



Influence of Workclimate, Leaderscharacter to work Motivation State Senior High School (SMAN) Teachers in Jambi Province

Prof. Dr. Mukhtar¹, Dr. Martinis Yamin, M.Pd², Firman³

¹Professor and Director of Graduate IAIN STS, Jambi Indonesia

²Lecturer Postgraduate IAIN STS, Jambi Indonesia

³Graduate Alumni IAIN STS, Jambi Indonesia

Received 19 Dec, 2016; Accepted 06 Jan, 2017© The author(s) 2017. Published with open access at www.questjournals.org

ABSTRACT: *The problems studied were Influence of Climatic Effects of Work and Attributes of Leaders to Work Motivation Master Jambi. Penelitian SMAN in the province is bounded on three MuaraBungo, TanjungJabungTimur, and the city of Jambi. The population of 1,038 with a sample of 228 teachers in the province of Jambi SMAN taken by using proportional stratified random sampling. This study is a quantitative analysis using the tools Line followed by analysis determinai (R square), t test and F test with alpha 5 percent. Prior to analysis with Path Analysis first tested the validity and realibilitas research instruments and the analysis of classical assumptions. Analysis tools with SPSS 19.0 for windows. The results showed that Climate Work and properties Leader positive and significant effect on work motivation Teachers. The better the working climate and the properties of the leader of the teachers and teacher work motivation SMAN in Jambi Province will get better and can develop the motivation to work.*

Keyword: *Work Motivation, Work Climate and properties Leaders*

I. INTRODUCTION

Motivation is a set of attitudes and values that influence individuals to achieve specific things according to individual goals. Sutrisno explained that motivation is a factor that encourages a person to perform a specific activity, because the motivation is often defined as well as supporting a person's behavior (Sutrisno, 2011: 109). Another expert opinion states that motivation is the encouragement of a process of human behavior on reaching the goal (Wibowo, 2010: 379). The attitudes and values is something invisible that gives power to encourage people to behave in achieving the objectives. The process of motivation can be described if one is not satisfied with the result of tension, which will eventually find a way or actions to meet and continue mancar satisfaction according to its size alone was appropriate and should be fulfilled.

Anyone would agree that among all of the components in the learning process, the teacher is a highly strategic component. There is no quality learning without quality teachers. The teacher is a life-giving spirit in the learning process. Teachers are human resources that determine the success of learning. Teacher education is an element that is very closely related to the learners in their daily educational efforts in schools and many learners determine success in achieving its objectives.

So very strategic position of teachers as professionals, in the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, Chapter III Article 7, mandated that the teaching profession is a field of specialized work carried out by the following principles: (a) have talent, interest, call the soul, and idealism; (B) a commitment to improve the quality of education, faith, piety and noble character; (C) have the academic qualifications and educational background in accordance with the task; (D) have the necessary competence in accordance with the task; (E) has the responsibility for the implementation of the tasks of professionalism; (F) derives income determined in accordance with job performance; (G) have the opportunity to develop in a sustainable manner with the professionalism of lifelong learning; (H) have legal protection in carrying out the task of professionalism; and (i) have professional organizations that have the authority to regulate matters relating to the duties of professionalism of teachers.

Teachers according to a new paradigm not only acts as a transmitter of information, transfer of knowledge, but as a motivator and facilitator of the learning process. Positive mental attitude, creativity and

*Corresponding Author: Dr. Mukhtar¹

¹Professor And Director Of Graduate IAIN STS, Jambi Indonesia

motivation is necessary for teachers, who have a role not only as a transmitter of knowledge in front of the class, but also plays a role of leadership and renewal in the community, where they work in an effort to provide what services are desired and needed by the participants students and the community.

This has attracted researchers to conduct research with the analysis unit educator / teacher SMAN in Jambi Province. This study is important, because first, educators future would have a tough challenge for example, have to prepare citizens to be intelligent, and character. Secondly, educators should be a solid team, tough ready to work hard and work smart. Third, the fate of the future of the nation is dependent on the willingness and ability of educators themselves. Therefore the issue of motivation educator / teacher is very urgent to be studied.

Based on this research background, the purpose of this study was to investigate and analyze:

- 1) The effect of Work Climate on Work Motivation;
- 2) The effect of Leaders Characteron Work Motivation;
- 3) The effectsWork Climateand Leaders Characteron Work Motivation SMAN teachers in Jambi Province.

II. LITERATURTE REVIEW

Climate Work

Gibson and Donnelly argued that the working environment is a set of circumstances working climate be affected directly or indirectly by the workers, which is one of the forces that influence the behavior of workers. Working climate is happening atmosphere created by the personal relationship between the pattern of the work (Gibson and Donnelly, 1992: 702).

