



The Influence of Teachers' Teaching Skills and School Organizational Culture on Students' Achievement

Anisah^{1*}, Agus Widyantoro²

¹SMP Negeri 1 Sintang, ²Universitas Negeri Yogyakarta

^{1,2}Indonesia

*Corresponding Author, E-mail: anisahahmad76@gmail.com

Abstract

This research aims to investigate the effect of the teachers' teaching skills and school organizational culture on the students' learning achievement in English. The research was ex-post facto quantitative. The population comprised all Year VIII students of six SMPN's in the District of Sintang. A sample of 260 students from six schools based on Krejcie and Morgan formula was established using the cluster sampling technique. The data were collected through Likert-scale questionnaires. The validity of the instrument was assessed in terms of content validity. The data were analyzed using the multiple linear regression analysis with two independent variables, anova test, and test of multiple linear regression analysis prerequisites (test of multicollinearity, heteroscedasticity, normality, and linearity). The results of the regression testing on the variable of teachers' teaching skills show the coefficient $\beta = 0.030$, $p < 0.0001$ (significant). The variable of school organizational culture shows the coefficient $\beta = 0.014$, $p < 0.0001$ (significant). The effect of these two variables together shows $R^2 = 0.155$, $F_{test} = 23.593$, $p < 0.0001$ (significant). It is concluded that both teachers' teaching skills and school organizational culture collectively have a significant effect on the English learning achievement.

Keywords: *teachers' teaching skills, school organizational culture, English learning achievement*

INTRODUCTION

Teaching and learning processes are basically pattern of interaction between learners and educators. As stipulated in the Act number 20/2003 about National System of Education, article 39[2] educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, coaching and training, as well as conducting research and community service, particularly for educators at the college. Meanwhile, article 40[2] states that teachers and staff obliged; (a) create a meaningful education atmosphere, fun, creative, dynamic and dialogic, (b) have a professional commitment to improve the quality of education; and (c) provide a model and keep the pride of the

institution, profession, and position trusted to him.

The teacher as a facilitator in the learning process has a duty to create conditions that allow the learning process more effective and efficient. Before teaching, teachers should plan activities systematically in order that they can be skillful in teaching and learning. Teaching is one of the professional work that requires special skills and abilities. One of the capabilities that are required to implement the learning ability to educate, as a teacher it is advisable to master the skills of teaching as one of the important aspects of the teaching profession. Thus, in order to have optimal teaching-learning, teachers must constantly make an effort to maintain and improve the students'

learning achievement when they already have standard research materials. It means that they should have a clear purpose to make a rational decision to make the students understand the skills required by teaching-learning. Finally, it is necessary for this purpose to teachers to have a positive relationship with the learners.

Interests, talents, abilities, and potential that learners have will be not developed optimally without teachers' assistance. In this case, teachers are required to make efforts to increase students' achievement. Learning achievements are changes that result in changes in human attitudes and behavior (Winkell, 1996, p.51 via Purwanto, 2013, p.45). So, it is the responsibility of all teachers in obtaining the quality of human resources. To do that, teachers should master such basic skills as questioning skills, giving reinforcement skills, giving variations skills, opening and closing lessons skills, classroom management skills, guiding small group discussions skills, teaching individuals or small groups skills, and explaining skills. Therefore, teachers should improve their teaching skills to achieve teaching objectives. The implementation of the learning process is not out of a problem. It seems necessary to researcher to discuss the issue of teachers' teaching skills in relation with students' learning achievement in the subjects of English in Junior High Schools in the district of Sintang.

School culture is defined in various ways and in use is often interchanged with the term school climate. Almost all schools have a series or set of beliefs, values, norms, and practices that characterizes each school. Culture, like a tree, has deep roots which serve as the life force of the organization. A school's structure, rules and regulations, and systems of decision making and communication are reflections of the school's culture (Chance, 2009, p.63).

School culture is often analogous to the personality of the individual and is seen as part of the school environment related to the psychological aspects and reflected through the interaction inside and outside the classroom. Moh. Surya (1997, via Sudrajat, 2008) says that developed values in school cannot be separated from its school as education organization for its functions are to develop, maintain, and share culture values to students. Organization culture is often also called as working climate that describe the atmosphere and working relationships among teachers, teachers to principals, teachers and staffs, and among agencies in the environment. If it happens, it is a manifestation of a conducive working environment. I guess that this is the most ideal situation needed by both teachers and principals to carry out their work more effectively. On the other hand, a quality school is a school that is grown throughout the school community consisting of principals, teachers, education workers, and students. School culture both inward and outward should be a tradition for all the citizens of the school. When we talk about education in schools, certainly not enough just pay attention to the subject matter, the availability of books, facilities and infrastructure. Schools need to consider how the right culture proficiency level to be built jointly by the whole school community.

