

## Case Study

# Improvement School Effectiveness through Culture and School Climate

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**ABSTRACT:** This study aims to identify and analyze the school culture and school climate in improvement schools effectiveness. Therefore, this study uses quantitative methods, with descriptive analysis and inferential analysis. Data were collected using the instrument as a means of collecting research data, the population in this study were teachers working in vocational schools at Bekasi, Indonesia. From this study it was found that the school culture and the school climate has a positive relationship to improve the school effectiveness, thus it can be concluded that improve the school effectiveness can be done with a quality improvement the culture at school and with the school climate conducive.

**Keywords:** school effectiveness, school culture, school climate, teacher.

## 1. Introduction

The achievement of school effectiveness donated from various factors, including the culture and climate of the school. The school culture and school climate is conducive to contribute with the school effectiveness and their school achievement. School culture is form interactions that exist in the schools by elements such as school principals, teachers, administrative staff and students.

Olim, et.al, (2007) noted that the culture of research in studying the problem of education is still less because education is seen as a problem of educational psychology with a focus on the classroom environment as a didactic and methodical. Stolp (1994) which describes a healthy school culture has a strong relationship with academic achievement and motivation, productivity and satisfaction of teachers.

Behavioral problems will provide a change of culture in the school that does not directly reduce the quality of education in schools. Students need to develop a more positive attitude, motivated and engaged in academic learning (Meece, 2003). Chuang, Church and Zikic (2004), the suitability of the organizational culture will be able to reduce conflicts, whether the related to work or related to the relationship between individuals.

Competent teachers will be able to create an effective learning environment and will be able to manage her class so that students learn at the optimal level (Adams and Dickey, 1956). Zamroni (2011) stated that teachers were not able to control and improve the existing school culture, lack of cooperation and harmony in the school is the inability of teachers to create a good school culture.

In school, school culture developed on the basis of interaction between one individual and another. Quality school culture can too shown by those who have to personality and good personal qualities. Stolp (1994) said the leadership of the

teacher can influence the students towards learning situations that encourage and shape the way students appropriate culture.

In addition, the school effectiveness requires an effective school climate. Shahril (1997) found that effective school climate produced when the physical environment of the school or classroom is safe, beautiful, and adequate space for learning. Fisher and Fraser in Daryanto and Farid, (2013) also stated that improving the quality of the work environment in schools can make schools more effective in providing a better learning process. Effective school climate is a school that is able to realize the integration and harmony among different students and reduce their differences. Syah, (2000) stated that the events in the environment will affect the learning achievement of students. A study conducted by Wu (2005) in Taiwan also expressed the importance of classroom climate and school climate contribution to the establishment of effective schools. Silalahi (2008) find a more positive climate in classroom then the learning motivation the students can it higher.

School effectiveness can be achieved with the school culture and school climate efficient, effective schools have a school that reflects an orderly, controlled, calm, and which allow or provide an environment conducive to teaching and learning process the effective and positive.

Wang et.,al., (1997) found that the school culture and climate affect the improvement of student achievement. School climate can have a positive effect on student achievement and the ability of students to learn. Added by Hoy et. al. (2006) found that the culture and climate of schools affect student achievement. Thus the culture and climate of the school is expected can to develop a quality education and become a reality, especially in Vocational High School at Bekasi, Indonesia. Therefore in this study wanted to examine the effect of school culture and climate that contribute to

improvement the school effectiveness. School effectiveness can be implemented with the culture and climate of the school is good. This Research wanted to identify the relationship between culture and school climate on the effectiveness of schools in Vocational High School (SMK).

## 2. Research Methods

The design of this study was conducted with quantitative research methods. Kerlinger (2010) states the survey method quantitatively the most suitable used to examine the relationship between variables. The use of quantitative method because in accordance with the purpose of study to determine the relationship between the independent variables of school culture, school climate and dependent variables of school effectiveness. The study used to descriptive and inferential analysis to identify and analyze the relationship between variables.

Data analyzed used to descriptive and inferential analysis, inferential analysis using to correlation and regression analysis. Interpretation in the descriptive analysis as expressed by Nunally (1978), those are: Mean score 1:01 to 2:00 (low); 2.01- 3.00 (a simple, low); 3:01 to 4:00 (simple high); 4:01 to 5:00 (high).

