teacher's Professional Attitude	0.555

Source: Primary Data Processed, 2018

Based on the table above, it can be shown that condition of school climate in Purbalingga Regency are in enough category with average score of 57.

Structural Equation Model (SEM) Based on Variance

a. Model Measuring (Outer Model)

Outer model testing is used to knowing how are the connection of every indicator to their latent variabel. This test is carried out by observe the outer loading score, Average Variance Extraced (AVE), and composite reliability that execute by using Smartpls 3.0 software. The result can be shown on the table below.

Based on table 6 above, it shown that AVE score for every construct on this research are having score above 0,5. So we can say that every construct have a proper AVE score.

Table 7. Composite Reliability

	Reliabilitas Komposit
Good Public Governance	0.863
School Climate	0.790
Economic Teacher's Performance	0.851
Teacher's Professional Attitude	0.789

Source: Primary Data Processed, 2018

Based on the table 7 above, it shown that composite reliability score for each construct on this research are having score above 0,7. Thus, it can conclude that construct have a good reliability.

b. Structural Model Testing

Testing to structural model is carried out by observing the R-Square score which is goodness-fit model test.

Table 8. R-Square

	R Square	Adjusted R Square
Economic Teacher's Performance	0.479	0.419
Teacher's Professional Attitude	0.451	0.411

Source: Primary Data Processed, 2018

On the table above show that model of the effect of GPG principles implementation, school climate, and teacher's professional attitude to economic teacher's performance is give R-Square

of 0,479. It mean that construct variability of economic teacher's performance which can be described by construct variable of GPG principles implementation, school climate, and teacher's professional attitude is 47,9% and 53,1% the remain is described by the other variable outside the research model. Other than that, the table also show that model of the effect of GPG principles implementation and school climate to teacher's professional attitude is give R-Square of 0,451. It mean that construct variability of teacher's professional attitude that can be described by construct variable of GPG principles implementation and school climate is amount 45,1% and the 54,9% of the remain is described by the other variable outside the research model.

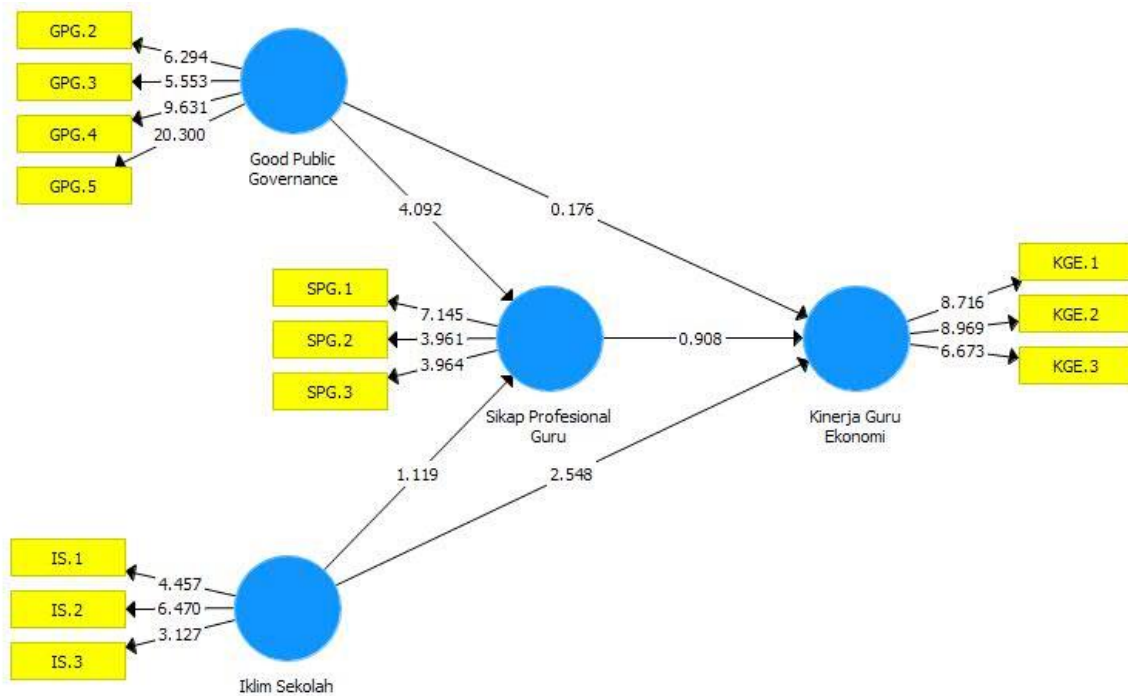


Figure 1. Path Analysis Model

c. Hypotheses Testing

Hypothesis testing is done by looking at the significance of the effect between construct variables by looking at the value of the parameter coefficient and the significance value of t statistic.