The teacher is a person who should be able to transfer the values and knowledge to the students, as well as a role model and a figure that can be imitated by students. Knowing the rules, understanding how organizations work systematically, means that teachers must be ready and be able to obey regulations (Suharsaputra, 2011, p. 125). School organization culture itself can be described through mutual support, friendship level, the level of intimacy and cooperation. These four dimensions of

school organization culture have potential power to improve the performance of teachers. Educational process cannot run alone but must be planned, programmed, and facilitated by the support and active participation of teachers as educators.

The teachers' strategic position is one of the quality determinants of educational processes and outcomes. Education goals will be determined by the extent of readiness of teachers in guiding learners through learning activities. When learning takes place, teachers are not just asking questions to students but also created a learning environment smoothly. This atmosphere is needed to student to have an exciting class in order to understand easier the lesson. The culture of the school is the quality of life embodied in the rules or norms, work procedures, work habits, leadership style of a leader and also all members in the school.

Quality culture in schools will grow and evolve based on the values, spirits, or the agreed rules of the school. In fact, there are still many schools that run conventional teaching process and ignore the importance of job environment or good and conducive atmosphere to support students' learning achievement maximally. In regards to socialization of organizational culture in school, Hoy & Miskel (2001, via Wirawan, 2008, p.17) argue that culture is communicated organization members through stories and ceremonies inserting strong and real welcome example. Stories about good leaders and members are often created to strengthen organization's basic norms, for example the heroic story of headmaster who stands behind teachers in opponent with children's parents or school committee is a chic symbol of loyal of school organization culture.

Benefit to be gained from this research can be view anded from two aspects, theoretical and practical terms. The benefits are as follows: in theoretical

terms, this research can provide input and enrich theoretical research to consider the influence of teacher's teaching skills and school organizational culture on students' learning achievement in English subject. In practical terms, a) the result of the research is able to provide input, particularly for Junior High School teachers in the district of Sintang in order to improve and develop the profession and the teachers' teaching skills and school organization culture, and b) the result of the research is expected useful for all those who want to know the importance of teachers' teaching skills and school organization culture.

METHODS

The type of the research is quantitative *ex-post facto*. *Ex-post facto* research is a method of teasing out possible antecedents of events that have happened and cannot, therefore, be engineered or manipulated by the investigator (Cohen., et.al., 2005, p. 205). Kerlinger (1970 via Cohen., at.al., 2005, p. 205) has defined *ex post facto* research more formally as that in which the independent variable or variables have already occurred and in which the researchers starts with the observation of a dependent variable or variables. Indeed Spector (1993, p.42 via Cohen at al.,2005, p.205) suggests that *ex post facto* research is a procedure that is intended to transform a non-experimental research design into a pseudo-experimental form.

This research was conducted at six state Junior High Schools in the district of Sintang. The approximate time for conducting this research is from November to December 2013.

The subject/population in this research is the Grade 8 students of state Junior High Schools in the district of Sintang academic year 2013/2014 and some English teachers of state Junior High School in the district of Sintang.

Riduwan & Akdon (2010, p.237) state that population can be defined as an object or subject that is situated in an area that become a certain quantity and characteristics determined by the researcher to be studied and then conclusion can be obtained. This means that if someone wants to examine all the elements, or elements that are in the area or location of the research, the research he/she does is research population.

Meanwhile, Sugiyono (2012, p.80) states that population is a common area consisted of subjects/ or objects with

certain quality and characteristics decided by researcher to be learned and then make a conclusion. Based on the rationales above it can be concluded that the overall population is subject that consists of people, objects, animals, plants, test scores and events as a source of data that has certain characteristics and specifications within research. Population can be defined as an object or subjects that is situated in an area that become a certain quantity and characteristics determined by the researcher to be studied and then the conclusion can be obtained.