The climatic conditions of employment work should be created such that workers feel comfortable in his job. Favorable climate will encourage workers to perform better match their interests and abilities. The pleasant working climate is the key incentive for the employee to produce maximum performance. Similarly, Verbeke, Volkering and Hessel in Kusdi mention that the working environment or organizational climate as follows: "*Organizational climate is a reflection of the way people percieve and come to describe the characteristics of Reviews their environment*" (Kusdi, 2011: 80). Thus, it can be said that the working environment is a reflection of the way people perceive and explain the characteristics of the environment.

Johns argued that the working environment is determined by social relations of people who exist in a climate of job, and reward systems that are used to motivate workers (John, 2007: 130). Furthermore, Johns said the labor climate than the properties that distinguish a climate of job with other work climate, and influence the behavior of those who are in the job climate. The climate of the end product of the behavior of a group of people who exist in a climate of such work, which includes top management, mid-level leaders, supervisors, low-level leaders, as well as the employees / staff. Work climate can affect the performance of each person in the job climate.

But further mentioned that there are four main elements for the formation of a working climate that is: (1) practical decision-making, (2) the flow of communication, (3) motivation, and (4) concern to workers. Furthermore, they warned that the elements that make up the work climate is like an iceberg in the ocean. There are parts that can be observed, and there are also parts that can not be observed. Parts that can be observed are: (1) attitude, (2) the feeling of pleasure, (3) values, (4) norms, (5) sportsmanship and (6) of job satisfaction.

Steers (1985: 120) argues that the discussion of the work climate associated with the characteristics contained in the working climate, and arise mainly because of work, and is considered to influence the behavior pekerja.He further said that the working environment is the basis for workers to interpret and understand the circumstances around them. Further Steers explained bring there are several indicators of the work climate, namely: (1) the structure of duties, (2) the relationship of reward-punishment, (3) the centralization of the decision, (4) pressure on performance, (5) emphasis on training and development, (6) job security, (7) openness, (8) the status and spirit, (9) the recognition and feedback, and (10) the competence and flexibility of work in general.

Based on the opinion of Gibson and Donnelly, Johns, and Steers, can be synthesized that is the working climate is the atmosphere of job climate is seen, thought and felt by someone who created a relationship between the person, either vertically, or horizontally drawn from :(1) decision-making, (2) the structure of the task, (3) the flow of communication, and (4) concern to workers.

The Properties Leaders

Yulk (2005: 12) mentions five approaches to leadership, namely: (1) The characteristic approach, (2) the behavioral approach; (3) approach the power - influence; (4) situational wide approach; and (5) integrative approach. Furthermore, seen in modern leadership theory there are four approaches: (1) the theory of traits (traits theory), (2) human relations (human relations) (3) behavior (behavior), (4) contingency and situational.

Furthermore, Rival and Mulyadi (2013: 116) formulated four general properties that have an influence on the success of the organization's leadership, namely (1) intelligence, (2) maturity, (3) motivation and

encouragement of achievement, (4) The attitude of human relationships. In determining the approach of this nature there are two types of approaches, namely (1) compare the properties of those who emerged as the leader with people who do not become a leader, (2) comparing the properties of an effective leader with an ineffective leader.

George Manning & Kent Curtis stated that trait theory focuses on the quality of a leader, being a behavioral theory focuses on the actions of leaders. Furthermore, George Maning & Kent Curtis (2003: 175) states, The traits of a theory of leadership that makes the assumption distinctive physical and psychological characteristics account for leadership effectiveness. Robert House (in Ivancevich & Matteson, 2008: 213), conveying the leader's theory by suggesting that effective leaders use domination, have confidence, influence and display high morality to increase levels charismatic. The nature of the leader must be in tune with the situation where the leader's function. Leadership is not a passive state but produced from an effective relationship between the leader and the group members.

With regard to the properties of an effective leader., Yukl (2005: 184) states there are seven traits of effective leaders, namely: (1) a powerful energy and tolerance to stress, (2) confidently, (3) internal locus of control , (4) emotional stability and maturity, (5) personal integrity, (6) motivation socializing force, and (7) in a moderate achievement orientation.

Furthermore Gibson, et.al., (2003, 300) states that the attributes of effective leaders there are three, namely: (1) the ability, (2) personality, and (3) motivation. George Manning & Kent Curtis, 2003: 16) provides six properties significant leaders in influencing effective leaders, namely: (1) need for achievement, (2) intelligence, (3) decision-making, (4) confidence, (5) initiative, and (6) the ability of supervision. Furthermore, House identified four leadership behaviors: (1) The leader directing (directive leader), (2) The leader of the support (supportive leader), (3) The leader of the participatory (participative leader), (4) The achievement-oriented (achievement-oriented leader) .Usman (2011: 291) describes the general criteria of leadership traits, namely (1) intelligent, (2) confidently, (3) determine, (4) integrity, and (5) social spirit.