Correlation analysis in this research was based on Pearson correlation analysis. To find out how large or small the relationship between variables in the analysis according to Pallant, (2013) who say mean between 1:00 to 2:33 shows the scores of the variables or sub scale variables in low levels. Mean scores between of 2.34-3.66 show the score of the variables or sub scale variables at a moderate level, and the mean score between of 3.67-5.00 show the score of the variables or sub scale variables at a high level.

The collection of quantitative data in this study used the instrument. The instrument is a way to get answers to the research questions (Kerlinger, 2010). According to Patton (2014) quantitative approach to measure the reactions and responses of respondents to a limited instrument and to analyze the problem studied concisely. Studies conducted in sub-district of Bekasi, West Java Province. To ensure a smooth process of data collection, this study was conducted in 11 vocational schools in the region of the District of Bekasi, West Java, Indonesia.

The population of this research is all teachers who are serving in 11 Vocational High School at Bekasi, some 150 people sampled in this study. This amount corresponds to the minimum requirement of the number of samples in correlation analysis (Airasian et.,al., 2012; Creswell, 2012). To determine the sample, simple random sampling technique is used where samples are taken randomly. Random sample selection is a sample of the population recruitment is done randomly without regard to strata that exist in this population (Sugiyono, 2012).

Instrument of school culture follow on instruments used Brinton (2007) taken from instruments The School Culture

Survey (SCS) of Gruenert and Valentine (1998) provides data on school culture studies as appropriate. There are six dimensions or six factors of SCS in school culture with 35 items. The six factors are (1) collaborative leadership; (2) teacher cooperation; (3) professional development; (4) objectives of the union; (5) collegial support; (6) Learning Partnership.

The instrument also follow to the school climate survey instrument used the Organizational Health Inventory for Secondary Schools [OHI-S] (Hoy & Feldman, 1987), is changed and adapted to research. Organizational Health Inventory (OHI) was used to measure school climate that has been used by Macneil, et.al. (2009), Velasco and Edmonson (2012), Curtis F. Null (2012). In this study, the instruments of school climate were 44-item OHI-S was developed by Hoy and Feldman (1987) with seven dimensions which are detailed as follows: the integrity of the institution, the main influence, consideration, starting structure, resource support, moral and emphasized of academic (Hoy & Feldman, 1987).

The instrument of school effectiveness is designed based on Research for Better Schools (RBS) from Beyer and Houston (2014) in the Assessment of School Needs for Low-Achieving Students (ASNLAS) with the item number of 45. This instrument changed and adapted to research, these dimensions include the dimensions of the programs and policies of the school, class management, instruction, teacher expectations, the leadership of school administrators, staff development, students engagement in learning, school climate, and parental involvement.

Instruments that have been modified validated through face validity and content validity. A test or instrument is said to have high validity if the degree of ability to measure what it is supposed is high. The validity of the test is also important in all forms of study and test and measurement. Sekaran dan Bougie (2013) refers to the stability and internal consistency of the instrument in measuring a concept. Reliability measurement is performed used Cronbach Alpha. When the coefficient of reliability of the resulting instrument is larger, it means that this instrument has high reliability. Cronbach Alpha of reliability coefficient usually ranges between 0 and 1 (Gliem and Gliem, 2003).

## 3. Research Result

### 3.1 Stage of School Culture, School Climate and School Effectiveness.

The first research question is to what extent the level or stage of school culture, school climate and school effectiveness. The results of the calculation of the data showed that the school culture is high and satisfactory for all items. Data were analyzed used descriptive statistics are shown in Table 1.

Table 1. Stage of School Culture in Vocational High School.

Indicator	N	Standard Deviation	Mean
1 Collaborative leadership	150	4.745	20.71
2 Teacher cooperation	150	5.201	20.09
3 Professional development	150	5.128	19.93
4 Objectives of the union,	150	3.563	17.85
5 Collegial support	150	5.149	19.63
6 Learning Partnership	150	4.347	20.96
School Culture	150	22.966	119.17

Table 1 shows the level of culture in schools, the results of the calculation of the data showed that the school culture can be used for the entire item. Overall, the variables of school culture based on indicators of collaborative leadership has a mean value = 20.71, standard deviation = 4.745, an indicator of the cooperation of teachers has a mean value = 9.20, standard deviation = 5.201, an indicator of professional development has a mean value = 5.128, standard deviation = 19.93, indicator objectives of the unity has a mean = 17.85, standard deviation = 3,563, indicator collegial support has a mean value = 19.63, standard deviation = 5.149, and the dimensions of learning partnerships has a mean = 20.96, standard deviation = 4.347. From this data, indicator from variables of school culture has the high score, and overall school culture variables has a mean = 119.17, and standard deviation is = 22.966, Study shows the stages of school culture is a high and satisfactory for the whole item.

