

ORGANIZATIONAL CLIMATE AND TEACHER'S PEDAGOGIC COMPETENCE TO QUALITY OF SERVICE

Hamid Al Jufri

Universitas Muhammadiyah Prof.Dr.Hamka, DKI Jakarta, INDONESIA

jufri@uhamka.ac.id

ABSTRACT

This study aims to determine the influence of Organization Climate and Teacher Paedagogic Competence School Qulaity Service in Public Junior High School District Kembangan in West Jakarta.

Research hypotheses: (1) There is a Total Quality Management Influence on School Qulaity Service Principal Teacher Elementary School District Kembangan in West Jakarta, (2) The Influence of Achievement Motivation on School Qulaity Service Teacher Teacher Elementary School District Kembangan in West Jakarta, (3) The Influence of Total Quality Management Principal Teacher Achievement Motivation of Elementary School District Kembangan in West Jakarta.

This study is descriptive in the entire population of teachers in Public Junior High School in West Jakarta District of New Kebayoran as many as 7 State Primary School with a number of teachers is 347, elected by proportional random sampling, the number of 186 teachers. Data was collected using a questionnaire to measure the Organization Climate, Teachers and Achievement Motivation Teacher School Qulaity Service.

The results showed that: first, there are positive Influence of Total Quality Management to Principal Teacher School Qulaity Service is acceptable, it can be determined by t test calculations in which $t_h > t_t$ ($40.38 > 1.66$). And based on the calculation formula product moment correlation coefficient can be determined path coefficients ($p_{31} = 0.272$) at $\alpha = 0.05$, that $r_h > r_t$ ($0.948 > 0.148$) means that it can be said that there are positive effects of TQM Head Teacher School Qulaity Service, by $r^2_{13} =$ coefficient of determination of 0.8986. This means that 89.89% of the variation of Teacher School Qulaity Service (X3) are affected by TQM Principal (X1). Second, there is a positive influence on Achievement Motivation Teacher Teacher School Qulaity Service is acceptable, it can be determined by t test calculations in which $t_h > t_t$ ($73.92 > 1.66$). Third, there is a positive influence Principal Total Quality Management (X1) of the Teacher Achievement Motivation (X2) can be accepted, it can be determined by t test calculations in which $t_h > t_t$ ($32.31 > 1.66$).

Based on the findings above, the Teacher School Qulaity Service can be optimally achieved by increasing the Total Quality Management Principal and Teacher Achievement Motivation. This is the second variable will be 2 (two) are significant determinants.

Keywords: Organizational Climate, Teacher Pedagogical Competence, Service Quality

PRELIMINARY

Entering the 21st century, the wave of globalization is felt to be strong and open, technological advances and changes that occur provide new awareness that Indonesia is no longer independent. Indonesia is in the midst of a new world, an open world so that people are free to compare life with other countries. What we still feel today is that there is a lag in the quality of education. Both formal and informal education. And the results are obtained after we compare it with other countries. This is proven, among others, by the data published by the world population review in 2021, Indonesia is still ranked 54 out of a total of 78 countries included in the world education level rankings. Although compared to 2020 it has increased by one grade, it is still far compared to Singapore and Malaysia in Southeast Asia.

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

To produce fully human beings, professional teachers are needed, because the teacher's task is to educate, train, guide, and develop potential (students). The principal is a teacher who is given a special task to manage schools, make policies, regulate school rules and operations so that there is no chaos or are entrusted with being the leader and manager of the school. In improving the quality of school services, it is an absolute requirement to accelerate the realization of a progressive society.

Organizational climate has an influence on service quality. Organizational climate is the environmental atmosphere of an organization or educational institution which regularly occurs both individually and in groups that can encourage increased motivation to change attitudes and behavior in organizational performance. A pleasant and safe school environment allows teachers to work better. On the other hand, a less pleasant school environment causes teachers to be reluctant to carry out their duties properly. This can lead to a decrease in the quality of services in schools so that it affects the maximum work of teachers. Teachers play an important role in learning activities to determine and direct all teaching and learning activities. The teaching and learning activities are directed and strived to achieve the educational goals that have been planned, not just a formality but must be followed by the ability of the educators themselves according to their duties. A teacher who interacts with students at school not only conveys knowledge but also instills good attitudes and moral values and skills.