Opinion Gary Yulk and George manning & Kent Curtis above are the same properties that confidence, internal locus of control together with surveillance, moderate achievement orientation the same as need for achievement. Meanwhile, Maksun (2005) says that a leader must be credible, capable, acceptable, and accountable leader must be trustworthy, competent, accepted by the people they lead, and responsible. Finally, Wayne K. Hoy & Cecil G. Miskel (2005: 389) give the task properties effective leader is: (1) personality, (2) motivation, and (3) skills. Personality consists of; confident, stress tolerance, emotional maturity, and integrity. Motivation consists of; tasks and interpersonal needs, success orientation, power requirements, and expectations. Skills include; technical, interpersonal and conceptual.

Based on the opinion of Gary Yulk, George Manning and Kent Curtis, House, and Gibson can be synthesized that the properties of the leader is a characteristic that focuses on quality leaders who can influence the satisfaction of subordinates indicators: (1) personality, (2) integrity, (3) confidence, (4) social spirit, and (5) skills.

Work Motivation

Locke and Latham (2002: 105) gives the sense of motivation "Motivation is the internal force that drives a workker to action as well as the external factors that encourage that action Motivation is an internal force that drives seoprang workers to act, as well as factors external drives such action. Richard J. Gerring gives the sense of "The general term for all the processes Involved instarting, directing, and maintaining physical and psychological activities" (Ricahard J. Gerrig, 2008: 362). The general term to describe all the processes involved in initiating, directing, and maintaining physical activity and psychological.

Motivation is related to energy, direction, persistence and deadline (equifinality-all) all aspects of intention and attention. Along with this opinion, Mangkunagara defines that motivation is a condition (energy) that moves within the individual that is directed to achieve organizational goals (Anwar King, 2005: 21). Meanwhile Moorhead and Griffin defines motivation is a collection of processes that cause people to act in a certain way or manner (Gregory and Griffin, 2008: 78).

Opinions Geenberg and Baron (2003: 126) is a boost when a process can evoke, direct, and maintain human behavior toward the achievement of several goals. Robbins and Judge (2007: 166) defines motivation is a process that involves individual intensity, direction, and persistence of effort toward the achievement of a goal. Similarly, Supardi and Anwar define motivation is a state in the person who drives the desire of individuals to undertake certain activities in order to achieve a goal (Supardi and Syaiful, 2004: 47). Some definitions or opinions on the above, it was concluded that the motivation is encouragement, effort, attention in oneself individual in doing the work to achieve the desired objectives.

Basically motivation is the psychological processes ask for directing, direction, and sets voluntary leads to the goal. Tampubolon expressed the same opinion (2004: 80) that the motivation associated with behavioral direction, the strength of the response (ie business) after the employee chooses to follow a certain action, and endurance behavior, or how long the person was continuously behave in a certain way. This opinion see that the

motivation should be focused on the factors that drive and direct the activities of a person and motivation can influence performance.

The theory of motivation Path Goal proposed Vroom believes that (1) people are motivated to do something that they feel have high gain lead to a reward (award) that they value, (2) interest in the job satisfaction comes from the association a low but consistent with the performance (Usmara, 2006; 44). One possible cause is the satisfaction of performance. By using the path Goal motivation theory, Vroom has shown that job satisfaction and performance is caused by something completely different: "job satisfaction is influenced by a number of rewards received by employees from their jobs and the level of performance is strongly influenced by the basic reward achievement.

George and Jones (2005: 175) suggests motivation is a psychological process, the direction a person's behavior in an organization and strengthen the level of effort seseorang. Hodoyo (2003) found motivation to work is a collection that will stabilize the ambitions, aspirations, expectations, norms, and needs to be employed. George and Jones (2005: 183) stated motivation is just one among many factors to a result of the work (performance). Furthermore, it defines that motivation can be described as a psychological process in a person to determine the direction and efforts in organizations to meet the challenges.

Herberg (1959) from his research concluded their six motivational factors: (1) achievement; (2) recognition; (3) the progress of the promotion; (4) the work itself; (5) wants to develop; (6) responsibility. As for maintenance there are ten factors that need to be considered, namely (1) of wisdom; (2) technical supervision; (3) a human relations with superiors; (4) the relationship of humans with pembinaanya; (5) human relations with subordinates; (6) wages and salaries; (7) the stability of the work; (8) private life; (9) the condition of the workplace; (10) status.

Based on the opinion of Locke and Latham, Greenberg and Baron, George and John, as well as Herberg, can be synthesized, work motivation is encouragement from within the individual to do the work to achieve the goals, indicators: (1) safety, (2) the award, (3) brave face rasiko, (4) the spirit of competition, (5) be able to cope with problems at work, (six) recognized his work.

Conceptual Framework.

Based on the objectives and review of the literature and previous studies the conceptual framework of this study is similar to Figure 1 below.