The results of the analysis of the school climate variables in this study showed a high level and climate of the school is satisfactory for all items. Data were analyzed using descriptive statistics are shown in Table 2.

Table 2. Stage of School Climate in Vocational High School.

Indicator	N	Standard Deviation	Mean
1 The integrity of the institution,	150	4.547	16.41
2 The main influence,	150	4.687	16.21
3 Consideration,	150	5.783	20.61
4 Starting structure,	150	6.177	24.53
5 Resource support,	150	5.553	19.99
6 Moral and	150	6.928	22.75
7 Emphasized of academic	150	7.453	26.43
School Climate	150	33.980	146.93

Table 2 shows the level of school climate, the result of the calculation to the data of the study showed is high level and climate of the school is satisfactory for all items. Based on indicators integrity of the institution has a mean = 16.41, standard deviation = 4.547, indicator main influence has value min = 16.21, standard deviation = 4.687, indicator consideration has a mean = 20.61, standard deviation = 5.783, indicator starting structure to has a mean = 24.53, standard deviation = 6.177, indicators of resource support has a mean = 19.99, standard deviation = 5.553, indicator of moral values mean = 22.75, standard deviation = 6.928, and the indicators emphasized of academic has a values mean = 26.43, standard deviation = 7.453, from data the emphasized of academic has indicated dimensions mean value is high, and overall school climate variables has a mean value = 146.93, standard deviation = 33.980.

The results of analysis the variable effectiveness of the schools in this study shows that the effectiveness of schools is high and satisfactory for all items. Data were analyzed used descriptive statistics shown in Table 3.

Table 3. Stage of school effectiveness in vocational high school.

Indicator	N	Standard Deviation	Mean
1 Programs and policies of the school,	150	3.708	15.71
2 Class management,	150	4.359	14.97
3 Instruction	150	3.761	17.15
4 Teacher expectations	150	4.324	16.73
5 The leadership of school administrators	150	4.471	17.11
6 Staff development	150	4.204	16.73
7 Students engagement in learning	150	4.402	16.73
8 School climate	150	4.175	16.71
9 Parental involvement	150	3.668	17.74

School effectiveness	150	22.542	149.59
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Table 3 shows the schools effectiveness in school, the analysis of the data showed the effectiveness of schools is high and satisfactory for all items. Overall effectiveness of schools has a mean = 149.59, standard deviation = 22.542, the stage of the effectiveness of school visits of indicators is high, can be seen as an indicator of the program and policies of the school has a mean = 15.71, standard deviation = 3.708, indicators class management has a mean value = 14.97, standard deviation = 4.359, indicator instruction has a mean = 17.15, standard deviation = 3.761, indicator of teacher expectations has a mean = 16.73, standard deviation = 4.324, an indicator of the leadership of the school administrators has a mean = 11.17, standard deviation = 4.471, indicator staff development has a mean = 16.73, standard deviation = 4.204, an indicator of the students engagement in learning has a mean = 16.73, standard deviation = 4.402, indicators of school climate has a mean = 16.71, standard deviation = 4.175, and indicators of parental involvement has mean = 17.74, standard deviation = 3.668. Thus it can be said that the variables of school effectiveness has a high score.

### 3.2. The Relationship between of School Culture and School Effectiveness

The question in this research is whether there is a relationship of school culture on the effectiveness of school. To answer the research questions, information obtained from questionnaires of school culture and school effectiveness answered by 150 teachers, through the Pearson correlation analysis. The find on the relationship between school culture school effectiveness is shown in the form of correlation matrix as shown in Table 4.

