

Analysis of the Effect of Learning Strategies, Teacher Certification, and the Climate of School Organizations towards Through Competence Motivation of Teacher Work in Jakarta Elementary Schools

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Abstract, The purpose of this study was to Determine the analysis of the Influence of Learning Strategies, Teacher Certification, and Climate of School Organizations on Competence Through Motivation of Teacher Work in Jakarta Elementary Schools. The results of this study explain the variable learning strategy (X1), Teacher Certification (X2), Organizational climate (X3) and Motivation (X4) simultaneously have a positive effect on teacher competence. Through statistical analysis, the simultaneous and partial effects of training variables and work discipline through motivation as moderating variables towards elementary school teachers in Jakarta.

Keywords : Analysis of the Effect of Learning Strategies; Teacher Certification; and the Climate of School Organizations; Competence Motivation of Teacher Work in Jakarta Elementary Schools.

1. PRELIMINARY

The low quality of education in Indonesia was not caused by a lack of educational inputs, but due to the educational process was not optimal and low competence of teachers. The Ministry of Education and Culture (Kemendikbud) in the implementation of teacher competency test (UKG) 2015, that seven provinces have the best peredikat is DI Yogyakarta (62.58), Central Java (59.10), Jakarta (58.44), Java east (56.73), Bali (56.13), Bangka Belitung (55.13) and West Java (55.06). From the data of Jakarta was ranked number three. [1]

Furthermore, through field observations (pre-survey) with observer SDN New 02 Pagi, Pasar Rebo, East Jakarta, identified the teacher concerned is a teacher who has been certified by the profession, it is certainly contrary of what has been done by the government on the implementation of the certification that teachers who get certified are qualified teachers, far contrary to facts that occurred in education today, the

phenomenon can be observed that in terms of competence padagogik, social, professional and teacher's personality terlihat still low. school climate as one that can affect the motivation of teachers to run a quality teaching profession needs to be questioned.

Looking at the phenomenon that occurs in the world of education khususnya East Jakarta area currently seen the competence of teachers is still very low in carrying out its duties if in view of the teacher competency standards that have been set, but the task and the main responsibility of a teacher is to manage learning more effective, dynamic , efficient, and positive, which is characterized by the awareness and active engagement between the two subjects of teaching, the teacher as early initiative, advisors, counselors, being students as the experience and are actively involved to obtain a change in teaching.

Noting the role of competent teachers in achieving optimal learning outcomes, the

quality of education depends on the level of the teacher's ability as central to the learning process, although many other factors associated therein. This has a consequence, if you want to improve the quality of the education process should start from the course teacher capacity building.

In order to increase motivation in order to get competent teachers, the government made a policy to carry out the certification. Teacher certification is a government effort to improve quality and competency testing of teachers in technical mechanisms that have been set by the government through the Department of Education and Culture, local, in cooperation with educational establishments higher competent, which ends with the provision of teaching certificate for teachers who have been found to comply professional standards. Thus, teachers who have received certificates mean teacher educator is already considered a professional in creating a system and practice of quality education in terms of process and output. But in reality,

Given this research, it is expected to find a formulation in researching later to examine the "Influence of Learning Strategies, Teacher Certification, organizational climate, and Work Motivation Against Competence Primary School Teachers in East Jakarta.

Based on the description of the background in the formulation of the problem which will become the benchmark study are as follows:

1. Knowing Analysis of Effects of Learning Strategies, Certified Teacher, and School Organizational Climate on Teacher Competence Through Work Motivation In East Jakarta?

2. Is learning strategies directly affect the competence of elementary school teachers in East Jakarta?
3. Is the teacher certification directly affect the competence of elementary school teachers in East Jakarta?
4. Is the School Organizational Climate directly affects the competence of elementary school teachers in East Jakarta area?
5. Is Work Motivation directly affect the competence of teachers of elementary school teachers in East Jakarta?
6. Is learning strategy directly influence directly on the motivation work elementary school teacher in East Jakarta?
7. Is the teacher certification directly affect the work motivation of elementary school teachers in East Jakarta?
8. Is the school's organizational climate directly affect the work motivation of elementary school teachers in East Jakarta?
9. Is learning strategies directly affect the certification of primary school teachers in East Jakarta?
10. Is the teacher certification organization directly influence climate elementary school in East Jakarta?
11. Is learning strategies, teacher certification, and organizational climate directly affect the competence of teachers through the mediation of the teacher work motivation?