Table 1. The number of VIII grade students in Junior High School in the District of Sintang

No	Schools	Number of class	Number of students
1	SMP N 1	7	245
2	SMP N 2	7	238
3	SMP N 3	3	105
4	SMP N 4	3	100
5	SMP N 5	2	62
6	SMP N 6	2	67
Total		24	817

Table 2. The number of English teachers in Junior High Schools in the District of Sintang

No	Schools	Number of class	Number of English teachers
1	SMP N 1	21	4
2	SMP N 2	21	4
3	SMP N 3	9	2
4	SMP N 4	9	2
5	SMP N 5	6	1
6	SMP N 6	6	1
Total		72	14

The sampling technique in this research is cluster sampling. Cluster sampling is a sampling of the population that has been grouped into sub-populations clustered, then, the sub-population of subsequent divided into smaller sub-populations. Members of the sub-populations were randomly selected as the final research sample. The population in this research is the junior high school students grade VIII at state Junior high schools at the district of Sintang. Based on the formula of Krejcie & Morgan (1970 via Cohen 2005, p. 94) if the population size is

817 students then the sample is 260 students and if the sample size is 14 teachers then the sample is all of the population (14 teachers).

This research uses work hypothesis which is connecting three variables, they are two independent variables: Teacher's Teaching Skills (X1) and School Organizational Culture (X2) to single dependent variable Students' Learning Achievement (Y).

The hypothesis of this research are based on the theories above: (1) There are positive and significant influence of

teacher's teaching skills (X1) on students' learning achievement (Y) in English lesson in State Junior High Schools of Sintang District. (2) There are positive and significant influence of school organization culture (X2) on students' learning achievement (Y) in English lesson in State Junior High Schools of Sintang District. (3) There are positive and significant influence between teacher's teaching skills (X1) and school organization culture (X2) on students' learning achievement (Y) in English lesson in State Junior High Schools of Sintang District.

Data collection in this research is using three ways, they are questionnaire, a test of English learning achievement, and observation. Questionnaire is used to collect data from predicted variables that influence students' learning achievement (teacher's teaching skills and school organization culture). English learning achievement test is used to collect data of students' learning achievement. The last, observation is used to collect data of teacher's teaching skills.

The instruments for collecting data in this research are: (1) Questionnaires, equipped by list of questions and answers, use the Likert Scale (always, often, sometimes, ever, never), (2) Learning achievement test, to collect data of students' learning achievement. To measure the learning achievement of English subjects in this research, a number of questions is used created by the researcher. The tests made in the form of a written test as many as 48 multiple choice questions, and (3) Observation sheet, to collect data of teacher's teaching skills.

To analyze the data, there are some things needed to do first i.e., (1). The description of the Data. This is used to describe the research data on the independent variable, this research uses SPSS to get the Mean, Standard Deviation, and Median. Frequency distribution of the data uses the class interval. Description of

the data analysis in this research uses *SPSS 17.0 for Window*, (2). Hypothesis Test, used to test the hypothesis, this research used Multiple Regression analysis techniques with 2 independent variables and one dependent variable regression model. The test of the hypothesis observed whether the independent variables influence the dependent variable.

The hypothesis being tested are, as follows:

Ha: all independent variables are influence the dependent variable.

Ho: all independent variables are not influence the dependent variable.

This research uses multiple linear regressions. Therefore, the test needs to do are (a). Multicollinearity test, used to prove or test the linierity correlation between independent and dependent variables. In this research, there are two independent variables, they are teacher's teaching skills (X1) and school organizational culture (X2) that are suspected influence the dependent variable, students' learning achievement (Y) in the English subject, (b). Heteroscedasticity test. Heteroscedasticity test regression occurs when the error variance is not constant for some values of x. Detecting whether it is constant or not, the error can be seen by describing the graph of y the residue. If the lines are parallel, the error variance can be said to be constant, (c). Residual normality test. Residual normality test aims to test whether the regression model, a disturbance or residual variables have a normal distribution, and (d). Linearity test. Linearity test is used to determine whether dependent variable and independent variable has linearity relation. Linearity is the absolute prerequisite test for multiple regressions. It happens because in the significance regression yield shows linearity (linier relation) between dependent variable and independent variable. Linearity test is conducted one by one between dependent variable and independent variable. To show the

linearity, the techniques Compare Means with test of linearity in SPSS 17.00 program is used.

To reveal whether the research instruments used to collect the data appropriate and relevant to the variables and issues discussed, then, before it is used to test the hypothesis of the research is necessary to test the validity and reliability of the instrument. (1). Validity.