Nowadays it is felt how low the competence of teachers in carrying out their duties is so that some of the changes that have been rolled out cannot be realized properly so that on many occasions there are complaints and confusion of teachers about curriculum changes. Acting as a democratic teacher requires several personality competencies to master the field of study, management of education and the learning process. The current pedagogical competence of teachers needs to be developed and processed in such a way that it will increase, with the increase in these competencies it is hoped that there will be an improvement in the quality of education in Indonesia.

The low quality of education services in Indonesia is the Teacher's Pedagogic Competence. One of the causes of the low professionalism of teachers in Indonesia can be seen from the feasibility of teaching teachers. According to the research results of the Research and Development Agency of the Ministry of National Education, only 28.94% of teachers who

are qualified to teach both public and private elementary schools, 54.12% private junior high school teachers 60.99% private, 65.29% public high school teachers , private 64.73% teachers of state SMK 55.91%, private 58.26%. It is not an exaggeration if the teacher is the party who is mostly blamed for the low quality of education in Indonesia. Teachers are an important element in the implementation of the national system, especially considering their position and role as the spearhead of teaching and learning resources for transforming the value of science and other values. On that basis, the achievement of unsatisfactory quality of educational outcomes at all levels of education is often associated with the less than optimal role of teachers.

The vision of education in the National Education Law is the realization of the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings who are capable and proactive in responding to the challenges of an ever-changing era. held in a democratic and fair manner and not discriminatory by upholding human rights, religious values, cultural values, and national pluralism, and education is held by empowering all components of society through participation in the implementation and quality control of school services.

Based on the background stated above, this research takes the title. "The Influence of Organizational Climate and Teacher Pedagogic Competence on the Quality of School Services, at State Junior High Schools in Kembangan District, West Jakarta".

FORMULATION OF THE PROBLEM

1. Is there an influence of organizational climate on the service quality of public junior high schools in Kembangan District, West Jakarta?
2. Is there an Influence of Teacher Pedagogic Competence on the Quality of Service of State Junior High Schools in Kembangan District, West Jakarta?
3. Is there an Influence of Organizational Climate on the Pedagogic Competence of State Junior High School Teachers in Kembangan District, West Jakarta?

LITERATURE REVIEW

The quality or quality of education services needs to be studied carefully and carefully, because according to Anna Coote in Edward Sallis quoted by Dadang Suhardan, "Quality is a slippery concept. It implies different things to different people" Quality or quality is a concept that can be confusing, its meaning being something different for everyone.

His attachment to quality becomes the attitude of every individual, which is shown in every aspect of work, which leads to customer satisfaction, where when the two things are put together, a match between the two sides can be achieved which is known as suitability for use by consumers (customer satisfaction).

Sallis in his book entitled Total Quality Management in Education, quality to meet the needs and desires of its customers. Organizations that maintain relationships with customers and have an obsession with quality. They recognize that the growth and development of an institution stems from the suitability of the institution's services with customer needs. Quality must be in accordance with the expectations and desires of customers and clients. Quality is something that society wants and for everyone and not what is best for the school community.

Educational services are determined by at least the facilities, infrastructure, learning equipment and teacher factors. The facilities and infrastructure factors, for example, study rooms and those that meet the requirements. Learning equipment used by teachers such as learning media, teaching aids and others are quite available. While the teacher factor must have sufficient professionalism and welfare so as not to be indecisive in teaching. If it is fulfilled, then educational services will be implemented which of course students will be able to enjoy a fun learning process.

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

1. Tangible, which includes physical facilities, employees and means of communication.
2. Reliability, is the ability to provide the promised service promptly, accurately, reliably, and satisfactorily.
3. Responsiveness, is the desire of the staff to help customers and provide responsive service.
4. Assurance includes the knowledge, ability, courtesy and trustworthy nature of the staff (free from danger, risk and doubt).
5. Empathy, which includes the ease of making good communication relationships, caring, and understanding customer decisions

In general, Umaedi's educational service implies the degree (level) of superiority of a product, either in the form of goods or services, both tangible and intangible. Umaedi further suggests various indicators that show the character of the concept of education service management, including:

1. A safe and orderly school environment.
2. The school has a vision and quality targets to be achieved.
3. The school has strong leadership.
4. There are high expectations from school personnel (principals, teachers, and other staff including students) to excel.
5. There is continuous development of school staff according to the demands of science and technology.
6. There is a continuous evaluation of various academic and administrative aspects, and the use of the results to improve or improve the quality of services, and intensive communication and support from parents or the community.

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

Steers stated that organizational climate can be seen from two perspectives, namely: organizational climate seen from the perception of members of the organization and viewed from the relationship between organizational activities and management behavior.

