

Tutors' Job Performance: The Role of Work Motivation and Organizational Climate

Hendra Dedi Kriswanto, Imam Shofwan, Muarifuddin, Yudi Siswanto

Non-Formal Education, Faculty of Education

Universitas Negeri Semarang, Indonesia

hendra.dedi@mail.unnes.ac.id, ishofwan@mail.unnes.ac.id, muarif@mail.unnes.ac.id,
yudie.sw@gmail.com

Abstract

The current study investigated the role of work motivation and organization climate on the tutors' job performance. This research implements a quantitative method. Seventy-three nonformal education tutors of Sanggar Kegiatan Belajar (SKB) in Ex-Karesidenan Kedu and Semarang, Indonesia, participated in this study. The data were collected using three instruments, job performance, work motivation, and organizational climate questionnaires. Then, the data were analyzed using multiple linear regression analysis. The results revealed that the work motivation and organizational climate simultaneously emerged as the predictors of tutors' job performance. Independently, both factors had a significant positive on job performance. The tutor who has high work motivation would be more likely to increase job performance, whereas low work motivation may obstruct job performance. Moreover, the more positive the tutors' perception of the organizational climate, the more likely it is to improve their work performance, vice versa.

Keywords:

Tutor, Job Performance, Work Motivation, and Organizational Climate

1. Introduction

The implementation of non-formal education (PNF) is an effort to help community members who need educational services to function as a substitute, enhancement, or complement to formal education to support lifelong education. In this case, PNF provides opportunities for people who have not had access to formal education. Besides, PNF administering institutions also provide services for people who want to increase their knowledge, life skills, professional development, and community empowerment. The services offered by the PNF include life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, and other education aimed at developing the abilities of students (Law No. 2003 article 26 paragraph 3). Thus, it is hoped that PNF can be an alternative solution and support in overcoming the problems of developing the quality of human resources that formal education has not resolved.

One of the forums for non-formal education is Sanggar Kegiatan Belajar (SKB), the Technical Implementation Unit of the Regional Education Service (UPTD), where it is located in the Regency / City. SKB as a non-formal education UPTD is, of course, required to carry out its function to become a professional educational institution. It will enable this forum to be in demand by all society members regardless of socioeconomic status through professional educational services. The functions and objectives of non-formal education can be realized if all heads of SKB, educators, and academic staff meet the qualifications as professionals who are educated and trained academically and receive proper academic recognition to integrate to produce quality graduates. This component is also the motor of the organization in carrying out the institution's vision and mission so that it is required to have good performance, especially for educators who are referred to as tutors. Pamong Belajar is Civil Servants (PNS) who have an essential and strategic role in the SKB because they have duties as executors and planners, and evaluators of educational programs.

This is following the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 15 of 2010, which states that: "The functional position of the Pamong Belajar is a position that has the scope, duties, responsibilities, and authority to carry out teaching and learning activities, program review and development

of the Nonformal and Informal Education (PNFI) model in Unit Pelaksana Teknis (UPT) or Unit Pelaksana Teknis Daerah (UPTD).

The tutor's function as a planner is realized through all activities in planning the learning process, implementing the learning process, and evaluating the learning process results. The evaluation function is realized by assessing the results of all educational programs that have been implemented, whether they have gone as planned. This function shows that tutors' role is in implementing the learning program and more than that, namely being the educational program manager. This is what distinguishes between the roles of teachers and tutors.

Talking about the demands of professionalism in SKB is also related to the professionalism of tutors. Ideally, one of the factors that determine implementing PNF is that SKB must have a tutor who meets professional requirements, namely at least a Bachelor (S1) or D-IV graduate by the specified educational qualifications (PERMENPAN RB Number 15 the Year 2010 article 25). In addition to academic standards, civil servants are also required to carry out the teaching and learning process, review programs, and develop PNF models. Of course, tutors are required to have work motivation and high performance.

In other words, performance has a broader meaning, not only as a result of work but also on how it takes place. According to Kaith Davis (A. P. Mangkunegara, 2012), the factors that influence performance, among others, are a). Ability factor (Ability): consists of potential ability (IQ) and reality ability (knowledge + skill), b). Motivation factor (motivation): which is defined as an attitude (attitude) of leaders and subordinates to a job (situation) within the organization. Furthermore, according to Timple (A. P. Mangkunegara, 2012), performance factors consist of: a) internal factors related to a person's characteristics. b) external factors namely factors that affect a person's performance from the environment, such as behavior, attitudes, and actions of colleagues, subordinates or leaders, work facilities, and organizational climate.