In Smartpls 3.0 software hypothesis testing can be seen in the path coefficient table to see the direct effect. While for indirect effects can be seen in the table of total indirect effects.

Direct Effect**Table 9.** Path Coefficients

	Sampel Asli (O)	Sample Mean (M)	Standar Deviasi (STDEV)	T Statistik (O/STDEV)	P Values
Good Public Governance -> Economic Teacher's Performance	0.051	0.102	0.293	0.176	0.861
Good Public Governance -> Teacher's Professional Attitude	0.848	0.849	0.207	4.092	0.000
School Climate -> Economic Teacher' Performance	0.572	0.550	0.225	2.548	0.011
School Climate -> Teacher Professional Attitude	-0.284	-0.238	0.254	1.119	0.264
Teacher's Professional Attitude -> Economic Teacher's Performance	0.173	0.176	0.190	0.908	0.364

Source: Primary Data Processed, 2018

H₁: Direct Effect between Implementation of Good Public Governance Principles to Economic Teacher's Performance of SHS/Islamic SHS in Purbalingga Regency

Based on table 9 it can be concluded that the influence between the variables applying GPG principles on the performance of economic teachers has a value of t statistic 0.176 < t table 2.052 and a value of P values 0.861 > significance 5% so it is stated that Ha1 is rejected. The application of the principles of GPG is not proven to have a direct effect on the performance of the public high school / MA economics teacher in Purbalingga Regency. Good and bad economic teacher performance is not influenced by the application of GPG principles at school. The results of this study are different from the research conducted by Hamid et al. (2015) which examined the influence of the principles of Good Corporate Governance on employee performance and their impact on the performance of the Agriculture and Animal Husbandry Service. The results showed that the principles of transparency, accountability and independence had a positive and significant effect on employee performance. The results of similar research were also carried out by Utama and Setiyani (2014) and Syah (2016).

H₂: Direct Effect between Implementation of Good Public Governance Principles to Teacher's Professional Attitude of SHS/Islamic SHS in Purbalingga Regency

Based on table 9 it can be concluded that the effect of applying the GPG principles to the professional attitude of the teacher has a t value of 4.092 > t table 2.052 and the P value of 0,000 < significance 5% so that it is stated that Ha2 is accepted. The original sample shows the number 0.848, which means that the application of the principles of GPG affects teacher professional attitudes by 84.8%. The application of the GPG principles proved to be able to influence the professional attitude of the public high school / MA economics teacher in Purbalingga Regency. The better the application of GPG principles in school, the better the professional attitude of the teacher. Conversely, the worse the application of GPG principles in school will be the worse the teacher's professional attitude will be. The results of this study are in line with the research conducted by Mang'unyi (2011), Tisna and Agustami (2016), and Rosyada (2016) which states that corporate governance influences the professionalism of employees.

H₃: Direct Effect between School Climate to Economic Teacher's Performance of SHS/Islamic SHS in Purbalingga Regency

Based on table 9 it can be concluded that the influence between the school climate on the performance of economic teachers has a value of t statistic 2.548 > t table 2.052 and a value of P values 0.011 < significance 5% so it is stated that Ha3 is accepted. The original sample has a score of 0.572 which means that the school climate

affects the performance of economic teachers by 57.2%. The school climate proved to have a direct influence on the performance of the state high school / MA economics teacher in Purbalingga district. The better the school climate, the better the performance of the economic teacher. Conversely, the worse the school climate, the worse the performance of the economic teacher. The results of this study are in line with the research conducted by Fitriana (2013) and Pratiwi (2013) which states that the school climate has a positive influence on teacher performance. In contrast to the results of the study by Arianto (2013), the work environment does not affect the performance of the teaching staff.