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

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

Based on the description of the theory above, it can be concluded that Organizational Climate is the environmental atmosphere of an organization or school institution which routinely occurs in relationships both individually and in groups that can influence the emergence of motivation to change attitudes and behavior in organizational performance. Mc Ashan stated that competence "... is knowledge skills and abilities or capabilities that a person achieves, which becomes part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviors".

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

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

The first aspect includes mastery of educational knowledge, knowledge of the subject matter being taught, and the ability to transfer knowledge to students in order to learn effectively and efficiently. The second competency is attitudes and feelings of self related to the teaching profession, which include self-concept, self-efficacy, attitude of self-acceptance and a teacher's view of his quality. While the last aspect of psychomotor competence includes general and special physical skills such as verbal and non-verbal expressions.

METHOD

This study uses a quantitative approach with survey methods with correlational techniques. Data analysis used descriptive statistics, inferential statistics, simple and multiple correlations, partial correlations and simple and multiple regressions. To facilitate understanding of the study of the relationship; X1: Organizational Climate, X2: Teacher's Pedagogic Competence, each as an independent variable, and X3: Service Quality as the dependent variable, the constellation of research variables is arranged as follows:

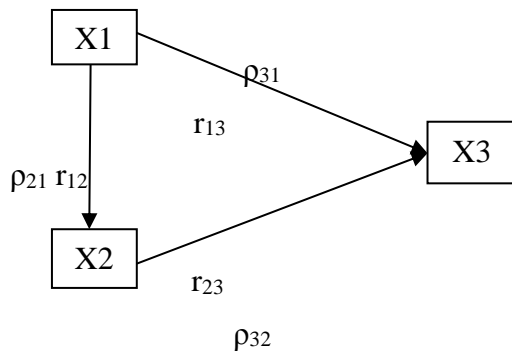


Figure 1. Correlation between Path Analysis Variables

RESULTS AND DISCUSSION

Data Description

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

In analyzing the data, it is directed to hypothesis testing, which begins with a description of the research data from the three variables in the form of frequency distributions and histograms and determines the regression equation. To describe the effect of one variable on another, regression analysis and simple correlation and path analysis are carried out.

Testing the assumptions for testing the regression parameters on the research data was carried out by testing requirements analysis with the normality test with the Liliefors test, the homogeneity test with the Bartlett test and also the significance and linearity test of the regression model.

1. Validity and Reliability Test

Table 1. Number of Items for Research Instruments (Before and After Trial)

Instrument Type	X ₁ / Reliability	X ₂ / Reliability	X ₃ / Reliability
Before Trial/Validation	33/ 0,928	32/ 0,981	35/ 0,978
Invalid Item	3	11	9
After Trial	30	21	26

The number of validity test items for the Organizational Climate variable (X₁) = 33 items, the

Teacher Pedagogic Competence variable (X₂) = 32 items and the Service Quality variable (X₃) = 35 items. The results of the reliability test conducted showed that the reliability of the Organizational Climate variable questionnaire was 0.928; the reliability of the Teacher Pedagogic Competence variable questionnaire was 0.981; and the reliability of the Service

Quality variable questionnaire is 0.978. So that the items are valid and reliable and feasible to be used in capturing research data with 30 valid items for the Organizational Climate variable (X_1), 21 valid items for the Teacher Pedagogic Competence variable (X_2) and 26 valid items for the Service Quality variable (X_3).

RESEARCH DATA DESCRIPTION

Statistical Requirements Test

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

1. Normality Test of Regression Estimated Error

Testing the normality requirements of the dependent variable on the independent variable was carried out using the Liliefors test. For the results in this test using the null hypothesis which states that there is a match between each raw data which is normally distributed and the counter hypothesis of each data which is not normally distributed. Statistically, this hypothesis can be written as follows:

Ho : each sample data is normally distributed

H1 : each data is not normally distributed

With the Liliefors test, the data is said to be normally distributed if $L_{count} < L_{table}$ at the predetermined alpha (α) significance level = 0.05.