Master of Professional Competence is one of the important elements that must exist after the students. The term competency has a lot of meaning. There are

several definitions of the notion of competence, namely:

In the popular scientific dictionaries stated that competence is competence, authority, power and capability. [2]

In the Law Decree No. 14 of 2005 on Teachers and Lecturers, to create a quality learners, teachers must master the four competencies. Fourth competencies that must be mastered to improve the quality of teachers is pedagogical, professional, social, and personality. [3]

Dr, H. Saiful Sagala, M. Pd. In Ethics Laili Rahmawati found competence is a combination of mastery, Knowledge, skills, values and attitudes are reflected in the habit of thinking and acting in performing his / her job. [4]

According Trianto in Idah Yuniasi, teacher competence is a skill, ability and skills possessed by someone in charge of educating students to have a personality that is noble as the purpose of education. [5]

Broke and Stone in Riyanto gives the following definitions: competence is descriptive of a qualitative nature or teacher behavior Appears to be entirely meaningful, which means the ability of a qualitative gambaranhakikat of teacher behavior which seem very significant. [6]

From the foregoing it appears that competence refers to the ability to implement something that is acquired through education. Competence refers to the performance of teachers and rational actions to meet certain specifications in carrying out educational tasks. It is said to be rational because competence has direction and purpose, while performance is the real

behavior of a person who is observed by others.

The strategy used to achieve success or success in achieving its objectives. In the world of education learning strategy is defined as a plan that contains a series of activities designed to achieve the goal of Special Education.

Learning strategies in the above I found learning strategy is a plan of action (kegiatan circuit) including the use and utilization of various resources / strengths in learning. This means the formulation of a strategy should come to the work plan development process has not come to action. Then a strategy designed to achieve a specific purpose, that is to say the direction of all decisions peyusunan strategy is the achievement of objectives. Thus the preparation of the study, the use of various facilities and learning resources are all directed to achieving the objectives. Therefore, before determining the strategy needs to be formulated clear objectives that can be measured keberhasilannya, for the purpose of the spirit of a learning strategy.

Certification in the journal Lita is the process of teaching certificate for teachers and lecturers. Educator certification is a formal proof of recognition given to teachers and lecturers as professionals. [7] Based on such understanding teacher certification can be defined as a process of acknowledgment that someone already has the competence to carry out educational services in a particular educational unit, having passed the competency test conducted by the certification body.

In other words, the teacher certification process competency test is designed to

reveal a person's mastery of competencies as a foundation educator certification. Certification is a certification process for teacher educators. Certification for teachers in-service by the Institute of Education Personnel accredited and established by the government. Implementation of certification for teachers in these positions in accordance with National Education Minister Regulation No. 18 of 2007, which is done in the form of a portfolio. According Mulyasa Teacher Certification is the process of competency testing for prospective teachers or teachers who want to gain recognition and increase competency in accordance with his chosen profession. Representation of compliance competence stipulated in the certification of teachers is a certificate of competence educators. This certificate as proof of recognition of the competence of teachers or prospective teachers who meet the standards of the teaching profession to do the job on the type and level of education.

In other words the teacher certification is fulfilling the needs to improve the professional competence. Therefore, the certification process is seen as an essential part in the effort to obtain a certificate of competence in accordance with established standards. Jason Hill Christina Stearn in National Commission on Education Services (NCES) surveys provide an understanding of teacher certification more generally "Certification is a procedure whereby the state evaluates and reviews a teacher candidate's credential and Provides him or her a license to teach [8] Teacher certification is a procedure to determine whether a prospective teacher feasible given

permission and authority to teach. This is necessary because the graduate education of teacher training institutions varies greatly, both among public and private universities.

From discussions with some of the above theory I submit that the certification is the fulfillment of the need to improve the professional competence. Therefore, the certification process is seen as an essential part in the effort to obtain a certificate of competence in accordance with established standards, then the certification is a process of competency testing or teacher candidates who wish to acquire or improve the recognition and appropriate competencies chosen profession. Representation of predefined compliance of some of the above theory that has been set in the certification of competence is a certificate of competence educators, which certificate as proof of recognition of the competence of teachers or prospective teachers who meet the standards of the teaching profession to do the job on the type and level of education.