Based on the description above, it can be concluded that performance is a core component that can be used as a basis for assessment for tutors in implementing non-formal education programs at Sanggar Kegiatan Belajar (SKB). Meanwhile, internal factors such as motivation and external factors, namely environment such as organizational climate, are needed to support a tutor's performance.

Many tutors have low motivation from the field's facts, such as less than optimal in carrying out their duties and the inappropriate work program has been determined. (Ade, 2014) finds that the low performance of tutors is due to aspects of the initiative such as the lack of academic achievement achieved by tutors, aspects of the quality of work results such as the lack of product results from the primary task elements, especially in the elements of program review and the development of the PAUDNI model, as well as aspects of communication such as less than optimal quality of material delivery. Another finding is shown by (Cawang, 2008) that the performance level of the tutors at Sanggar Kegiatan Belajar in West Kalimantan Province is in a low category (mean = 83.92 out of a possible maximum score of 140); work motivation in the excellent category (mean = 38.68 of the maximum possible score of 60); the main task of tutors is in a low category (mean = 59.68 of the possible maximum score is 96); and working atmosphere in good category (mean = 40.96 of the maximum possible score of 60)

Motivation is one of the factors that influence a person's performance. Menutut (Sutrisno, 2010) motivation is a factor that encourages someone to do a particular activity. Meanwhile, Robbins (Wibowo, 2014) states that motivation is a process that causes intensity, direction, and individual persistence towards achieving goals.

Based on the various opinions above, it can be concluded that work motivation is the spirit or work drive that moves a person to do a job assigned to him to achieve a goal. Motivation is considered a driving force that can turn into energy to do a job to achieve goals. Someone is motivated to do work because there is a need that wants to be fulfilled. In addition to internal factors, namely low motivation in tutors, external factors also affect a tutor's performance, namely the organizational climate in Sanggar Kegiatan Belajar (SKB). (Luekitinan, 2014) organizations need to provide infrastructure and an environment to encourage creative ideas because a bad climate will cause a flawed organizational system. Organizations also need to create innovative systems that encourage employee creativity at all levels with the support of the physical and social environments.

According to (Mcmurray et al., 2004) view, organizational climate is defined as a collection of "members" perceptions of the organization and forms of respect in the dimensions of autonomy, trust, cohesiveness, support, and recognition.

In line with organizational development demands optimal organizational work. Organizational performance is influenced by several factors, including the type of members of the organization itself. Based on the initial study conducted by the author, it was found that various facts in the field show that there are still many tutors with low performance, starting from the mismatch of the expected educational qualifications, not being optimal in performing tasks, even though there are so many learning programs that can be done for the community. Many tutors whom do tasks oriented to administrative activities are not completed completely, have not compiled their programs, and lack the IT field's ability. Hence, they lack innovation, and many learning programs are not running according to what was planned, work waiting for programs from above, work on the principle of routine, and do fewer field visits, and so on. Of the many problems, it is necessary to take concrete action to minimize problems that can hinder organizational goals in Sanggar Kegiatan Belajar (SKB). Support from internal and external factors is needed to improve the performance of a tutor. The implementation of both (internal and external) is expected to improve the tutors themselves performance in carrying out work programs in Sanggar Kegiatan Belajar (SKB) correctly and according to predetermined goals.

2. Literature Review

Performance is the seriousness of doing something to produce success or success on a job. Prawirosentono (Sutrisno, 2010) explains that performance results from work that can be achieved by a person or group of people in an organization, by their respective authorities and responsibilities, in order to achieve the goals of the organization concerned legally. It does not violate the law and is by morals and ethics.

Gomes (A. P. Mangkunegara, 2012) suggests the definition of performance as: "Expressions such as output, efficiency, and effectiveness are often associated with productivity." Furthermore, Miner's definition of performance (Sutrisno, 2010) states that performance is how a person is expected to function and behave by the assigned tasks.

Meanwhile, according to (A. P. Mangkunegara, 2012), performance is a work achievement or work result (output) both quality and quantity achieved by a person in a period in carrying out his work duties by the responsibilities given him. This opinion is in line with Cormick & Tiffin (Sutrisno, 2010), which states that performance is the quantity, quality, and time used in carrying out tasks.