Table 4. The Relationship Between of School Culture and School Effectiveness

School Effectiveness	Programs and Class policies of the school	Class management	Instruction	Teacher expectations	The leadership of school administrators
Collaborative leadership	.306**	.150	.198*	-.018	-.090
Teacher cooperation	.179*	.154	.151	.086	-.019
Professional development	.221**	.185*	.254**	.078	.071
Objectives of the union,	.295**	.205*	.253**	-.053	-.007
Collegial support	.332**	.385**	.380**	.129	.076
Learning Partnership	.334**	.285**	.387**	.033	.020
School Culture	.337**	.279**	.329**	.060	.013

\* Significant at the level of P <0.05

\*\* Significant at the level of p <0.01

#### Connect table

Table 4. The Relationship Between of School Culture and School Effectiveness

School effectiveness	Staff development	Students engagement in learning	School climate	Parental involvement	School effectiveness
Collaborative leadership	.145	.249**	.255**	.250**	.255**
Teacher cooperation	.121	.263**	.241**	.098	.232**
Professional development	.115	.324**	.179*	.293**	.309**
Objectives of the union,	.122	.270**	.241**	.273**	.283**
Collegial support	.120	.365**	.381**	.228**	.434**
Learning Partnership	.181*	.368**	.331**	.365**	.411**
School Culture	.163*	.377**	.333**	.302**	.393**

\* Significant at the level of P <0.05

\*\* Significant at the level of p <0.01

Table 4. Based on the results above, cultural ties to the effectiveness of the school and middle school are significant shows (r = 0.393; p <.05) and was followed by the indicator together with Collaborative leadership and Programs and policies of the school (r = 0.306, p <.05), an indicator of professional development and the Students engagement in learning (r = 0.324, p <.05), an indicator of professional development and school effectiveness (r = 0.309, p <.05), indicator of collegial support to indicator Programs and policies of the school (r = 0.332, p <.05), an indicator of collegial support to the class management (r = 0.385, p

<.05), and indicator of instruction to collegial support (r = 0.380, p <.05), an indicator of collegial support and Students engagement in learning (r = 0.365, p <.05), an indicator of collegial support and school climate (r = 0.381, p <.05), an indicator of collegial support with school effectiveness (r = 0.434, p <.05).

Learning partnerships and indicator of programs and policies of the school (r = 0.334, p <.05), indicators of learning partnerships and indicator instruction (r = 0.387, p <.05), indicators of learning partnerships with the students engagement in learning (r = 0.348, p <.05), an indicator of learning partnerships with school climate (r = 0.331, p <.05), indicators of learning partnerships with the parental involvement (r = 0.365, p <.05), as well as learning partnership with school effectiveness (r = 0.411, p <.05), and cultural variables have a simple relationship with the Programs and policies of the school (r = 0.337, p <.05), school culture variables have a simple relationship with the instruction (r = 0.329, p <.05), school culture variables have a relationship simple with the Students engagement in learning (r = 0.377, p <.05), school culture variables have a simple relationship with the school climate (r = 0.333, p <.05), school culture variables have a simple relationship with the involvement of parents (r = 0.302, p <.05), and cultural variables schools have a simple relationship with the variables of school effectiveness (r = 0.393, p <.05). Thus, the first null hypothesis stated that there is no significant relationship between school culture on the effectiveness of school is not accepted to levels <0.05.

**3.3. The relationship between of school climate and school effectiveness**

The question in this research is whether there is a relationship of school climate end school effectiveness. To answer the research questions, information obtained from questionnaires school climate and school effectiveness answered by 150 teachers through the pearson correlation analysis, the study of the relationship between school climate and school effectiveness shown in Table 5.

Table 5. The Relationship between of school climate and school effectiveness

School Effectiveness	Programs and Class policies of the school	Class management	Instruction	Teacher expectations	The leadership of school administrators
The integrity of the institution,	.302**	.176*	.150	.125	.024
The main influence, Consideration,	.309**	.127	.282**	.046	.088
Starting structure,	.174*	.256**	.219**	.012	.204*
Resource support,	.195*	.205*	.279**	.070	.158
Moral	.104	.161*	.255**	.042	.177*
Emphasized of academic	.323**	.288**	.325**	.069	-.063
School Climate	.351**	.377**	.429**	.212**	.048
	.308**	.289**	.349**	.105	.105

\* Significant at the level of P <0.05

\*\* Significant at the level of p <0.01

*Connect table*

Table 5. The Relationship between of school climate and school effectiveness

School effectiveness	Staff development	Students engagement in learning	School climate	Parental involvement	School effectiveness
The integrity of the institution,	.128	.296**	.221**	.243**	.300**
The main influence, Consideration,	.101	.462**	.132	.178*	.311**
Starting structure,	.097	.314**	.218**	.185*	.308**
Resource support,	.122	.303**	.232**	.187*	.318**
Moral and	.049	.288**	.188*	.163*	.261**
Emphasized of academic	.285**	.391**	.229**	.286**	.382**
School Climate	.148	.355**	.510**	.306**	.493**
	.168*	.417**	.316**	.275**	.422**