The term organizational climate (organizational climate) first used by Kurt Lewin in the 1930s quoted from using the term climate Karundeng psychology (psychological climate), then the term used by the organizational climate and G. R. Tagiuri Litwin. According Tagiuri and Litwin in Wirawan that "Organizational climate is the quality of the internal environment of relatively ongoing, experienced by members of an organization, influencing the behavior of each of its members" [9].

Furthermore, if the organizational climate associated with the school environment is a container organizations to

cooperate in the effort to do work related to educational activities. The organization is a regular vehicle of a group of people, each bringing their own purpose in order to search for a particular purpose of the group, respectively membawea own purpose in order to search for a particular purpose.

Thus, the data school organizational climate is defined as the atmosphere of the school environment, both the physical environment and social environment of work that can be felt by people involved in the learning process, direct or indirect tidak cultural conditions created by the school organization.

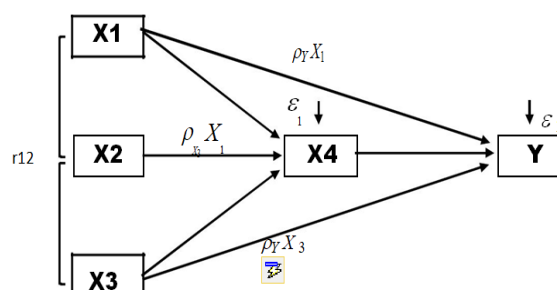
Views on work motivation of teachers, as already explained, that motivation can not be separated from the concept of human needs, a theory which is very popular in regards to this requirement is the theoretical level of needs of Maslow contained in the book of [10] Maslow says there are five levels of needs , namely (1) the physiological needs (physiological needs), (2) security needs (need for security), (3) sosial needs (need for a sense of belonging and a sense of love, (4) self-respect needs (kebutuuhan esteem) and , (5) self-fulfillment needs (need for self-realization).

2. Research methods

Research centered Elementary School in East Jakarta, then to obtain secondary data research directed at the object (data related documentation). The grounds, temporary observation (Pre-survey), identified at the school in question has been the enactment of instructional strategies and teacher certification in an effort to gain the

competency of teachers who would be able to increase the quality of students. This research was conducted in March-August 2019.

Methodology This study uses a quantitative approach, survey methods and analysis techniques lanes. Variables in the analysis consists path of exogenous variables (independent variables) and endogenous (dependent variable) as for kontelasi this study as follows:



Thus it can be explained that the exogenous variables consist of learning strategies (X1), the certification of teachers (X2), organizational climate (X3), work motivation of teachers (X4). Recursive teacher work motivation will stimulate direct relationship instructional strategies and teacher certification to the competency of teachers, with the approach path analysis (analysis Line), [11]

This research use approach Explanatory analysis [12] meaning that each of the variables presented in the hypothesis will be described by testing kausalistik between endogenous variables to exogenous variables, as well as moderating / mediating variables in this case is the work motivation of teachers is as observed variables and able to moderate the direct relationship exogenous variables (instructional strategies

and teacher certification) to the endogenous variable (the competency of teachers).

The study population was of primary school teachers who are civil servants in Jakarta for seven (7) sub-districts in East Jakarta, namely: (1) Pasar Rebo, (2) the District Cipayung, (3) the District Makasar, (4) Jatinegara, (5) District of Duren Sawit, (6) Cakung sub-district, (7) the District Matraman. Has a number of primary school teachers and civil servants are as many as 5,166 people, consisting of (5,133 people SDN), and (33 SDS); [13]

Considering the characteristics of the population is homogeneous where the target object of research is directed at elementary school teachers were civil servants, the withdrawal of a representative sample of the total population homogeneity, so on this occasion used Slovin model approach in Sevilla, Consuelo G. et. al (2007). $Forn = 0.05$ as follows: (Sevila, 2010: 18) [14]

$$n = \frac{N}{1 + Ne^2}$$

Dimana:

n = ukuran sampel

N = ukuran populasi

3. Conceptual Definition

In the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, to create a quality learners, teachers must master the four competencies. Fourth competencies that must be mastered to improve the quality of teachers is pedagogical, professional, social, and personality. [15]

The technique used to collect data and materials required are as follows: Premier

Data Collection Techniques: 1) Technical Questionnaire / Questionnaire 2) Interview Techniques 3) Observation Techniques 4) Monitoring research test accompanied by the principal.