This is emphasized again by (Sutrisno, 2010), who defines performance as the result of one's work seen from the aspects of quality, quantity, working time, and cooperation in achieving the goals set by the organization. Quality is how a person performs the task assigned to him, whether by the task or an error and related to discipline and accuracy in carrying out tasks. Meanwhile, quantitative is the result of work that can be measured, the extent to which a person has carried out his duties to achieve predetermined goals. Meanwhile, working time is everything related to attendance, tardiness, and working time carried out within a certain period. (Elger, 2007) Performance is a series of knowledge and skills from integrated action to produce something valuable.

From some of the definitions above, it can be concluded that performance is the result of individual work by implementing quality, quantity, and time responsibly in carrying out tasks in order to achieve the desired goals in an organization.

Motivation is a process that starts because of a lack of physiological and psychological issues or activates the need for behavior and encouragement to achieve goals and incentives (Luthans, 2011). Whereas according to (Kanfer et al., 2008), work motivation is also more precisely defined as a series of processes that determine one's intention to allocate personal resources, which may be across various actions. This definition emphasizes the distributional aspects of motivation and accounts for an essential process by which individuals are exerted control over their behavior.

Meanwhile, (Wibowo, 2014) argues that motivation is an impetus for a series of human behavior processes in achieving goals. Simultaneously, the elements in motivation include elements of arousing, directing, maintaining, showing intensity, being continuous, and having a purpose.

(Rusu & Avasilcai, 2014) developed Two-Factor Theory based on 'motivators' and 'hygiene factors.' Hygiene factors are basic human needs, not motivating, but failure to get them causes dissatisfaction. Hygiene factors are (a) salary and benefits (salary and benefits), (b) working conditions (working conditions), (c) company policy (company policy), (d) status (position), (e) job security (job security), (f) supervision and autonomy (supervision and autonomy), (g)

office life (life at work and (h) personal life (personal life) Meanwhile, motivators are driving people to get their needs. Motivators are (a) achievement, (b) recognition, (c) job interest (interest in work), (d) responsibility (responsibility) and (d) advancement (Wibowo, 2014) Suitability is also conveyed by (Sutrisno, 2010), who defines motivation as a factor that encourages a person to do a particular activity; therefore, motivation is often interpreted as a factor driving one's behavior.

According to (Luthans, 2011), in motivation, there are three main motivational processes, namely: need where this occurs due to psychological imbalance conditions and psychological needs, the drive can also be interpreted as a motive for the need to provide energy support to achieve incentives, incentives (incentives) means anything that will alleviate the need and reduce impulses. With incentives, psychological needs will be fulfilled or balanced. McCormick (A. A. A. P. Mangkunegara, 2003) argues that work motivation is defined as a condition that influences to generate, direct and maintain behavior related to the work environment. When employees work, they bring their past wants, needs, and experiences that shape their job expectations. The existence of motivation, especially motivation for achievement, will encourage a person to develop knowledge and abilities to achieve better work performance. Usually, someone who has a strong motivation will have the responsibility to produce a better presence.

Work motivation is the motivation that occurs in situations and work environments in an organization or institution. Success and failure in education are often linked to the civil servants' work motivation. Humans always want fine things, so that the driving force or driving force that motivates their work morale depends on the expectations that will be obtained in the future. If those expectations come true, someone will tend to increase their work motivation. (Latham & Pinder, 2005) states that the framework of motivation is needed (needs), personal traits (personality), and values (values). Because the values of the needs have been met, the emphasis on motivation is also emphasized on the national culture and job design (job design), person-context (personal relationships), cognition, particularly goals (awareness of the main goals), affective reactions (effective reaction) and assessment (interpretation) (Uno, 2010) work motivation is one factor that determines a person's performance. How big or small the influence of motivation on a person's performance depends on how much motivation is given. (Uno, 2010) also reveals that work motivation is a push from within and outside oneself to do something visible from the internal and external dimensions.