In this research there are two data in the form of a questionnaire to be validated. The two questionnaires are teacher's teaching skills and school organizational culture. To ensure that the data is suitable to be used to collect the data it is necessary to test the validity and reliability of data.

After consulting with experts to ask for consideration of the draft of the instruments and also the suitability of the instrument, then, followed by a test instrument to students in the population outside the research sample. From the product moment correlation test results of the 34 question items contained in the variable (X1) teacher's teaching skills, obtained coefficient of less than 0.3 on item numbers 11 and 23, it indicates that the item is considered difficult. Meanwhile, on the other question items obtained correlation coefficient more than 0.3, which indicates that the item is valid, it is interpreted that the item has accuracy and precision in its function as a measurement tool (Ary, Donald., et.al, 2010, p.249).

From the product moment correlation test results of the 49 question items contained in the variable (X2) school organizational culture, there are 3 questions that considered difficult, the questions are number 15, 30 and 40, all three have the product moment correlation coefficient less than 0.3. (2). Reliability. From the results of testing the reliability of the instrument on variable (X1) teacher's

teaching skills by using Spearman Brown coefficient obtained was 0.854, and on the variable (X2) school organizational culture by using Spearman Brown coefficient obtained was 0.896. The acquisition coefficient more than 0.7 indicates that the stability of the measuring function can be expressed reliably (Ary, Donald., et.al,2010, p.249).

FINDINGS AND DISCUSSION

Findings

Empirical overview of the Teacher's teaching skills, school organizational culture, and learning achievement scores can be seen from the questionnaire answers and test scores given. Scores describe that the state of the teacher's teaching skills or organizational culture is good, otherwise low scores describe opposite. Likewise, the learning achievement test results, high scores (up to *KKM*) show the mastery of learning, and low scores (less than *KKM*) illustrates the opposite.

Balanced interpretation of measurement results of teacher's teaching skills and school organizational culture is done by grouping them into three categories, namely low, average, and high. The width of the interval for the categorization is determined by: Highest Score hypothetical-hypothetical scores lowest/3. (Richard & Gauri (2010, p.30).

Teacher's teaching skills

Teacher's teaching skills were measured using a questionnaire instrument contain 32 questions with answers 1-5 scale, and is able to produce a measurement scores ranging from 32-160 with a mean = 96. The categorization in three categories resulted in intervals of 42.67, with a division of the categories in the table below.

Table 3. Teacher’s teaching skills categorization score

Categories	Interval limit	Interval
High	> Min + 2k toMin + 3k	> 117.3-160
Average	> Min + 1k toMin + 2k	> 74.66-117.3
Low	> Min + k toMin + 1k	32-74.66

The measurement results produce scores ranging from 74-143 with a mean = 119.32 and standard deviation = 10.826. This scores is in the category of high

according to Table 4.1 above, it is clear that students have a good perception of the teacher's teaching skills.

Table 4. Teacher’s teaching skills score description

Parameter	Empirical score	Information
Mean	119.32	
Mean Weight	3.7500	
Std. Deviation	10.826	1. Answer scale : 1-5 2.Hypothesis measurement range: 32-160
Minimum	74	
Maximum	143	

From the analysis of the results of the score of each student, it was found that majority of students have a high perception of the teacher's teaching skills, ie 60.4%. Other students as 36.2% is in middle category, and only 0.4% is in lower category.

answers 1-5 scale, and produce scores ranging from 46-230 measurement with mean = 138. The measurement results produce a score ranging from 103-213 with a mean = 165.76 and standard deviation = 19.595. This results in the category of average according to Table 4 above, it is clear that students have a good perception on the school organizational culture.

School organizational culture instruments is measured by using a questionnaire containing 46 questions with

Table 5. Description score of school organizational culture

Parameter	Empirical score	Information
Mean	165.76	
Mean Weight	3.6034	
Std. Deviation	19.595	1.Answer scale: 1-5 2.Hypothesis measurement range: 46-230
Minimum	103	
Maximum	213	

Sources: The test results of primary data.

From the analysis of the score of each student, it found as many as 51.9% of students were in the middle perception on school organizational culture, 47.3% of

students categorized high scores, and only 0.8% of students were categorized low scores.

Learning achievement

The result of learning achievement test produces the scores from 31.25-87.50, with a mean = 68.10 and deviation standard = 11:55 (Table 6). From the

average scores indicate that the ability of students are still under KKM set which is 70, it is interpreted that the students have not reached mastery learning yet.