4. Test Validity and Calculation The reliability

To obtain good results it is necessary to study the data backed up good results. As for whether or not the data is dependent on the well and whether or not the data collection instruments. Good data instrument must meet two important conditions that are valid and reliable.

In this research to achieve the validity of the instrument carried by validity internally. According Setiaji, stating that usually the minimum requirement to be considered valid is $r = 0.30$.

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Dimana :

r : Koefisien korelasi (validitas).

X : Skor pada subyek item n

Y : Skor total subyek

N : Banyaknya subyek

test reliability

Reliability refers to an understanding, that the instruments used in the study to obtain the desired information can be trusted as a data collector and is able to reveal the actual information in the field.

Reliability test questionnaire is kekonsistensial test measuring instrument in measuring the same symptoms. In this study

the reliability test performed by a Cronbach technique, by using the following formula:

$$r_n = \frac{\left(\frac{k}{k-1} \right) \left(\frac{\sum \sigma_b^2}{\sum \sigma_1^2} \right)}$$

Dimana :

r_n = Reliabilitas

k = Jumlah butir pernyataan

σ_b^2 = Jumlah varian butir

σ_1^2 = Varian total

5. Results and Discussion

1. Learning strategies direct positive effect on the competence of elementary school teachers in East Jakarta.
2. Teacher certification directly positive effect on the competence of elementary school teachers in East Jakarta.
3. Climate Education Organization direct positive effect on the competence of elementary school teachers in East Jakarta.
4. Work Motivation direct positive effect on the competence of elementary school teachers in East Jakarta.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	DF 1	DF 2	Sig. F Change
1	.970 ^a	.941	.940	1.76159	.941	1164.738	4	293	.000
a. Predictors: (Constant), Motivation, Strategy, Certification, Organizational Climate									

Table 1. Model Summary learning strategies directly affect positively to the Teacher Competency.

It appears that the coefficient of determination (R²) of 0.941 means that 94.1% of variability Teacher Competence

variable (Y) can be explained by variables and Learning Strategies (X1), Certified Master (X2), the climate Organizations (X3) and work motivation (X4). So that errors (E) = 1 - R² = 1 to 0.0941 = 0.059 ≈ 0.060

ANOVA ^a						
Model		Sum of Squares	df	mean Square	F	Sig.
1	Regression	14457.662	4	3614.415	1164.738	.000b
	residual	909.238	293	3.103		
	Total	15366.899	297			
a. Dependent Variable: Competence						
b. Predictors: (Constant), Motivation, Strategy, Certification, IklimOrganisasi						

Table 2 Anova teacher certification positive direct effect on Teacher Competency.

Based on the analysis in the table above, shows that Fo = 1164.738; db1 = 4 db2 = 293 p-value = 0.000 < 0.05 or H₀ is rejected. Thus, variable learning strategy (X1), Certified Master (X2), the climate Organizations (X3) and work motivation (X4) Simultaneously positive effect on teacher competence. The positive direct influence can be seen through the table coefficients.

Coefficients ^a					
Model		Coefficients unstandardized		standardized Coefficients	Sig.
		B	Std. Error	beta	
1	(Constant)	6386	1.118		.000
	Strategy certification	.237	.011	.318	.000
	IklimOrganisasi	.256	.007	.505	.000
	Motivation	.301	.014	.322	.000
		.310	.008	.558	.000
a. Dependent Variable: Competence					

Table 3 Coefficients direct effect positive organizational climate on Teacher Competence

hypothesis 1

H₀: β₁ ≤ 0

H_i: β₁ > 0

of table *coefficients* in model 1 obtained P β₁ = 0.318, p-value = 0.000 / 2 = 0.000 < 0.05 or H₀ is rejected, which means learning strategy directly influence positively to the Teacher Competency.