According to (Purwanto, 2006), motivation contains three main components, namely: To move means to generate strength in the individual, to lead someone to act in a certain way; Directing or channeling behavior. In doing so, it provides a goal orientation. Individual behavior is directed towards something; Sustain behavior, the surrounding environment must strengthen (reinforce) the intensity, impulses, and strengths of the individual

According to (Wichinsky, 2008), organizational climate is defined as participants' perceptions of the environment in which they work and their effects on them. Organizational climate can be described by measuring how characteristics can be explained in organizational climates, such as hostility and conflict. (Hardjana, 2006) has three different definitions of the concept of organizational climate and the dimensions in its translation, namely (1) the Forehand Model, and this definition highlights two fundamental aspects that are unique in terms of organizational climate, namely organizational characteristics that are not easy to change and the distinctive influence of the characteristics on the behavior of all members of the organization. (2) Litwin Stringer's model, this widely quoted definition reads as follows: organizational climate is the quality of the internal environment of the organization that lasts quite a long time, and which (a) is experienced by all members of the organization, (b) affects their behavior and (c) which can be described as a reflection of the values of a set of characteristics (attributes) typical of the organization. (3). The Campbell model definition of this model is that organizational climate is a set of particular characteristics of an organization that can be caused by how the organization treats its members and the environment. For each member of the organization, the climate is a set of attitudes and expectations that describe its static characteristics, behavioral outcomes, and contingent results.

(Baytalskaya, 2011) organizational climate is the result of employees' collective perceptions of the formal and informal practices of the organization; if an organization values creativity and is competitive in culture, this climate is likely to be present, which will create a workplace that is open to change and encouragement of new ideas in order to achieve creative goals following the values of the organization itself.

(Castro & Martins, 2010) Organizational climate is defined as shared perceptions, feelings, and attitudes that organizational members have fundamental elements of the organization, which reflect established norms, values, and attitudes of organizational culture and influence individual behavior positively or negatively. According to (Lowry & Hanges, 2008), Organizational climate refers to a framework of shared interpretation by employees regarding their

organizational priorities. It helps them understand what kind of behavior is valued, supported, and expected in the organization. Employees develop this perception of the organization due to their being more "feel" of the policies, practices, and procedures enacted and promulgated in an organization. This perception is divided into two networks, namely formal and informal communication between employees. The various definitions, it can be concluded that organizational climate is a set of attitudes and expectations that describe the quality of the organization's internal environment that lasts quite a long time and is experienced by all organization members and affects individual performance in carrying out tasks in an organization.

3. Methods

This study implements a quantitative method. The variables used include the work motivation variable (X1) and organizational climate (X2) as a predictor variable, and the tutor's performance (Y) as the criterion variable. The existence of this relationship and this variable's level is necessary because by knowing the current relationship level, the researcher will develop it according to the research objectives.

4. Data Collection

This study's population were the tutors at SKB ex Karisidenan Kedu and ex Karisidenan Semarang, Central Java, totaling 73 tutors. The details of the pamong learn population from each SKB in the ex Karisidenan Kedu, and the former Karisidenan Semarang are as follows:

Table 1. Population Data and Research Sample

Regency/City	SKB	Total Pamong
Semarang City	SKB Kota Semarang	11
Salatiga City	SKB Salatiga	12
Semarang Regency	SKB Susukan	8
Kendal Regency	SKB Kendal	9
Demak Regency	SKB Demak	5
Grobogan Regency	SKB Grobogan	13
Magelang Regency	SKB Magelang	5
Purworejo Regency	SKB Purworejo	7

How to determine the number of samples in this study is to use the whole population. This is because the number of respondents is limited, namely 73 people, so the trial using the try out is used. This study uses a psychological scale as a way of collecting data. The scale used is a closed format scale, which refers to a Likert scale with 5 (five) response options. Furthermore, the subject is asked to determine one alternative answer according to his condition. Alternative answers have been determined by the researcher so that the research subject cannot respond freely. This research scale consists of favorable items, namely items that favor attribute aspects, and unfavorable items, namely items that are not in favor of attribute aspects.

Data collection uses three kinds of measuring tools: a scale of performance, a scale of work motivation, and a scale of organizational climate. The scoring scale in this study ranged from a score of one to five with a choice of responses of Very Fit (SS), Fit (S), Doubt (RG), Not Fit (TS), and Very Unsuitable (STS). All items on this scale are favorable. The ranges of favorable item scores on this scale are (SS = 5), (S = 4), (RG = 3), (TS = 2) and (STS = 1). The higher the score indicates a high level of tutor's performance and vice versa.