Table 6. Description of learning achievement scores

Parameter	Empirical score	Information
Mean	68.1010	
Std. Deviation	11.55374	Scale of score : 0-100
Minimum	31.25	
Maximum	87.50	

When we observe it carefully, the score of each student, 54.6% of students have score less than 70 or has not reached the KKM yet, and the remaining 45.4% of students have ≥ 70 or reached the KKM.

test results showed VIF coefficient is less than 5, this indicates no multicollinearity (Gujarati, 2004, p.359).

Result of hypothesis testing

Result of Assumptions Testing

Multicollinearity

The evaluation of the relationship among independent variables is done by VIF testing (Variance Inflation Factor). The

Heteroskedasticity

The patterns of variant residues variables can be viewed through a scatter plot. The figure below shows the diffuse scatter residues do not form a pattern. It is interpreted that the residue does not increase following the change of nature observation or homoscedastic.

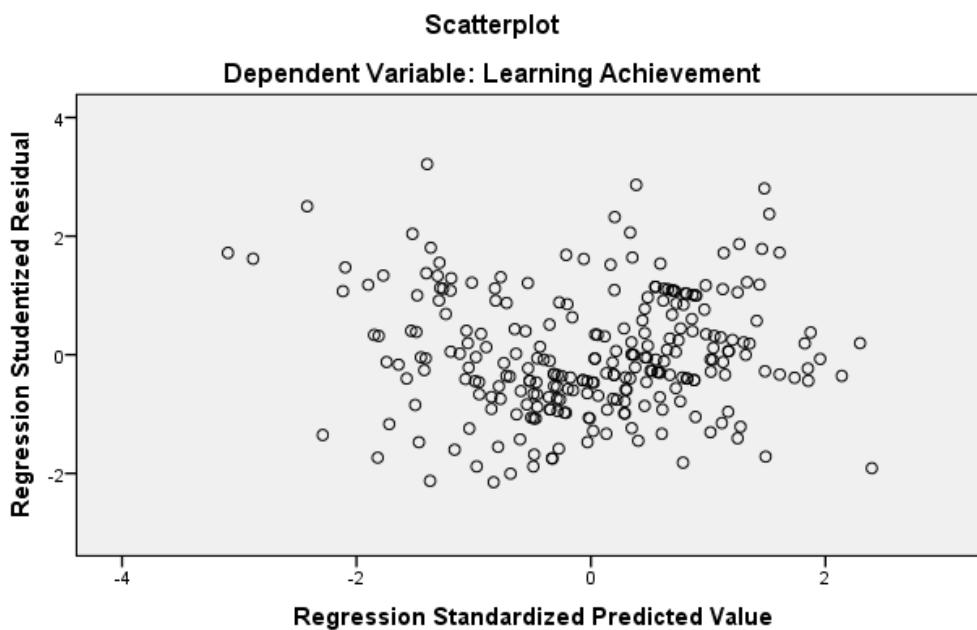


Figure 1. Scatter Residues Variable

Normality

The testing of residual variable distribution of data was performed with a Kolmogorov Smirnov statistic. Test results gain coefficient = 1,147 with a probability value (p) = 0.114. Acquisition of pvalue > 0:05 indicates normal distribution of data (David J. Sheskin, 2004:239). Thus, the plan to use of parametric statistical multiple regression can be resumed.

Linierity test

The pattern of distribution of the independent variables to dependent variable evaluated with linearity test (F test). The yield on the variable of teacher's teaching skills to learning achievement gain Fvalue coefficient = 1.379 with pvalue > 0:05 indicates a linear pattern. The results on school organization culture variables also get Fvalue coefficient = 1.315 with pvalue > 0.05 indicates a linear pattern. Thus the use of the appropriate rank regression can be resumed.

Result of regression testing

The influence of teacher's teaching skills and school organization culture variables towards learning achievement was evaluated using a multiple regression statistics. The determination parameter explains the influence jointly, and the regression coefficient explains the influence of each independent in dual function.

Simultaneous influence

The coefficient of determination (R^2) of 0.155 explains the large contribution of teacher's teaching skills and school organizational culture jointly to the learning achievement. The score interprets a contribution of 15.5% to the learning achievement at junior high school students in the district of Sintang. The score also means that the role of other variables on the learning achievement is still quite large, ie 80.5%.