hypothesis 2H0: $\beta_2 \leq 0$ Hi: $\beta_2 > 0$

of table *coefficients* obtained $P \beta_2 = 0.505$, $p\text{-value} = 0.000 / 2 = 0.000 < 0.05$ or H_0 is rejected, which means teacher certification positive direct effect on Teacher Competency.

hypothesis 3H0: $\beta_3 \leq 0$ Hi: $\beta_3 > 0$

of table *coefficients* obtained $P \beta_3 = 0.322$, $p\text{-value} = 0.000 / 2 = 0.000 < 0.05$ or H_0 is rejected, which means a positive organizational climate directly to the Teacher Competency.

hypothesis 4H0: $\beta_4 \leq 0$ Hi: $\beta_4 > 0$

of table *coefficients* obtained $P \beta_3 = 0.558$, $p\text{-value} = 0.000 / 2 = 0.000 < 0.05$ or H_0 is rejected, which means that work motivation positive direct effect on Teacher Competency.

hypothesis 5

Learning Strategies direct positive effect on work motivation of elementary school teachers in East Jakarta.

hypothesis 6

Teacher certification directly positive effect on work motivation of elementary school teachers in East Jakarta.

hypothesis 7

Climate Education Organization direct positive effect on work motivation of elementary school teachers in East Jakarta.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	DF1	DF2	Sig. F Change
1	.271a	.074	.064	12.51729	.074	7787	3	294	.000
2	.267b	.071	.065	12.51320	-.003	.807	1	294	.370
3	.253c	.064	.061	12.54059	-.007	2297	1	295	.131
a. Predictors: (Constant), IklimOrganisasi, Certification, Strategy									
b. Predictors: (Constant), IklimOrganisasi, Certification									
c. Predictors: (Constant), IklimOrganisasi									

Table 4. Model Organizational Climate Summary, Certification and Strategy

ANOVAa									
Mo del	Sum of Squares	df	mean Square	F	Sig.				
1	Regress ion	3660.291	3	1220.097	7787	.000 b			
	residual	46064.705	294	156 683					
	Total	49724.997	297						
2	Regress ion	3533.828	2	1766.914	11 284	.000 c			
	residual	46191.169	295	156 580					
	Total	49724.997	297						
3	Regress ion	3174.148	1	3174.148	20 183	.000 d			
	residual	46550.849	296	157 266					
	Total	49724.997	297						
a. Dependent Variable: Motivation									
b. Predictors: (Constant), IklimOrganisasi, Certification, Strategy									
c. Predictors: (Constant), IklimOrganisasi, Certification									
d. Predictors: (Constant), IklimOrganisasi									
Coefficientsa									
Mo del	Coe fficients unst and ardi zed	stan dard ized Coe fficients	t	Sig.	correlations				
						Zer o- orde r	Part ial	part	
	B	Std. Erro r	beta		503 6	.000			
1	(Co nsta nt)	38 397	762 4						
	Strate gy	.071	.078	.053	.898	.370	.065	.052	.050

	certifications	-.089	.053	.098	1689	.092	.087	.098	.095
	Organizational climate	.410	.095	.244	4,295	.000	.253	.243	.241
2	(Constant)	41357	6,873		6017	.000			
	certifications	-.077	.051	.085	1,516	.131	.087	.088	.085
	Organizational climate	.423	.094	.252	4489	.000	.253	.253	.252
3	(Constant)	36624	6.136		5969	.000			
	Organizational climate	.425	.095	.253	4493	.000	.253	.253	.253
a. Dependent Variable: Motivation									

hypothesis 5

It appears that the coefficient of determination (R²) of 0.074 means that the 74% variability Learning Strategies variable (X1) can be explained by the variable work motivation (X4). So that errors (E) = 1 - R² = 1 to 0.074 = 0.926 ≈ 0.90

Based on the analysis in the table above, shows that the model 1 Fo = 7.784; db = 3 db2 = 294 p-value = 0.000 <0.05 thus, Learning Strategies direct positive effect on work motivation of teachers,

With Backward method, obtained the three models of the data processing, namely the model 1. The path coefficients will be shown by column *standardized Coefficients* (Beta) hypotheses to be tested are:

H₀: β₄₁ ≤ 0

H_i: β₄₁ > 0

of table *coefficients* in model 1 obtained P₄₁ = 0.53, p-value = 0.370 / 2 = 0.185 > 0.05 or H₀ is accepted, which means there is no influence of Learning Strategy (X1) to work motivation (X4).