5. Results and Discussion

The results of a descriptive analysis of motivation on the aspects of intrinsic motivation (94.3%), integrated regulation (52.9%), identified regulation (72.9%), introjected regulation (77.1%), external regulation (60%), and a motivation (71.4%) which fall into the high category. In this case, tutors who have high performance show a high significance also related to motivation. According to (Lăzăroiu, 2015), intrinsic motivation needs to be encouraged by managers or leaders to increase positive and beneficial behavior. (Mafini & Dlodlo, 2014) also profoundly state a significant relationship between job satisfaction and four extrinsic motivation factors: remuneration, work quality, supervision, and teamwork. Meanwhile, (Proenca & Cristina, 2013) stated that internalized motivation has a strong influence on loyalty to the organization, besides integration and external regulations also have a predictive role in employee loyalty to the organization.

Furthermore, from the results of this study, it appears that high work motivation will impact improving performance as well, so that work motivation needs to be reflected, realized, and developed through a sound work system. From another perspective, the civil service's work motivation needs to be developed through a fair and conducive organizational climate.

The results of testing the second minor hypothesis in this study indicate that the organizational climate has a very significant positive effect on the tutors' performance at SKB ex Karisidenan Kedu and ex Karisidenan Semarang, so the second minor hypothesis is accepted. The hypothesis, t value was 4.737 and $p = 0.000$ ($p < 0.01$). This means that the organizational climate has a very significant positive effect on the tutor's performance. The higher the organizational climate, the higher the tutor's performance. Conversely, the lower the organizational climate, the lower the tutor's performance. This study's findings are in line with several previous studies that state that organizational climate has a significant positive effect on performance (Selamat et al., 2013) (Fu & Deshpande, 2014; Kanto et al., 2020; Nuraini et al., 2019) (Rahimic, 2013) (Jing et al., 2011) (Noordin et al., 2010). The results of the meta-analysis of (Carr et al., 2003) on 70 articles on the effect of work climate on performance, psychological well-being, and adequate wages will impact organizational commitment and job satisfaction. By the results of this study, the organizational climate has a significant effect on the tutors' performance at SKB ex Karisidenan Kedu and ex Karisidenan Semarang. (Kubendran et al., 2013) revealed that everyone has different perceptions of the organization, employees' perceptions of the organization are the main factors that must be identified by the organization, with positive perceptions will create an organizational climate. Management can change procedures to improve employee positions and increase prosperity through earnings reports and improve employees' working lives so that performance will increase. Shen (O et al., 2014) reveals that leaders also play an essential role in creating favorable working conditions; relationships with employees and creative workers will create a good climate. This is, of course, consistent with the results of this study that the patterns of interpersonal relationships, the nature of the hierarchy in the organization, the character of work, and the rewards will have a significant impact on the organizational climate in SKB.

According to the research results by Robert, there is a positive relationship between organizational climate and employee performance, which is related to perceptions of instinct such as growth and interpersonal. Factors related to extrinsics, namely the opportunity to work, socialize, meet time together with colleagues and others, positively affect performance (Robert J. Lichtman, 2007). The results of the descriptive analysis of organizational climate on the aspects of interpersonal relationship patterns (87.1%), the nature of the hierarchy in the organization (70%), the character of the job (75.7%), and direction and rewards (72.9%) are included in the high category. In this case, tutors who have high performance show a high significance related to the organizational climate.

In other fields, Putter (2010) also reveals that there is a positive significance between organizational climate and profitability, sustainability and growth, productivity, income before tax, and employee involvement. Balkar (2015) also shows a significant relationship between organizational climate and teacher performance and behavior to innovate. According to Rusu (Rusu & Avasilcai, 2014), motivation has an essential role in achieving high performance, and organizational climate is closely related to employee motivation. Managers' ability to create an organizational climate is also the key to creating an excellent organizational climate. The organizational climate will positively affect employee performance; of course, there must be good collaboration between colleagues and the manager himself. Furthermore, the results of this study, it can be assumed that the emergence of an excellent organizational climate will produce a good performance so that the organizational climate needs to be reflected, realized, and developed through a sound work organization system.