Table 2. Summary of Data Normality Test

Variable	L count	L table	Conclusion
X_1X_3	0,0596	0,0650	Normal
X_2X_3	0,0636	0,0650	Normal
X_1X_2	0,0633	0,0650	Normal

X_1 : Organizational Climate, X_2 : Teacher's Pedagogic Competence, X_3 : Service Quality

L_h : Critical Value of Liliefors Test calculation, L_t : Critical table value of Liliefors Uji Test

From the overall calculation of the normality test on data from 186 respondents which includes the Organizational Climate variable (X_1), the Teacher Pedagogic Competence variable (X_2), and the Service Quality variable (X_3), it turns out that every price $L_{count} < L_{table}$. Thus, it can be concluded that all data from each variable are normally distributed or Ho is accepted. The summary of the results of the normality test calculation can be seen in Table 3. Thus, the data on the 3 variables are feasible and further causal analysis can be carried out.

1. Homogeneity Test

Testing the requirements for homogeneity of variance of the X_3 variable is based on the data grouping of the Organizational Climate variable (X_1), the Teacher's Pedagogic Competence variable (X_2), using the Statistical Levene Test.

The final result of the Statistical Levene Test calculation with the H_0 test criteria is accepted, which means that the population data is homogeneously grouped, if the calculation result of the Statistical Levene Test is smaller than the alpha (α) = 0.05 level of significance. On the other hand, if the calculated value from the Levene Statistical Test is greater than the alpha (α) = 0.05, then H_0 is rejected, which means that the population data is not homogeneous in groups.

Table 3. Summary of Variance Homogeneity Test

No.	Varians	χ^2 count	χ^2 table	Conclusion
1.	X_3 atas X_1	0,000	0.05	Homogeneous
2.	X_3 atas X_2	0,000	0.05	Homogeneous
3.	X_2 atas X_1	0,000	0.05	Homogeneous

Information:

χ^2 count = Statistic Levene Test calculation result
 χ^2 tables = from Statistical Levene Test table

From the whole calculation, the calculated value from the Levene Statistical Test is greater than the real level alpha (α) = 0.05, for X_3 data it is based on the grouping of X_1 and X_2 data, respectively. Thus, it is concluded that the Organizational Climate variable X_1 , the Teacher Pedagogic Competence variable X_2 , has a homogeneous population variance.

1. The first hypothesis is: "The Effect of X_1 (Organizational Climate) on X_3 (Service Quality)"

Simple linear regression analysis of research data pairs between Organizational Climate (X_1) and Service Quality (X_3) variables produces a regression direction coefficient of 1.05 and a constant of 97.73. Thus the form of the influence of the Organizational Climate variable X_1 with Service Quality (X_3) has the following regression equation: $\hat{X}_3 = 97.73 + 1$

2. The second hypothesis is: "The Influence of X_2 (Teacher's Pedagogic Competence) on X_3 (Quality of Service)"

Simple linear regression analysis of the pair of research data between the variables of Teacher Pedagogic Competence X_2 and Service Quality (X_3) resulted in a regression direction coefficient of 1.12 and a constant of 14.73. Thus the form of the influence of the variable Teacher Pedagogic Competence X_2 on Service Quality (X_3) has the following regression equation: $\hat{X}_3 = 14.73 + 1.12 X_2$.

3. The third hypothesis is: "The Effect of X_1 (Organizational Climate) on X_2 (Teachers' Pedagogic Competence)"

Simple linear regression analysis of research data pairs between X_1 (Organizational Climate) and X_2 (Teacher's Pedagogic Competence) resulted in a regression direction coefficient of 0.90 and a constant of 75.19. Thus the form of the influence of the variable X_1

(Organizational Climate) on X₂ (Teacher Pedagogic Competence) has the following regression equation: $\hat{X}_2 = 75.19 + 0.90 X_1$.

Determining the Path Coefficient

1. Description of data

From the results of regression and correlation analysis obtained the price:

$$r_{12} = 0,922$$

$$r_{13} = 0,948$$

$$r_{23} = 0,984$$

2. Correlation Matrix

Table 4. Correlation

	X ₁	X ₂	X ₃
X ₁	1	0,922	0,948
X ₂		1	0,984
X ₃			1

3. Determining Value p

$$r_{12} = p_{21}$$

$$0,922 = p_{21} \Leftrightarrow \dots (1)$$

$$r_{13} = p_{31} + p_{32} 0,922$$

$$0,948 \Leftrightarrow p_{31} + p_{32} 0,922 \dots (2)$$

$$r_{23} = p_{31} r_{12} + p_{32}$$

$$0,984 \Leftrightarrow 0,922 p_{31} + p_{32} \dots (3)$$

From the above equation, p can be determined. How to get p₃₁ and p₃₂ using the matrix as follows:

$$p_{21} = r_{12}$$

$$p_{31} = \frac{\begin{vmatrix} r_{13} & r_{12} \\ r_{23} & 1 \end{vmatrix}}{\begin{vmatrix} 1 & r_{12} \\ r_{12} & 1 \end{vmatrix}}$$

$$= \frac{\begin{vmatrix} 0,948 & 0,922 \\ 0,984 & 1 \end{vmatrix}}{\begin{vmatrix} 1 & 0,922 \\ 0,922 & 1 \end{vmatrix}}$$

$$= \frac{0,948 \cdot 1 - 0,922 \cdot 0,984}{1 \cdot 1 - 0,922 \cdot 0,922} = \frac{0,948 - 0,907}{1 - 0,850} = \frac{0,041}{0,149} = \mathbf{0,272}$$

$$= \frac{0,948 \cdot 1 - 0,922 \cdot 0,984}{1 \cdot 1 - 0,922 \cdot 0,922} = \frac{0,948 - 0,907}{1 - 0,850} = \frac{0,041}{0,149} = \mathbf{0,272}$$

$$\begin{aligned}
 p_{32} &= \frac{\begin{vmatrix} 1 & r_{13} \\ r_{12} & r_{23} \end{vmatrix}}{\begin{vmatrix} 1 & r_{12} \\ r_{12} & 1 \end{vmatrix}} \\
 &= \frac{\begin{vmatrix} 1 & 0,948 \\ 0,922 & 0,984 \end{vmatrix}}{\begin{vmatrix} 1 & 0,922 \\ 0,922 & 1 \end{vmatrix}} \\
 &= \frac{1 \cdot 0,984 - 0,948 \cdot 0,922}{1 \cdot 1 - 0,922 \cdot 0,922} = \frac{0,984 - 0,874}{1 - 0,850} = \frac{0,109}{0,149} = \mathbf{0,733}
 \end{aligned}$$

From the calculation results above, the path diagram of the three variables of Organizational Climate, Teacher Pedagogic Competence, and Service Quality can be described as follows:

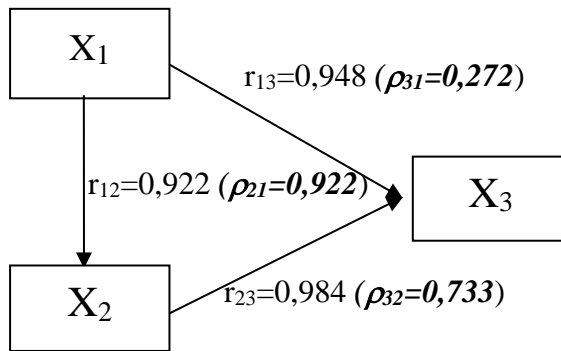


Figure 2. Correlation Results between Path Analysis Variables

Based on the results of data calculations as shown in the table, the path coefficient prices for each path are obtained as follows:

Table 5. Degree of Significance of Path Analysis (Path Analysys)

Track	Path Analysis	t count	t table $\alpha = 0,05$	Information
P ₃₁	0,272	40.38	1,66	Significan
P ₃₂	0,733	73.92	1,66	Significan
p ₂₁	0,922	32.31	1,66	Significan

Based on the results of the analysis above, the three path coefficients in the constructed model have been empirically tested to meet the testing standards. Thus the path analysis model can be classified as a good and correct model and has not changed.

DISCUSSION OF RESEARCH RESULTS

Based on the results of the analysis, it can be seen the characteristics of each variable and the relationship and influence between variables. The characteristics of each variable can be

stated as follows: (a) Organizational climate has a range of empirical values with poor to very good criteria, with an average of sufficient criteria, data is normally distributed, and is homogeneous with other variables (b) Teacher's Pedagogic Competence has the range of empirical values with criteria is not good to very good, with an average of sufficient criteria, the data is normally distributed, and is homogeneous with other variables (c) Service Quality has a range of empirical values with criteria that are not good to very good, with an average of criteria sufficient, the data is normally distributed, and is homogeneous with other variables.

1. Effect of X_1 (Organizational Climate) on X_3 (Service Quality)

Based on simple linear regression analysis of research data pairs between Organizational Climate variables X_1 and Service Quality X_3 , it produces a regression direction coefficient of 1.05 and a constant of 97.73. Thus the form of the influence of the Organizational Climate variable X_1 with Service Quality (X_3) has the following regression equation: $\hat{X}_3 = 97.73 + 1.05 X_1$.