hypothesis 6

It appears that the coefficient of determination (R²) of 0.071 means that the 71% variability Teacher Sertifikasi variable (X2) can be explained by the variable work motivation (X4). So that errors (E) = 1 - R² = 1 to 0.071 = 0.929 ≈ 0.90

Based on the analysis in the table above, shows that the model 1 Fo = 11.284; db = 2 db2 = 295 p-value = 0.000 <0.05 thus, Teacher Certification direct positive effect on work motivation of teachers

With Backward method, obtained the three models of the data processing, namely the model 2. The path coefficients will be shown by column *standardized Coefficients* (Beta) hypotheses to be tested are:

H₀: β₄₂ ≤ 0

H_i: β₄₂ > 0

of table *coefficients* in model 2 obtained P₄₂ = 0.98 p-value = 0.092 / 2 = 0.046 <0.05 or H₀ is rejected, which means Teacher Certification (X2) has a positive direct effect on work motivation (X4).

hypothesis 7

It appears that the coefficient of determination (R²) of 0.064 means that the 64% variability of climate variables Organizations (X3) can be explained by the variable work motivation (X4). So that errors (E) = 1 - R² = 1 to 0.064 = 0.936 ≈ 0.90

Based on the analysis in the table above, shows that the model 1 $F_o = 20.183$; $db = 1$ $db2 = 299$ $p\text{-value} = 0.000 < 0.05$ thus, Organizational Climate direct positive effect on work motivation of teachers

With Backward method, obtained the three models of the data processing, namely the model 3. The path coefficients will be shown by column *standardized Coefficients* (Beta) hypotheses to be tested are:

$H_0: \beta_{43} \leq 0$

$H_1: \beta_{43} > 0$

of table *coefficients* the model 3 obtained $P_{43} = 0.244$, $p\text{-value} = 0.000 / 2 = 0.000 < 0.05$ or H_0 is rejected, meaning Climate Organization (X3) has a positive direct effect on work motivation (X4).

hypothesis 8

Learning strategies direct positive effect on the certification of primary school teachers in East Jakarta this can be seen from the calculation of SPSS through the table below:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	DF 1	DF 2	Sig. F Change
1	.240 ^a	.058	.055	13.81951	.058	18.159	1	296	.000

a. Predictors: (Constant), Strategy

It appears that the coefficient of determination (R^2) of 0.058 means that the 58% variability Learning Strategies variable (X1) can be explained by variables Teacher

Certification (X2). So that errors (ϵ) - 1- $R^2 = 1$ to $0.058 = 0.942 \approx 0.90$

ANOVAa						
Model		Sum of Squares	df	mean Square	F	Sig.
1	Regression	1599.016	1	1599.016	18.159	.000b
	residual	26064.501	296	88.056		
	Total	27663.517	297			
a. Dependent Variable: Strategies						
b. Predictors: (Constant), Certification						

Based on the analysis of the table above, Retrieved $F_o = 18.159$; $db = 1$ $db2 = 296$ $p\text{-value} = 0.000 < 0.05$ thus, variable learning strategies influence on teacher certification is further variable:

Coefficients ^a									
Model		Coefficients unstandardized		standardized Coefficients	t	Sig.	correlations		
		B	Std. Error	beta			Zero-order	Partial	partial
1	(Constant)	37418	5374		6962	.000			
	Strategy	.354	.083	.240	4,261	.000	.240	.240	.240
a. Dependent Variable: Certification									

a. Dependent Variable: Certification

Based on an analysis of SPSS in the table above, the path coefficient beta obtained in the column (Standardized Coefficients), the coefficient of X1 to X2 (P_{21}) = 0.241 hypothesis coming in Uji is

$H_0: \beta_{21} \leq 0$

$H_1: \beta_{21} > 0$

From Table Cprice obtained oefficients $t_0 = 4,261$ and $p\text{-value} = 0.240 / 2 = 0.12 > 0.05$ or H_0 accepted. Thus, variable Learning Strategy (X1) does not directly affect teacher certification (X2).