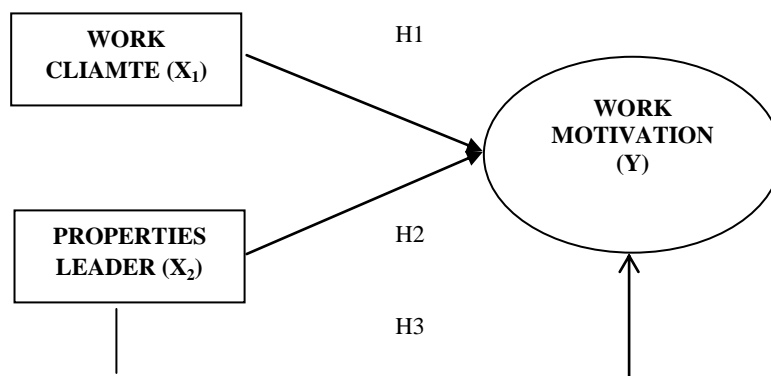


Figure 1: Conceptual Framework.

Based on Objective and reviews Ref then the hypothesis of this study is is:

- 1) Work Climate influence on Work Motivation;
- 2) Leaders Characterinfluence on Work Motivation;
- 3) Work Climate and Leaders Characterinfluence on Work Motivation of teachers SMAN in Jambi Province.

III. RESEACHMETHODE

This study uses a quantitative approach, which is a measurement-oriented approach to the variables that are circled by theory or set theory (also referred to as the conceptual framework of the study). Specifically, a theory or a set of these theories will help researchers to determine and measure the variables to be observed. With the survey method is a study conducted through direct observation of a symptom or collection of information from large and small population, but the data is studied data from a sample of as representing the population data (Iskandar, 2005). It is based on the purpose of research that will look for the effect of directly or indirectly from the working climate variables, properties leaders against endogenous variable work motivation.

The population in this study are all National High School teachers in Jambi Province. Target population and affordable populations that serve as the research target is the Teacher of SMAN in Jambi

Province. Determination of the sample area is done by using demographic methods in order to obtain the sample areas that Bungo, Jambi and TanjungJabungTimur. Researchers using the formula Slovin (Riduwan, 2013: 49) to determine the number of samples representatif to the legitimacy of his generalizations. By using this equation showed 228 respondents to be said to have a value of representativeness.

Data collection methods are the techniques or methods that can be used by researchers to collect data. (Riduwan, 2010: 97). The methods used in data collection in this study is using data primer. Instrument used for data collection in the form of a list of questions or a questionnaire.

IV. RESULT AND DISCUSSION

The following are descriptions of successive data on work motivation variable score (X3), Work Climate variable data (X1), and variable data properties Leader (X2). Complete data summary score for each variable can be seen in the following table:

Table 1. Summary of Research Data Statistics

		climate Work	properties Leader	Work motivation
N	Valid	207	207	207
	Missing	0	0	0
Std. Error of Mean		.01148	.02536	.01414
Std. Deviation		.16516	.36487	.20349
Variance		.027	.133	.041
Skewness		-2.129	.279	.541
Std. Error of Skewness		.169	.169	.169
Kurtosis		3.878	1.014	1.074
Std. Error of Kurtosis		.337	.337	.337
Range		.75	1.98	1.14
Minimum		2.25	2.03	2.53
Maximum		3.00	4.00	3.67

Source: Output SPSS 20.00 under windows

Hypothesis testing

The t-test statistic used to determine whether climate variables work-qualities leader significant effect on work motivation. Basis for decision-making to determine Ho and Ha is received is with the following criteria:

Ha accepted or refused, if $t \leq t$ table

Ho refused or accept Ha, when $t > t$ table

Another alternative t test can be done through a significance test ($\alpha = 0.05$) with the following criteria:

Ha accepted or refused, when $Sig > \alpha$

Ho refused or accept Ha, when $Sig < \alpha$

Here is a test statistic t is presented in Table 2 below:

Table 2. t Test Results Statistics

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.457	.092		15.760	.000
	climate Work	.031	.027	.025	14.144	.004
	The properties Leaders	.527	.012	.946	42.616	.000
a. Dependent Variable: X3						

Source: Output SPSS 20.00 under windows

From table 2 above views t value for the working climate variables of 0.144, and the variable properties amounted to 42.616 leaders. And motivation of 0.00. Next we will look for the value of work t tabeliklim (X1), the properties of the leader (X2), motivation (X3) in the following manner: 1) Determining the level of significance of the study is 0,05; 2) Determine df (degree of freedom), $df = n - k - 1 = 207 - 3 - 1 = 203$; and 3) Using Excel formula, the formula = TINV (0.05; 38) with a value of 1,654.