Based on the results of statistical testing above, it can be seen that the hypothesis of the influence of Organizational Climate on Service Quality is acceptable, this can be seen from the results of the t test calculation where $t_h > t_t$ ($40.38 > 1.66$). And based on the results of the calculation of the product moment correlation coefficient formula, it can be seen that the path coefficient ($p_{31} = 0.272$) at $\alpha = 0.05$, that $r_h > r_t$ ($0.948 > 0.148$) means that it can be said that there is a positive influence of Organizational Climate on Service Quality, with a coefficient of determination of $r^2_{13} = 0.8986$. This means that 89.89% of the variation in Service Quality X_3 is influenced by Organizational Climate (X_1).

2. Effect of X_2 (Teacher's Pedagogic Competence) on X_3 (Quality of Service)

Based on a simple linear regression analysis of the pair of research data between the variables of Teacher Pedagogic Competence X_2 and Service Quality X_3 , the regression direction coefficient is 1.12 and a constant is 14.73. Thus the form of the influence of the Organizational Climate variable (X_1) with Service Quality X_3 has the following regression equation: $\hat{X}_3 = 14.73 + 1.12 X_2$.

Based on the results of statistical testing above, it can be seen that the hypothesis of the influence of Teacher Pedagogic Competence on Service Quality is acceptable, this can be seen from the results of the t test calculation where $t_h > t_t$ ($73.92 > 1.66$). And based on the results of the calculation of the product moment correlation coefficient formula, it can be seen that the path coefficient ($p_{32} = 0.733$) at $\alpha = 0.05$, that $r_h > r_t$ ($0.984 > 0.148$) means that it can be said that there is a positive influence of Teacher Pedagogic Competence on Service Quality, with a coefficient of determination of $r^2_{23} = 0.9674$. This means that 96.74% of the variation in Service Quality X_3 is influenced by Teacher Pedagogic Competence X_2 .

3. Effect of X_1 (Organizational Climate) on X_2 (Teachers' Pedagogic Competence)

Based on a simple linear regression analysis of the pair of research data between X_1 (Organizational Climate) and X_2 (Teacher's Pedagogic Competence) it produces a regression direction coefficient of 0.90 and a constant of 75.19. Thus the form of the influence of the variable X_1 (Organizational Climate) on X_2 (Teacher's Pedagogic Competence) has the following regression equation: $\hat{X}_2 = 75.19 + 0.90 X_1$.

Based on the results of statistical testing above, it can be seen that the hypothesis of the influence of Organizational Climate on Teacher Pedagogic Competence is acceptable, this can be seen from the results of the t test calculation where $t_h > t_t$ ($32.31 > 1.66$). And based on the results of the calculation of the product moment correlation coefficient formula, it can be seen that $r_h > r_t$ ($0.922 > 0.148$) means that it can be said that the path coefficient ($p_{21} = 0.922$) at $\alpha = 0.05$, that there is a positive influence of Organizational Climate on Teacher Pedagogical Competence, with a coefficient of determination of $r^2_{12} = 0.8501$. This means that 85.01% of the variation of Teacher Pedagogic Competence X_2 is influenced by Organizational Climate X_1 .

CONCLUSION

1. There is a direct positive influence of Organizational Climate on Service Quality. This gives an understanding that the more positive the Organizational Climate, the better the Quality of Service. On the other hand, the more negative the organizational climate, the lower the quality of service.
2. There is a direct positive effect of Teacher Pedagogic Competence on Service Quality. This gives an understanding that the more effective the teacher's pedagogic competence, the better the quality of service. On the other hand, the more ineffective the Pedagogic Competence of the principal teacher, the lower the quality of service.
3. There is a positive direct influence of Organizational Climate on Teacher Pedagogic Competence. This gives an understanding that the more positive the Organizational Climate, the more effective the Teacher's Pedagogic Competence will be. On the other hand, the more negative the Organizational Climate, the more ineffective the Teacher's Pedagogic Competence.

SUGGESTIONS

Based on the conclusions above, some suggestions can be made as follows:

1. The principal should implement total quality management, so that all the potential in the school can function optimally.
2. Teacher's Pedagogic Competence should be improved by conducting effective interpersonal relationships and cooperation, it is necessary to be open and replace dogmatic attitudes. Teachers should also have an attitude of trust, support, and openness that encourages mutual understanding, respect and mutual development of quality.
3. Efforts should be made to improve the quality of service by the parties concerned. There is the same treatment both in reward and punishment and there are variations in tasks. The existence of co-workers who are friendly, competent, who can work together and are fun so that they can create job satisfaction.

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