The meaningfulness of determination was evaluated by the F test, results Fvalue = 23 593 with $p \leq 0:05$ it indicates significant. It is also a fact that supports the hypothesis; teacher's teaching skills and school organizational culture influence the students' learning achievement in English at the state junior high schools of Sintang District.

The influence of each independent

The influence of independent variable individually explains the contribution of one of the variable to the dependent variable at the same time with other variables, and therefore cannot be explained by the regression of the predictor. The influence of independent variables individually explained by the regression equation;
 $Y = 0.016 + 0.030x_1 + 0.014x_2$, this equation explains:

The influence of teacher's teaching skills

The teacher's teaching skills variable in the regression function has a coefficient of 0.030, interpret that for every one change of teacher's teaching skills can affect the learning achievement of 0030 in ceteris paribus (other variables held constant). Positive value describes the strong perception on teacher's teaching skills in improving the learning achievement, and the opposite can reduce the learning achievement.

The meaningfulness of influence individually evaluated by the t-value, shows the tvalue of teacher's teaching skills = 5298 with $p < 0.05$, it indicates significant. This finding is the fact that supports the hypothesis; teacher's teaching skills influence the students' learning achievement in English in the state junior high schools of Sintang District.

The influence of school organizational culture

The variable of school organizational culture has a positive

regression coefficient for 0014, it describes that the condition of the school of organizational culture is conducive to improving learning achievement, as well as the decrease can reduce the learning achievement. In ceteris paribus for each increase of one unit of school organizational culture can improve learning achievement for 0014 units.

The meaningfulness of influence individually evaluated by the t-value, the tvalue of school organization culture = 0.019 with $p < 0.05$, indicating significant. This finding is the fact that support the third hypothesis states; School organizational culture influences the students' learning achievement in English at state junior high schools of Sintang district.

Discussion

Teachers' teaching skills in many studies have proven significant influence on student achievement. The findings of significant influence in this research reinforce the variety of existing research. At the same time closer to the normative view that accepted as common knowledge, so it does not need to be proven again.

On the other hand, in education, the good ways in teaching always change and develop as a consequence of the changes that occur. The changes of curriculum, culture, technology, accessibility, and so on. This causes such a normative view of the role of teachers' teaching skills on students learning achievement is important to be reviewed to fit with the times.

The significant finding in this research gives a strong message that somehow there are many other variables that may also help students to improve their learning achievement. However, the ways teachers teach as a mirror of the ability (skills) to transfer knowledge is still important have to develop times to times.

Based on the message, teachers are expected not to repeat the old ways that are no longer suitable in part with the times

and should start taking new ways developmentally appropriate with the curriculum, as well take advantage of developments in technology, media, internet, and so forth.

Then, along with that, the research also found a significant role of the school organizational culture on students' learning achievement. From all of the above explanations can only be realized with a good school culture that supports and it would be very difficult to implemented individually and sporadically.

CONCLUSIONS

Based on the findings of the influence of independent variables on the dependent variables simultaneously and individually, it can be concluded: (1) The variable of teacher's teaching skills and the school's organizational culture collectively exert significant influence on students' learning achievement in English in state junior high schools of Sintang District ($R^2 = 0.155$, $F_{test} = 23.593$, $p < 0.0001$); (2) The variable of teacher's teaching skills individually provide significant positive influence on students' learning achievement in English in state junior high schools of Sintang District. ($\beta = 0.030$, $p < 0.0001$); and (3) The variable of school organizational culture individually provide significant positive influence on students' learning achievement in English in state junior high schools of Sintang District. ($\beta = 0.014$, $p < 0.0001$).

Teachers' teaching skills proved to have a significant role on students' learning achievement as stated in the above conclusion. While this can be viewed as a finding that has become common knowledge, but it still has significance role in the context of increasing the dynamic of educational development. The progressive view that the technology will gradually share the role on students' learning achievement is a fact. But, it does not mean reducing the

requirement for teachers to have good teaching skills. Teachers are expected to remain.

Based on this understanding, it is important for teachers to continuously improve their teaching skills. They have to develop the ways in teaching more effective so it is not overlap with the easiness that is presented by the media of technology. Teachers at present are required to have the up to date teaching skills and based on technology that is already present around the students, such as the internet, mobile phones, learning software, and so on.