First hypothesis

Climate influences of Work (X1) to Work Motivation Master SMAN in Jambi (Y). Statistical hypotheses: $H_0: \rho_{31} \geq 0$; $H_1: \rho_{31} < 0$

Criteria for testing the hypothesis H_0 is rejected if $t_{count} > t_{table}$, and H_0 is accepted if $t_{count} < t_{table}$. Based on the analysis of the data manually obtained by the path coefficients X_1 to X_3 (ρ_{31}) = 1.457, with a significance level $\alpha = 0,05$ and $df = 203$ values obtained table = 1.654. The result of the calculation to get the value $t = 14.144$. From the above calculation can be explained that $t > t_{table}$ ($14.144 > 1.654$, thus H_0 will be rejected or receive H_a . Alternative further testing to see the level of significance of the work climate variables (X_1) is 0.004 (< 0.05). Thus, H_0 rejected and H_a accepted. These test results show that the working climate positive and significant effect on work motivation (hypothesis 2a accepted). this means that the hypothesis which states climate work (X_1) effect on work Motivation Master SMAN in Jambi (Y) can accepted as verified.

The results of this study indicate that the working environment is measured by the motivation to work has a positive and significant contribution to the high-low work ethic. This means that the high and low working climate is explained by the teacher work motivation. Therefore, to optimize the working environment of teachers, of which should optimize decision making, task structure, the flow of communication, attention to workers and sportive attitude towards fellow workers.

The findings provide insight that the working climate as psychological conditions of teachers in schools in their duties need to be conditioned as comfortable as possible. Pleasant surroundings will make the passion in work, creating harmony between teachers and eventually produktivitaspun will increase. The relationship between motivation, morale and optimal results in the sense of having a linear shape with the provision of a good motivation to work, then the morale of teachers will be increased and the work will be optimized in accordance with the performance standards set. Morale as a form of motivation can be seen among others from teacher attendance rates, as well as responsibility towards the working time has been set.

Second hypothesis

There is the influence of properties Leader (X_2) to Work Motivation Master SMAN in Jambi (Y).
Hypothesis statistic: $H_0: \rho_{21} \geq 0$; $H_1: \rho_{21} < 0$

Criteria for testing the hypothesis H_0 is rejected if $t_{count} > t_{table}$, and H_0 is accepted if $t_{count} < t_{table}$. Based on the analysis of the data manually obtained by the path coefficients X_2 to X_3 (ρ_{21}) = 1.457, with a significance level $\alpha = 0,05$ and $df = 203$ values obtained table = 1.654. The result of the calculation to get the value $t = 42.616$.

Further testing the hypothesis 2b based on table 2 above the results obtained t count on the properties of the leader (X_2) amounted to 42.616 while t table 1,654. Thus found that $t > t_{table}$ ($42.616 > 1.654$). Alternative further testing to see a significance level of variable traits leader (X_2) is 0.000 (< 0.05). Thus will accept or reject H_0 H_a . These test results show that the properties of significant pemimpinberpengaruh on work motivation (Hypothesis 2b accepted). This means that the hypothesis which states properties of Leader (X_2) effect on Work Motivation Master SMAN in Jambi (Y) can be accepted as verified.

The results of this study indicate that the properties of the leader as measured by teacher work motivation has a positive and significant contribution to the high-low work ethic. This means that the high and low qualities described by the leader of the teacher work motivation. Therefore, to optimize the properties of the concept of a leader should be pursued to increase motivation among teachers working through the nature of his personality, integrity, confidence, and zero social skills.

Effective and dynamic leader who will be able to control, direct and motivate teachers towards the achievement of improvements in the quality of teachers. As well as with properties effective leader will be able to increase the motivation of teachers in performing their duties.

Increased job motivation of teachers at a school can not be separated from the role of leader in the school, leadership is key in the management plays an important role and strategic in school, the leader is the originator of interest, plan, organize, mobilize and control all available resources so that school objectives effectively and efficiently. Therefore, a leader must be able to create a favorable social conditions of each of his subordinates and increased employee motivation which will have implications for the increased productivity of labor.

Third hypothesis

To test the hypothesis 3, that is, whether the work climate variables, the properties of the leader simultaneously significant effect on work motivation, it will be tested jointly against regression coefficients using the F test statistic.