H4: Direct Effect between School Climate to Teacher’s Professional Attitude of SHS/Islamic SHS in Purbalingga Regency

Based on table 9 it can be concluded that the influence between school climate variables on professional attitudes of teachers has a value of t statistic 1.119 <t table 2.052 and a value of P values of 0.264> significance of 5% so it is stated that Ha4 is rejected. The school climate is not proven to have a direct influence on the professional attitude of the public high school / MA economics teacher in Purbalingga Regency. The better the school climate has no influence on the professional attitude of the teacher, so also when the bad school climate has no influence on

the teacher's professional attitude. The results of this study are different from the results of research conducted by Hadi (2016) and Masnihalfatulah (2016) which states that the school climate has a positive and significant influence on teacher professionalism.

H5: Direct Effect between Teacher’s Professional Attitude to Economic Teacher’s performance of SHS/Islamic SHS in Purbalingga Regency

Based on table 9 it can be concluded that the influence between teacher professional attitude variables on the performance of economic teachers has a value of t statistic 0.908 <t table 2.052 significance of 5% and P values of 0.364> significance 5% so it is stated that Ha5 is rejected. The professional attitude of teachers is not proven to have an effect on the performance of the public high school / MA economic teacher in Purbalingga Regency directly. The better the teacher's professional attitude does not affect the performance of the economic teacher. Likewise when the worse the teacher's professional attitude does not affect the performance of the economic teacher. The results of this study are different from the research conducted by Sartika and Muchtar (2012) and Librawati, et al (2013) which state that professional attitudes influence individual performance.

Indirect Effect

Tabel 10. Total Indirect Effect

	Original Sample (O)	Sample Mean (M)	Deviation Standard (STDEV)	T Statistik (O/STDEV)	P Values
Good Public Governance -> Economic Teacher’s Performance	0.146	0.154	0.171	0.857	0.392
Good Public Governance -> Teacher’s Professional Attitude					
School Climate -> Economic Teacher’s Performance	-0.049	-0.037	0.064	0.766	0.444
School Climate -> Teacher’s Professional Attitude					
Teacher’s Professional Attitude -> Economic Teacher’s Attitude					

Source: Primary Data Processed, 2018

H6: Indirect Effect between Implementation Of GPG Principles to Economic Teacher's Performance of SHS/Islamic SHS in Purbalingga Regency through Teacher's Professional Attitude as Mediation Variable

Based on table 10, it can be seen that the indirect influence between the application of GPG principles to the performance of economic teachers through professional attitudes of teachers has a value of t statistic $0.857 < t_{table} 2.052$ and P values $0.392 >$ significance 5% so it can be stated that Ha6 is rejected. . The professional attitude of teachers is not proven to mediate the influence of the application of the principles of Good Public Governance to the performance of the public high school / MA economics teachers in Purbalingga Regency. The results of this study are different from the research conducted by Mang'unyi (2011), Tisna and Agustami (2016), and Rosyada (2016) which states that good governance has a positive and significant influence on professional attitudes. Research on the effect of professional attitudes on individual performance was carried out by Putri and Suputra (2013) and Sartika and Muchtar (2012) which stated that professional attitudes influence performance.

H7: Indirect Effect between School Climate to Economic Teacher's Performance of SHS/Islamic SHS in Purbalingga Regency through Teacher's Professional Attitude as Mediation Variable

Based on table 10, it can be seen that the indirect effect of school climate on the performance of economic teachers through professional attitudes of teachers has a value of t statistic $0.766 < t_{table} 2.052$ and $0.444 >$ P values significance 5% so it can be stated that Ha7 is rejected. The professional attitude of the teacher is not proven to mediate the influence of the school climate on the performance of the public high school / MA economics teacher in Purbalingga Regency. the results of this study are different from the research conducted by Hadi (2016) and Masnihalfatulah (2016) which states that the school climate has a positive and significant influence on teacher professionalism. Research on the effect of professional attitudes on individual performance was carried out by Putri

and Suputra (2013) and Sartika and Muchtar (2012) which stated that professional attitudes influence performance.

CONCLUSION

This research conclude that: (1) the direct effect on the economic teacher's performance is only influenced by school climate with contribution value of 57.2%; (2) the direct effect on the teacher's professional attitude is only influenced by GPG principles implementation with contribution value of 84.8%; (3) the teacher's professional attitude is not proven mediating the influence of GPG principles implementation and school climate on economic teacher's performance.

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