Pamong Belajar Performance; The results of testing the major hypothesis in this study indicate that work motivation and organizational climate simultaneously have a very significant positive effect on the tutors' performance at SKB ex Karisidenan Kedu and ex Karisidenan Semarang, so the major hypothesis is accepted. Based on the results of the hypothesis calculation, the R-value is 0.812; F count of 64,643; and $p = 0.000$ ($p < 0.01$) with the regression equation $Y = 16.727 + 0.441X_1 + 0.294X_2$. This means that the higher the work motivation and organizational climate, the higher the tutor's performance. Conversely, the lower the work motivation and organizational climate, the lower the tutor's performance. This study's findings are in line with several previous studies (Gumilar, 2013); (Hadipassa, 2013); (Cahyono, 2012); (Tjahjono, 2006); (Anshori, 2012), which state that work motivation and organizational climate have a significant positive effect on performance.

The practical contribution of work motivation and organizational climate variables is known from the R Square value of 0.659 or 65.9%. This means that the tutor's performance variables can be explained by the variables of work motivation and organizational climate simultaneously. In contrast, the remaining 34.1% is probably explained by other antecedents not included in this study.

Based on tracing the previous study literature, other internal and external antecedents can predict the level of performance. These internal antecedents include personality traits (Suliman & Harethi, 2013); (Fuller Jr. et al., 2010); (Wallace & Chen, 2006), employee role orientation (Parker, 2007), quality of work-life (Muindi & Obonyo, 2015), competence (Muindi & Obonyo, 2015); (Eisenberg & Thompson, 2011) and so on, while external antecedents of performance include: organizational programs and intensity of supervision (Lumapow, 2011), superior leadership style (Adeyemi, 2010), work environment (Sofyan & Masalah, 2013) and others. This analysis process interprets that to improve the performance of tutors at the SKB ex Karisidenan Kedu and ex Karisidenan Semarang, work motivation and organizational climate must be considered as essential predictors or antecedents. This is because, empirically, these two variables have a significant effect on the tutor's performance. (Ehrhart & Kuenzi, 2015) confirm that employees' contribution will increase positively when they have high work motivation. There is an organizational climate created among the employees themselves supported by the organization's decision-maker or manager. Thus, Sanggar Kegiatan Belajar (SKB), as a non-formal educational institution in carrying out its role, cannot be separated from the support of tutors who have high work motivation and performance and a conducive organizational climate.

One of the scales used in this study is the performance scale. The scale is arranged based on indicators that represent the tutor's performance variables. Therefore, tutor's performance can be reviewed both in general and specifically, which can be seen in the sub-chapter below. 1) An overview of the performance of the civil service in the SKB of former Kedu and the former Karisidenan Semarang The performance of tutors in this study can be seen from five dimensions, namely: a) effectiveness and efficiency; b) authority; c) responsibility; d) discipline; e) initiative. The five dimensions are revealed through a scale with a total number of items of 33 items with the highest score of 5 and the lowest score of 1 for each item.

The following are descriptive statistics of the tutor's performance with SPSS version 21.0 for windows.

It can be seen that the performance of the tutors at the SKB ex Karisidenan Kedu and ex Karisidenan Semarang is more towards the high category. It can be seen that 88.6% of the subjects' scores are in the high category, 11.4% in the medium category, and none in the low category (0%). The Mean's comparison also shows that the empirical Mean ($\bar{x} = 134.29$) is higher than the hypothetical Mean ($\mu = 99$), which indicates that the tutor's performance is in the high category. Besides, the comparison of the empirical standard deviation ($s = 12.298$), which is lower than the hypothetical standard deviation ($\sigma = 22$) indicates that the tutors' performance in SKB ex Karisidenan Kedu and ex Karisidenan Semarang has low variation. In other words, the performance of the civil servants is similar to one another. Specific Descriptions of the Performance of Civil Service Officers in SKB ex Karisidenan Kedu and ex Karisidenan Semarang

The performance of tutors in this study can be seen from five dimensions, namely: a) effectiveness and efficiency; b) authority; c) responsibility; d) discipline; e) initiative. The tutor's performance is based on the dimensions of effectiveness and efficiency. The number of items that describe the dimensions of effectiveness and efficiency in the tutor's performance scale is eight items. Based on table 1, it can be seen that the tutor's performance based on the dimensions of effectiveness and efficiency is in the high category of 82.9%, 17.1% in the medium category, and there are no subjects who are in the low category. The empirical mean is obtained a value of 32.31, which, when placed in the hypothetical mean size, is in the high category, namely the range $29.3 \leq X$. Thus, it can be concluded that the performance of tutors based on the dimensions of effectiveness and efficiency is in the high category; The tutor's performance is based on the dimension of authority. The number of items that describe the dimensions of authority in the tutor's performance scale is seven items. Based on table 1, it can be seen that the tutor's performance based on the dimension of authority is in the high category of 87.1%, 12.9% in the medium category, and there are no subjects who are in the low category. The empirical mean is obtained a value of 28.24, which, when placed in the hypothetical mean size, is in the high category, namely the range $25.7 \leq X$. Thus, it can be concluded that the performance of tutors is based on the dimension of authority is in the high category; The tutor's performance is based on the dimensions of responsibility. Items that describe the dimensions of responsibility on the tutor's performance scale are seven items. Table 1 shows that the tutor's performance based on the responsibility dimension is in the high category of 87.1%, 12.9% in the medium category, and no subjects are in a low category. The empirical mean is obtained a value of 28.37,