Cara yang digunakan untuk menguji hipotesis 1 ini dengan cara yaitu:

Basis for decision-making to determine H_0 and H_a accepted is with the following criteria:

H_a H_0 accepted or refused, if $F_{arithmetik} \leq F_{table}$

H_a H_0 is rejected or receive, if $F_{count} > F_{table}$

Alternative F test can be done through tests of significance ($\alpha = 0.05$), with the following criteria:

H_a H_0 accepted or refused, when $Sig F > \alpha$

Ho refused or accept Ha, when Sig F < α
 Here is the F statistic test results are presented in Table 3 below:

Table 3. F Test Statistic Anova ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.685	2	3.843	927.764	.000 ^a
	Residual	.845	204	.004		
	Total	8.530	206			
a. Predictors: (Constant), Working climate, properties Leaders						
b. Dependent Variable: Work motivation						

Source: Output SPSS 20.00 under windows

From Table 3 above is known that the value of F arithmetic amounted to 927.764. Next we will look for the value of F table in the following manner:

1. Determining the level of significance of the research is 12:05
2. Determine the DF1. DF1 is derived from the number of independent variables.
3. Determine DF2. DF2 obtained from $n - k - 1 = 207 - 3 - 1 = 203$

From the above calculation can be explained that the F count > F table ($927.764 > 2.42$), so Ho rejected or receive Ha. Alternative further testing to see the significance level is equal to 0.000 (<0.05). Thus Ho is rejected or receive Ha. It concluded that the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted, it means working climate and the properties together leaders significantly influence the work motivation. Thus the Third Hypothesis Accepted.

The study reveals that the working climate and the properties of the leader significant effect on work motivation. So that if the principal wants to increase teacher work motivation then he improved work climate and have the qualities a good leader because the properties kepemimpinan that will effectively contribute to an optimal level of teacher performance.

The results of this study indicate that the working climate and the properties measured leader who has contributed positively and significantly on the level of work motivation. This means that the high and low working climate, and the properties described by the leader of the teacher work motivation. Working climate is a characteristic that distinguishes one organization to another, affecting the individuals in it, and to be relatively persist in a certain period. Therefore, a good working climate will create job satisfaction is also good for teachers in schools where teaching

Test Coefficient of Determination

The coefficient of determination (R²) was conducted to see the huge variety of independent variables together in influencing variable additional dependen. Setiap one independent variable, then R² would rise no matter whether these variables significantly influence the dependent variable. Here is the coefficient of determination test results presented in Table 4 below:

Table 4. Results of Testing To Test The coefficient of determination (R Square)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	Change Statistics				
						R Square Change	F Change	df1	df2	Sig F Change
1	.949 ^a	.901	.900	.06436	.153	.901	927,764	2	204	.000

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source : Output SPSS 20.00 under windows

The coefficient of determination or numbers R square is equal to 0.901 this means that 90.1% of the variation of the dependent variable work motivation can be explained by the independent variables work climate, the properties of commanders while the rest of 9.9 or 9.9% (1 - 0.901 or 100% - 90.1%) is explained by other variables outside of an existing variable. But the value of the other variable is small in the amount of 9.9%. Rated R Square the range of 0 to 1, with a record number R square gets smaller, the weaker the relationship between the two variables (and vice versa).

Working climate is a characteristic that distinguishes one organization to another, affecting the individuals in it, and to be relatively persist in a certain period. Therefore, a good working climate will create a

good motivation to work well for teachers in schools where teaching. Working climate The relative quality of the internal environment of the organization are maintained and differentiate the organization with other organizations, including: the results of the behavior and policies of members of the organization with other organizations, something which is perceived and accepted by members of other organizations, serve as the basis for interpreting something and act as a source of pressure for the actual activity.

Leadership has a close connection with motivation, because the success of a leader in mobilizing others in achieving the goals set relies heavily on the authority, and also the leader in creating motivation in everyone subordinates, colleagues and superiors leaders themselves. A leader motivates followers through certain leadership qualities that will generate group goals and individual goals.

Effective leadership and motivation are two factors that have been considered as a basis for suksenya a school. A leader who is able to provide direction for schools and teachers to lead to the achievement of the desired objectives. While teachers with high motivation tends to exert more effort in their task of pursuing the interests of the school.

On the strength level leadership positions are authorized principals to evaluate the implementation of the work of teachers, reward, promotion, punishment. The greater the formal authority of a school principal to impose penalties and rewards, the stronger the kpalasekolah control which makes the situation more favorable for school.

The effective leader is a leader who recognizes the important powers contained in the individual. Every individual have different needs and desires are different. Each individual has a different skill levels also vary. Leaders must be flexible in understanding any potential possessed by individuals and various problems faced by the individual. By doing this approach, the leader can apply all the rules and policies of the organization and delegate tasks and responsibilities appropriately. This is in line with efforts to grow the work commitment of a teacher. So the leader in this case the principal should increase job satisfaction of teachers to work and can improve the performance of teachers more effectively.

Other variables that influence the climate variables work and the properties of the leader on the motivation of a person's work, in this context Gurus SMAN in Jambi province based on the analysis of determination of this are: Status and responsibility, adequate compensation, working conditions, wishes and personal expectations.

Another factor that mempengaruhi Work Motivation according to the results of previous studies include: Innovation Leadership, Service Employee Satisfaction, Organizational Culture, Work Environment, Competence, Performance, Career Certainty, Konvensasi and others.