School effectiveness	Staff development	Students engagement in learning	School climate	Parental involvement	School effectiveness
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School Climate	.148	.355**	.510**	.306**	.493**
	.168*	.417**	.316**	.275**	.422**

\* Significant at the level of P <0.05

\*\* Significant at the level of p <0.01

From Table 5, there is a significant relationship between school climate and school effectiveness and strong of the level  $p < .05$ , a significant correlations and simple is indicated by the indicator of The integrity of the institution and indicators of Programs and policies of the school ( $r = 0.302, p > .05$ ), The integrity of the institution indicator and school effectiveness ( $r = 0.300, p > .05$ ), the next relationship, there is a significant and simple relationship between indicator of the main influence on indicators of programs and policies of the school ( $r = 0.309, p > .05$ ), the main influence indicator on students engagement in learning indicators ( $r = 0.462, p > .05$ ), the main influence indicator and school effectiveness ( $r = 0.311, p > .05$ ), indicators of consideration and students engagement in learning ( $r = 0.314, p > .05$ ), and indicator of the effectiveness of school ( $r = 0.308, p > .05$ ), starting structural indicators and indicators of student engagement in learning ( $r = 0.303, p > .05$ ), and indicator of the school effectiveness ( $r = 0.318, p > .05$ ), indicators of the moral and programs and policies of the school indicator ( $r = 0.323, p > .05$ ), indicators of the moral and instruction indicator ( $r = 0.325, p > .05$ ), moral indicators and student engagement in learning indicators ( $r = 0.391, p > .05$ ), an indicator of the effectiveness of school ( $r = 0.382, p > .05$ ), indicators emphasized of academic and programs and policies of the school ( $r = 0.351, p > .05$ ), an indicator emphasized of academic and class management ( $r = 0.377, p > .05$ ), an indicator emphasized of academic and instruction ( $r = 0.429, p > .05$ ), indicators an indicator emphasized of academic and Students engagement in learning indicator ( $r = 0.355, p > .05$ ), an indicator emphasized of academic and parental involvement ( $r = 0.306, p > .05$ ), an indicator of emphasized of academic and school effectiveness ( $r = 0.493, p > .05$ ),

Variables school climate and programs and policies of the school ( $r = 0.308, p > .05$ ), school climate variables and indicators of instruction ( $r = 0.349, p > .05$ ), school climate variables and indicators of student engagement in learning ( $r = 0.417, p > .05$ ), school climate variables and indicators of school climate ( $r = 0.316, p > .05$ ), and school climate variables with the variables of school effectiveness ( $r = 0.422, p > .05$ ). High and significant correlation was also seen from the indicators of emphasized of academic on school climate indicator ( $r = 0.510, p > .05$ ). Thus, the first null hypothesis stated that there is no significant relationship between school climate and the school effectiveness is not accepted at level  $<0.05$ .

### 3.4. The relationship Between of School Culture and School Climate with School Effectiveness

The question in this research is whether there is a positive relationship between school culture and school climate together with the effectiveness of the school, for known the relationship between school culture and school climate with the school effectiveness can seen to Table 6.

Table 6. Multivariate Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	105.265	8.928		11.791	.000
	School Culture	.099	.152	.101	.654	.514
	School Climate	.221	.103	.333	2.150	.033

a. Dependent Variable: School Effectiveness

Multiple regression calculation variables of school effectiveness data produced by the regression al is 0.099 for variable  $X_1$

(school culture),  $a_2$  is 0.221 for variable  $X_2$  (school climate), as well as a constant equal to 105.265. Forms between independent variables and the dependent variables can be described by the regression equation  $\hat{Y} = 105.265 + 0.099X_1 + 0.221X_2$ .

Before being used for the purposes of divination, this regression equation should be tested performed regression interests. To determine the benefit of multiple regression equation degrees, test F and the results are shown in table 7.