which, when placed in the hypothetical mean size, is in the high category, namely the range $25.7 \leq X$. Thus, it can be concluded that the performance of tutors is based on the dimensions of responsibility is included in the high category; The performance of tutors based on the dimension of discipline. Items that describe the dimension of discipline in the tutor's performance scale are five items. Table 1 shows that the tutor's performance based on the discipline dimension is in the high category by 90%, 10% in the medium category, and no subjects in the low category. The empirical mean is obtained a value of 21.03, which, when placed in the hypothetical mean size, is in the high category, namely the range $18.3 \leq X$. Thus, it can be concluded that the performance of tutors is based on disciplinary dimensions is in the high category; The tutor's performance is based on the dimensions of the initiative. The number of items that describe the dimensions of initiative in the tutor's performance scale is six items. Based on table 1, it can be seen that the tutor's performance based on the initiative dimension is in the high category of 91.4%, 8.6% in the medium category, and no subject is in a low category. The empirical mean is obtained by a value of 24.33, which, when placed in the hypothetical mean size, is in the high category, namely the range $22 \leq X$. It can be concluded that the tutor's performance based on the initiative dimension is in the high category.

In this study, minor hypothesis testing uses a partial t-test, which is intended to determine the effect of each independent variable on the dependent variable. If the significance value <0.05 , then the independent variable significantly affects the dependent variable. Conversely, if the significance value > 0.05 , the independent variable does not significantly affect the dependent variable. The explanation of the t-test results for each predictor is as follows:

Table 2. Partial t-test results for each predictor

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16,727	10,394		1,609	0,112
	Work Motivation	0,411	0,053	0,598	7,737	0,000
	Organizational Climate	0,294	0,062	0,366	4,737	0,000

From the t-test, it shows that the t-value is 7,737 with $p = 0,000 < 0.01$. This means that work motivation has a very significant positive effect on performance. These findings indicate that the first minor hypothesis, which reads "work motivation has a positive effect on the tutors' performance at SKB ex Karisidenan Kedu and ex Karisidenan Semarang" is accepted.

Furthermore, the second minor hypothesis test results showed that the t-value of the organizational climate variable was 4.737 ($p = 0.000 < 0.01$). This means that the organizational climate has a very significant positive effect on the tutors' performance at SKB ex Karisidenan Kedu and ex Karisidenan Semarang. Thus, the second minor hypothesis is accepted. This study's primary hypothesis is that work motivation and organizational climate have a simultaneous effect on tutor performance. The primary hypothesis test results using multiple regression analysis of the two predictors of the entered model showed that the R-value was 0.812 and the F count was 64.643 ($p = 0.000 < 0.01$). This means that work motivation and organizational climate simultaneously have a very significant positive effect on the tutor's performance. Thus, the primary hypothesis of this study is accepted. Below are the results of hypothesis testing using the SPSS program for windows release version 21.0.

Table 3. Major Hypothesis Testing Results

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0,812 ^a	0,659	0,648	7,292	0,659	64,643	2	67	0,000

Based on table 23, it is known that the useful contribution of the two predictors can be seen from the R Square value of 0.659. This shows that the tutor's performance variables can be explained by the work motivation and organizational climate variables with a percentage of 65.9%. In comparison, the remaining 34.1% is explained by other variables. Furthermore, from table 2, it is known that the constant value (a) is 16.727, the regression coefficient of the work motivation variable is 0.411, and the organizational climate regression coefficient is 0.294. Sourced from the constant values and the regression coefficients, the regression equation can be written, namely: $Y = 16.727 + 0.441X_1 +$