Organizational Culture, Organizational Climate and Leadership Style positive and significant impact on Organizational Commitment, either partially or simultaneously and have a positive impact also on Employee Performance (Nanda Limakrisna, ZulkiZulkifli, Hapzi Ali, 2016).

Director, officer or teacher in an organization or institution would be able to carry out its duties and functions effectively and efficiently if it is able to empower all the resources available. The resources available are: man, money, machine, method sumbe Information Technology and other resources such as market and material (Hapzi Ali, 2009: 49).

Work Motivation can also influence or affect other variables, based on the results of previous research are: 1) Work Motivation and Job Satisfaction positive and significant impact on Organizational Commitment and impact on Employee Performance / Employee, (Masydzulhak, Hapzi Ali, at. Al, 2016); 2) Work Motivation and the Organization Climate terhadap positive and significant influence job satisfaction (Hapzi Ali, Mukhtar, &Ansori, 2016).

Table 5. Recapitulation Research Hypothesis Testing Results

No	The study hypothesis	statistical test	(%)	Decision	Conclusion
1.	Climate influences of Work (X1) to work motivation (Y) on the Master SMAN in Jambi Province	$H_0:p_{31} \geq 0$ $H_1:p_{31} < 0$	70,14	H_0 rejected H_1 accepted	there are significant
2.	There is the influence of properties Leader (X2) on work motivation (Y) on the Master SMAN in Jambi Province	$H_0:p_{32} \geq 0$ $H_1:p_{32} < 0$	29,86	H_0 rejected H_2 accepted	there are significant
3	Climate influences of Work (X1) and properties Leader (X2) on work motivation (Y) on the Master SMAN in Jambi Province.	$H_0:p_{3,21} \geq 0$ $H_1:p_{3,21} < 0$	87,5	H_0 rejected H_3 accepted	there are significant

Source: Results of data processing

Based on the recapitulation of the research hypothesis testing is working climate and the qualities a good leader gives motivation to work excessive school teacher. Teachers are the key to success penetu educational institutions in this school. So if teachers feel satisfied with the work that will result in the increase of educational services to the community that led to the achievement of the goals of educational institutions. This is because motivation is the condition of encouragement regarding likes and dislikes in the view of teachers to work. Besides work motivation is also the feelings and reactions of individuals to the work environment to provide optimal results. Therefore, should the principal should be able to create a conducive working environment and possess effective leadership for the creation of job motivation of teachers in schools.

Working climate is an attribute, which is used in the embodiment of this attribute to their existence in organizations working climate is a concept that describes the quality of the internal environment affecting the behavior of school teachers in performing their work. In practice, it is important to create a climate of proper work and providing effective resources so as to keep the school from negative things and can stimulate the motivation of teachers to continue working.

Factors that affect the nature of the study covers the leader's personality, past experiences and expectations of that leader, expectations and behavior of superiors, characteristics, expectations and behavior of subordinates who show motivation to work, task requirements, culture, wisdom and hope as well as the behavior of colleagues. In turn, these factors affecting leader.

V. CONCLUSSION AND RECOMMENDATION

Conclusion.

Based on the analysis and discussion of data processing which has been described previously. So is concluded in this study include:

1. The working climate is measured by the motivation to work has a positive and significant contribution to the high and low motivation of teachers' work. Thus the high and low motivation is explained by the teacher work kerjan climate. The amount of influence the working climate sekolahyang directly affect the work motivation of teachers.

Based on these results it can be concluded that the hypothesis which states "The climate can significantly affect work motivation" can diterima.Ini means that the working climate in the school to give a good effect for job motivation of teachers.

2. The properties of the leader as measured by teacher work motivation has a positive and significant contribution to the high-low work ethic. This means that the high and low qualities described by the leader of the teacher work motivation. The amount of contribution of the properties of the leader directly contributes to teachers' work motivation.

Based on these results it can be concluded that the hypothesis which states "the leader of the properties contributed significantly affect work motivation" is acceptable. This means that the properties owned siafat principals to give a good effect for job motivation of teachers.

3. The climate and the properties measured leader has a positive and significant contribution to the work motivation. Based on these results it can be concluded that the hypothesis which states "Work Climate and properties to contribute Significantly leader Influential Work Motivation" is acceptable. This means that the Working Climate and properties owned by the principal leaders who give a positive effect to work motivation of teachers.

Recommendation

Based on these results, we can conclude that the hypothesis working climate, leadership qualities can affect motivation diterima.Ini teacher work can mean that the labor climate, and the properties owned by the principal leaders who give a positive effect to work motivation of teachers.

Therefore, in order to improve teachers' work motivation, work climate, leadership qualities must be considered. But other variables need to be considered in further studies of teacher job satisfaction.

The results of this study are also expected to be an alternative for other researchers who are interested in research on variables associated with work motivation of teachers, by examining variables thought to be responsible directly and indirectly for work motivation of teachers with respondents more and with using a method that is more developed. So the study on work motivation of teachers to develop and more helpful.