Table 7. Multiple Linear Regression Analysis of Variance  $\hat{Y} = 105.265 + 0.099X_1 + 0.221X_2$

Variance	Dk	JK	RJK	Fcount	Ftable	
					0.05	0.01
Total	150	1402923				
Regression (a)	2	7212.726		16.175	2.65	3.88
Regression (b/a)	147	13657.245	6828.622			
Rest	149	62059.129	422.171			

Information:

\*\* = regression is highly significant ( $F_{count} 36.001 > F_{table} 3.88$  with  $\alpha = 0.01$ )

dk = degrees of freedom

Jk = number Squares

RJK= Average Number Squares

Based on regression analysis of variance on table 7 above known values of  $F_{count} > F_{table}$  ( $16.175 > 3.88$ ) with  $\alpha = 0.01$ . It can be concluded regression  $\hat{Y} = 105.265 + 0.099X_1 + 0.221X_2$ , is highly significant. The strength of correlation between variables  $X_1, X_2$ , with variables Y correlation coefficient values obtained is  $R = 0.425$ , test results with the interests of the F test, obtained is value of F count = 5.69. Relationship  $X_1$  and  $X_2$  with Y can be seen in table 8.

Table 8. Conclusion Test Correlation  $\hat{Y} = 105.265 + 0.099X_1 + 0.221X_2$ .

Correlation	N	R	F <sub>count</sub>	F <sub>table</sub>	
				$\alpha = 0.05$	$\alpha = 0.01$
$R_{y12}$	150	0.425	5.69	2.65	3.88

Information:

\*\* = The correlation coefficient is significant ( $F_{count} = 5.69 > F_{table} = 3.88$ ) with  $\alpha = 0.01$

$R_{y12}$  = Correlation coefficient  $X_1, X_2$  with Y

Y = School effectiveness

$X_1$  = School culture

$X_2$  = School climate

From test results of multiple correlation in table 8 above, it is known that  $F_{count} > F_{table}$  ( $5.69 > 3.88$ ). It can be concluded that the coefficient of multiple correlation ( $R_{y12}$ ) in this study is very significant at  $\alpha = 0.01$ . This result proves that the hypothesis which states that there is a positive relationship between school culture and climate of the school together with the school effectiveness is proved. Therefore, the null hypothesis stating that there is a significant correlation between school culture and climate of the school together with the effectiveness of the acceptable level of  $< 0.05$ .

The coefficient of determination between variables ( $X_1, X_2$ ) with dependent variable (Y) is equal to  $R^2 = (0.425)^2 = 0.180$ . It shows that 18.0% of the variance that occurs on school effectiveness variables can be explained together by the variables of school culture and school climate through regression equation  $\hat{Y} = 105.265 + 0.099X_1 + 0.221X_2$ , other variants are explained by other variables.

#### 4. Discussion

##### 4.1. The relationship between of school cultural and school effectiveness

Results showed significant correlation and simple between culture of schools on school effectiveness shown is ( $r = 0.393, p < .05$ ), indicated that the school effectiveness can be enhanced by the existence of school culture that high. Sergiovanni (1982) recommend to policy makers, the overseers, and principals use to school culture approach. This finding is in line with the findings of the Komariah (2004) regarding school culture and effectiveness of the School at which concluded that the effectiveness of the school in education positively and significantly influenced by the culture of the school.

Djohar (2003) present the results of a study that school culture seem to affect at the five cases: (1) the challenges of academic, (2) the achievement of learning, (3) recognition or understanding of their achievement, (4) the school community, and (5) our perception of school goals. the improvement and enhancement of quality of education, especially in teaching

and learning activities require the role of a very professional educators, so as to create a school culture that can motivate the entire student achievement in the learning process in schools. Peterson (2002) concluded that in a positive school culture, the learning process of students and staff will thrive. Drost (2006) suggested that the personal example of the teacher is more important as a means to help students grow more in value of the lesson or description. Exemplary educators form positive culture behaviors that can stimulate the students to positive behaviors well in school.

Hoy and Miskell (2008), stated about the study of school culture that says that a good school culture will improve student achievement and motivation. The absence of high student achievement will not be possible the absence of an increase in the quality of education in schools, school effectiveness requires a high quality of education, quality of education in the school made a huge impact in effort the achievement of school effectiveness.

#### **4.2. The relationship between of School climate and school Effectiveness**

This study found a significant correlation and simple at level of  $p < .05$  between school climate and school effectiveness, and a significant correlation was shown by moderately strong school climate on school effectiveness ( $r = 0.422$ ,  $p > .05$ ). Good school climate create learning environments that encourage positive behavior and personality of the students and to create an optimal learning process. Komariah (2008) the school climate focused on the existence unpleasant taste of the atmosphere of the school, not only of the physical condition, but all aspects of the internal organization.