It is not easy for teachers to condition themselves to be able to assimilate the various technological advancements and teaching facilities, because in addition to requiring new insights, they are also required to have a sense of community with other teachers, school environment, students, and much more. In a time like this situation, qualified school organizational culture must begin to be built.

REFERENCES

- Ary, D., Jacobs, L.C., Sorensen, C. (2010). *Introduction to research in education (8thed)*. Canada: Wadsworth 10 Davis Drive Belmont, CA 94002-3098
- Ary, D., Jacobs, L.C., Razavieh, A. (2007). *Pengantar penelitian dalam pendidikan*. (Terjemahan Arief Furchan). Yogyakarta: Pustaka Pelajar. (Buku asli diterbitkan tahun 1980).
- Chance, P.L. (2009). *Introduction to educational leadership & organizational behavior (2nded)*. New York: Eye On Education, Inc.
- Cohen, L., Manion, L., Morrison, K. (2005). *Research methods in education (5thed)*. London: Routledge Falmer.
- David, J.S. (2004). *Parametric and nonparametric statistical procedures*. Florida: Chapman & HalVCRC.
- Depdiknas. (2005). *Peraturan Pemerintah RI Nomor 19, Tahun 2005, tentang Standar Nasional Pendidikan*.
- Depdiknas. (2003). *Undang-Undang R.I Nomor 20, Tahun 2003, tentang Sistem Pendidikan Nasional*.
- Gujarati, D.N. (2004). *Basic econometrics*. New York: McGraw-Hill.
- Richard A.J. & Gouri K.B. (2010). *Statistics principles and methods (6thed)*. New York: John Wiley & Sons, Inc.
- Riduwan & Akdon. (2010). *Rumus dan data dalam analisis sstatistika*. Bandung: Alfabeta.
- Sudrajat, A. (2008). *Budaya organisasi di sekolah*. Diunduh pada tanggal 25 Maret 2014 dari <http://www.akhmadsudrajat.wordpress.com/2008/01/27/budaya-organisasi-di-sekolah.html>.
- Sugiyono. (2012). *Metode penelitian pendidikan*. Bandung: Alfabeta.
- Suharsaputra, U. (2011). *Menjadi guru berkarakter*. Yogyakarta: Paramita Publishing.
- Wirawan. (2008). *Budaya dan iklim organisasi: teori aplikasi dan peneliti*. Jakarta: Salemba Empat.

Appendix

1.	Is the article original, and does it contribute something new to the field? (Importance of article / Relevance and Appeal to national / international scholarly community)	Excellent	Good	Moderate	Poor
2.	Do the title and abstract together give an adequate summary of the article / paper?	Excellent	Good	Moderate	Poor
3.	Statement of problem (s) / aim (s) / objective (s)	Excellent	Good	Moderate	Poor
4.	Theoretical basis / Theoretical framework / Literature review / Clarification of concepts	Excellent	Good	Moderate	Poor
5.	Appropriateness of the research plan and design (if applicable) /Appropriateness of data-collection and procedure /Data analysis /Trustworthiness/ reliability and validity	Excellent	Good	Moderate	Poor
6.	Steps taken to ensure that the research complies with standard ethical guidelines (if applicable)	Excellent	Good	Moderate	Poor
7.	Data presentation / Discussion (Are the results clearly and correctly presented? Are they consistent with the methodology?)	Excellent	Good	Moderate	Poor
8.	To what extent is the line of argumentation in the article clear, cohesive and logical?	Excellent	Good	Moderate	Poor
9.	Does the paper satisfy accepted criteria for academic writing in terms of coherence, grammar, layout and organisation?	Excellent	Good	Moderate	Poor
10.	Do the references adhere to APA?	Excellent	Good	Moderate	Poor
11.	Conclusions /Implications and/or recommendations are relevant and useful.	Excellent	Good	Moderate	Poor
12.	Is the language fluent and precise?	Excellent	Good	Moderate	Poor
13.	Is article significantly international in nature to be of value to global audience? / <u>underline</u> / (of Local Interest only) (of Regional Interest) (of International Interest)	Excellent	Good	Moderate	Poor
14.	Does the paper address relevant scientific questions within the scope of JBSE?	Excellent	Good	Moderate	Poor
Accept without revision					
Accept with minor revisions					
Accept: with moderate revisions					
Accept: major revisions and re-evaluation					
Reject: Rework and re-submit					
Reject: do NOT re-submit					