REFERENCES

- [1]. Gary Yukl. Leader in Organisasi. Edition 5. Jakarta :Indeks. 2005.
- [2]. George Manning & Kent Curtis. The Art of Leadership. New York: McGraw-Hill Irwin. 2003.
- [3]. Gregory Moorhead and Ricky W. Griffin. Organizational Behavior: Managing People and Organizations. South Western; Cengage Learning. 2008.
- [4]. Hodoyo. H. Mathematics Teaching and Learning Interactions. Jakarta: P3G Depdikbud, 2003

- [5]. Hapzi Ali, Mukhtar, & Ansori, 2016. Job Satisfaction: Analysis Motivation and Organizational Climate (Studies at the College of Islamic Religious Kopertais Region XIII Jambi). IOSR Journal of Research & Method in Education (IOSR-JRME), e-ISSN: 2320-7388, p-ISSN: 2320-737X, www.iosrjournals.org, GoogleScholar, NASA Indexed. Vol. 6, Issue 6 Ver. II (Nov. - Dec. 2016), Page: [81-89].
- [7]. Hapzi Ali, 2009, Management Information Systems, Base on Information Technology. ISBN: 978-979-19304-8-2, Hasta Cipta Mandiri, Yogyakarta.
- [8]. Ivancevich and Michael T. Matteson. Organizational Behavior and Management. Boston: McGraw-Hill. 2002.
- [9]. James L. Gibson, John Ivancevich, James H. Donnelly, & Robert Konopaske, Organizations Behavior, Structure, Processes. 11th Edition. New York: McGraw-Hill Irwin, 2003.
- [10]. Jennifer M. George & Gareth R. Jones. Understanding and Managing organizational Behavior. New Jersey: Upper Saddle River, 2005
- [11]. Jerald Greenberg and Robert Baron. Behavior Organizations Understanding & Managing The Human Side of Work. New Jersey; Prentice-Hal, Englewood Cliffs. 2003.
- [12]. John Ivancevich. Human Resource Management. New York: McGraw-Hill, 2007.
- [13]. Kusdi, Organizational Culture Theory. Research and Practice. Jakarta: Salemba Empat. 2011.
- [14]. Locke, E.A., and Latham, G.P. Building a practically useful theory of goal setting and task motivation. American Psychology: 2002
- [15]. Maksun, Religion and Nation Leaders, Suara Merdeka 4 Juni 2005. ([http://www/google.co.id/](http://www.google.co.id/)) 15 Februari 2015.
- [16]. Masydzulhak, Hapzi Ali, & Leni Dewi Anggraini, 2016. The Influence of Work Motivation and Job Satisfaction on Employee Performance and Organizational Commitment as an Intervening Variable in PT. Asian Isuzu Casting Center. Quest Journal of Research in Business and Management (QUEST-JBM). ISSN (Online): 2347-3002. www.questjournals.org. Vol. 4, Issue 10 (2016), page: [01-10]
- [17]. Nanda Limakrisna, Zulki Zulkifli, Hapzi Ali, 2016, Model of Employee Performance : The Empirical Study at Civil Servants in Government of West Java Province, International Economic Research (IJER) © Serials Publications 13(3), www.serialsjournal.com, ISSN: 0972-9380, Scopus Indexed 0.123 (Q3), New Delhi, Vol. 13, No. 3, page [707-719].
- [18]. Robbins, S.P & Timothy A. Judge. Organizational Behavior, 12th ed (New Jersey : Pearson Education, Inc. 2007.
- [19]. Ricahard J. Gerrig. Psychology and life. Boston, Mass: Pearson/Allyn and Bacon. 2008.
- [20]. Richard M. Steers. Work Effectiveness: Code of Conduct, terjemahan: Magdalena Jamin. Jakarta: Erlangga. 1985.
- [21]. Riduwan. Skala pengukuran Variabel-variabel Penelitian. Bandung: Alfabeta. 2010.
- [22]. Supardi dan Syaiful Anwar. Fundamentals of Organizational Behavior. Jogyakarta; UII Press. 2004.
- [23]. Sutrisno. E. Human Resource Management. Jakarta: Kencana Prenada Group. 2011
- [24]. Tampubolon. M. Organisational Behaviour. Jakarta: Ghalia Indonesia. 2004.
- [25]. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen
- [26]. Usman. H. Manajemen, Theory, Practice and Research Education edition 3. Jakarta: Bumi Aksara. 2011.
- [27]. Usmara. A. Work motivation. Yogyakarta: Amara Books. 2006
- [28]. Veithzal Rivai & Deddy Mulyadi. Leadership and Organizational Behavior. Jakarta: Rajawali Pres. 2013.
- [29]. Wibowo. performance management. Jakarta: Rajawali Press. 2010