Studies done Thomas Collins & Kyleah A. Parson (2010) said that no matter what the dimensions vary outlined in the school climate research, as a whole, studies generally found a positive relationship between school climate and student achievement. The positive effects of school climate can mediate the negative effects of a student on student achievement. Inconsistent use of school climate assessment and improvement strategy in school suggests that needed a policy measures to set a particular school environment, including consistent definition of school climate and research-based instruments to assess school climate as a way to improve student achievement.

Study Cohen, et.al. (2009) concluded that the school climate is a one way to recognize aspects of social, emotional, physical aspects, and intellectual are important in teaching and learning. Schools are responsible for the quality of education to the government, parents, students, community, and customer education. Study Suldo et.al. (2008) found that parental involvement and student-teacher relationship, as a component of the climate of the school, was most directly related to the student result to higher levels of life satisfaction, effectiveness shown a achievement targets or goals set at the school, the school climate that is conducive can make a major contribution to the sustainability of the process of teaching and

learning in schools so as to improve the quality of learning.

The study, carried out by Hoy and Miskel (2008) suggests that the climate of the school is the most important ingredient in the success of the education program. Education can be realized with a school climate that is good, this research was supported by research conducted by LaRusso and Selman (2011) re-enforce that without a climate for creating a situation of harmony in the school to function effectively, it will be difficult to achieve the level of academic achievement the highest.

Moos in Hadiyanto (2004) says that the social climate in schools have a critical influence on satisfaction, learning and personal growth or development of learners. It can be said that the improvement of student learning outcomes is influenced by increased learning and school climate.

#### **4.3. The relationship between school culture, school climate and School Effectiveness.**

The findings show that there is a positive correlation to the school culture, school climate together on school effectiveness is verified and accepted. Zamroni (2003) believed that the culture of the school by the principal, teachers, and administrative staff and students as a basis for understanding and solving the problems that arise in schools. School culture is the whole experience of psychology of students (social, emotional, and intellectual) is absorbed by them while in the school environment.

Culture and school climate is two contemporary a perspective are useful to review the special character of the school, because they are competitive part and complementary part. Strong organizational culture can enhance or hinder of organizational effectiveness, school climate shows the quality of schools that exist in the collective perception of teacher behavior toward school.

Study Hoy and Miskel (2008) that the value of a school to bring the relationship interpersonal healthy, where there is a relationship way from everyone respected and feel attached to the school, school culture is characterized by personal relationships within the school is good, the quality of interpersonal relationships will form a quality school culture itself.

Ibrahim (1993) pointed out that the very positive climate should exist in a school. so did Hadiyanto (2004) the learning process closely related to the environment or atmosphere in which the learning process takes place. Although academic achievement is influenced by many aspects such as learning styles of students, teachers, facilities, school climate influence is still very important.

The study conducted by Adejumobi and Ojikutu (2013) found that the school climate, in terms of interpersonal relationships between all the components of either internal or external school has a positive influence on the existence of organizational climate of the school. A similar study



conducted by Cohen and Freiberg (2013), and Thapa,et.al., (2013) which shows the construct of interpersonal findings give a positive Contribution to the climate of the school. Thereby achieving a good school climate in schools can be based on the improvement of interpersonal relationships in school, it is very important to do as a form of quality improvement in the quality of education to achieve school effectiveness.

## 5. Conclusion

Conclusion from this study is there relationship between school culture and school climate on school effectiveness. In this study based on the findings showed that there is a find of the available interconnections between schools and cultural relations of the effectiveness of the school and the school culture in both categories.

The relationship between the two variables based on analysis provides information if the event of an improvement in the culture of the school, it will be followed by an increase in the effectiveness of schools. This means the higher the culture of the school, the higher the effectiveness of the school.

There is a relationship between school climate and school effectiveness and school climate in both categories. The relationship between the two variables based on analysis provides information if the event of an improvement in the climate of the school, it will be followed by an increase in the effectiveness of schools. Thus, the higher the climate of the school, the higher the effectiveness of the school, and there is a relationship between school culture and climate of the school together with the school effectiveness. The relationship between these three variables based on analysis provides information if the event of an improvement in the school culture and climate of the school, it will be followed by an increase in the effectiveness of schools. Thus it, the higher school culture and the school climate can be improvement the higher school effectiveness.

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