0.294X2. If the work motivation and organizational climate are 0, then the performance variable is 16.727. The regression coefficient value of work motivation of 0.441 means that for every increase of 1 work motivation score, assuming a constant organizational climate variable, it will increase the performance score by 0.441. Likewise, the organizational climate regression coefficient value of 0.294 means that for everyone increase in organizational climate score, assuming a fixed work motivation score, the performance score will increase by 0.294. The predictor variable that has the most strong influence on performance can be seen in the standardized coefficients column presented in table 2. The analysis results show that work motivation has a greater beta value, namely 0.598 ($p = 0.000 < 0.01$) than organizational climate ($\beta = 0.366$). ; $p = 0.000 < 0.01$). That is, work motivation has more influence on the tutor's performance than the organizational climate.

6. Conclusion

Based on the results of data analysis and discussion, it can be conclusion as follows: There is a very significant influence between work motivation on the performance of tutors in learning at SKB Ex Karisidenan Semarang and Ex Karisidenan Kedu; that is, work motivation has a positive and significant effect on tutor performance. Multiple linear regression testing results show this to get the t count of 7.737 at a significance level of 0,000 or a probability below $\alpha = 5\%$. This means that the higher the tutor's work motivation, the higher or higher the tutor's performance; There is a very significant influence between the organizational climate on the performance of the tutors in the SKB Ex Karisidenan Semarang and the Ex Karisidenan Kedu, this is shown by the results of the correlation analysis between organizational climate and the tutor's performance; it is found that a significant positive correlation. The calculation of multiple linear regression results gets the t count of 4.737 at a significance of 0.000 or a probability below $\alpha = 5\%$, which indicates that the organizational climate will affect the tutor's performance; There is a significant influence between work motivation and organizational climate on the performance of tutors at SKB Ex Karisidenan Semarang and Ex Karisidenan Kedu; this is shown by the results of the analysis using multiple linear regression showing that together work motivation and organizational climate have a positive and significant effect on tutor's performance. From the estimation results, the R-value is 0.812, the R square value is 0.659, and the calculated F value is 64.643 at a significance level of 0.000 or a probability below $\alpha = 5\%$. This shows that the higher the motivation and organizational climate to increase work motivation and organizational climate, the higher the level of performance of the tutors.

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Biography

Hendra Dedi Kriswanto is an Lecture in Non-formal Education Department, Faculty Of Education Universitas Negeri Semarang. He earned undergraduate degree in Non-formal Education and Master Education degree in Non-formal Education Universitas Negeri Yogyakarta. He has published journal and conference papers. He researches papers have been publishing in several journals and conference proceedings, national and international scopes. He interested in Entrepreneurship, Community development and diffusion of innovation education. He active entrepreneurship organization, e-commers community and development for students.

Imam Shofwan is an Lecturer in the Departemen of Nonformal Education, Faculty of Education, Universitas Negeri Semarang. Besides, he also serves as the manager of 3 (three) journals (Journal of Nonformal Education with link <https://journal.unnes.ac.id/nju/index.php/jne>, The Journal of Social Sciences with link <https://medwelljournals.com/archive.php?jid=1818-5800>, Jurnal Edukasi with link <https://journal.unnes.ac.id/nju/index.php/edukasi>). Related to research focuses on learning strategies, learning management, and learning design. Also related to the membership that followed include Edurasia, Ikatan Akademisi Pendidikan Nonformal Indonesia (IKAPENFI).

Muarifuddin is an Lecture in Non-formal Education Department Faculty Of Education Universitas Negeri Semarang. He earned undergraduate degree in Non-formal Education Universitas Negeri Semarang and Master Education degree in Non-formal Education Universitas Negeri Yogyakarta. He has also earned an International Qualitative Researcher (CIQaR) and an International Quantitative Researcher (CIQnR) as an expert Social Researcher. He researches papers have been publishing in several journals and conference proceedings, national and international scopes. He interested in planning non-formal education programs, especially family empowerment and community empowerment. He is also active in managing various scientific journals.

Yudi Siswanto is an Lecturer in the Department of Nonformal Education, Faculty of Education, Universitas Negeri Semarang. He obtained a bachelor's degree in non-formal education and a master's degree in non-formal education at the Universitas Negeri Semarang. He has published journals and conference papers. His research papers have been published in several journals and conference proceedings, both nationally and internationally. He was interested in research and evaluation of education and then educational statistics.