hypothesis 9

Teacher certification directly positive effect on the climate of elementary education organization in East Jakarta this can be seen from the calculation of SPSS through the table below:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	DF 1	DF 2	Sig. F Change
1	.009a	.201	-.003	7.71294	.000	.023	1	296	.879

a. Predictors: (Constant), Certification

It appears that the coefficient of determination (R^2) of 0.201 means that 20.1% of variability variable Teacher certification (X2) can be explained by the Organizational Climate Variables (X3). So that errors (ϵ) - $1 - R^2 = 1 - 0.201 = 0.799 \approx 0.77$

ANOVAa

Model	Sum of Squares	df	mean Square	F	Sig.
1 Regression	1,392	1	1,392	.023	.008b
residual	17608.893	296	59.490		
Total	17610.285	297			

a. Dependent Variable: IklimOrganisasi

b. Predictors: (Constant), Certification

Based on the analysis of the table above, Retrieved $F_0 = 0.23$; $db = 1$ $db_2 = 296$ $p\text{-value} = 0.008 < 0.05$ Thus, teacher certification variable affects the next organizational climate variables:

Coefficientsa								
Model	Coefficients unstandardized		standardized Coefficients	t	Sig.	correlations		
	B	Std. Error	beta			Zero-order	Partial	part
1	(Constant)	64.762	1.943	33.325	.000			
	certifications	-.005	.031	.009	.153	.879	-.009	.009

a. Dependent Variable: IklimOrganisasi

Based on an analysis of SPSS in the table above, the path coefficient beta obtained in the column (Standardized Coefficients), the coefficient of X1 to X2 (P_{21}) = 0.009 hypothesis coming in Uji is

$H_0: \beta_{23} \leq 0$

$H_1: \beta_{23} > 0$

From Table Cprice obtained oefficients $t_0 = 0.153$ and $p\text{-value} = 0.009 / 2 = 0.0045 < 0.05$ or H_0 rejected. Thus, variable teacher certification (X2) positive direct effect on Climate Organization (X3),

hypothesis 10

Learning strategies, teacher certification, and educational organizations climate positive effect on the competence of teachers through work motivation of elementary school teachers in East Jakarta.

ANOVAa

Model	Sum of Squares	df	mean Square	F	Sig.
1 Regression	14457.662	4	3614.415	1164.738	.000b
residual	909.238	293	3.103		

Total	15366.89 9	297			
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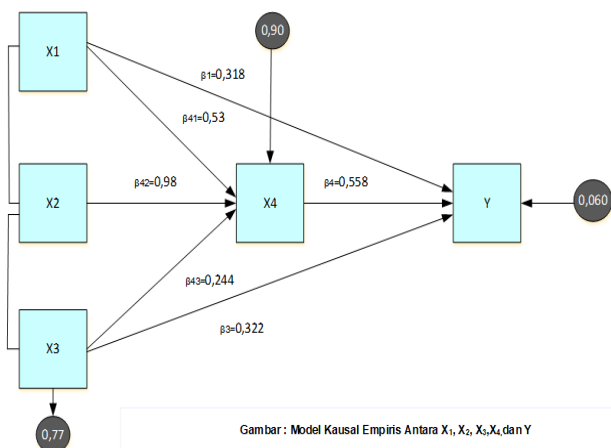
a. Dependent Variable: Competence

b. Predictors: (Constant), Motivation, Strategy, Certification, Iklim Organisasi

Based on the analysis in the table above, shows that $F_o = 1164.738$; $db1 = 4$ $db2 = 293$ $p\text{-value} = 0.000 < 0.05$ or H_0 is rejected. Thus, variable learning strategy (X1), Certified Master (X2), the climate Organizations (X3) and work motivation (X4) Simultaneously positive effect on teacher competence. The positive direct influence can be seen through the table coefficients.

Thus, based on the test results based on the results of hypothesis testing with SPSS, casual empirical models X1, X2, X3, and X4 and Y visualized as follows.

No	Pengaruh Langsung antar Variabel	Koefisien Jalur	Thitung	P-value	Simpulan
1	X1 terhadap Y (β_1)	0,318	21,436	0,000	Sig.
2	X2 terhadap Y (β_2)	0,505	34,322	0,000	Sig.
3	X3 terhadap Y (β_3)	0,322	21,723	0,000	Sig.
4	X4 terhadap Y (β_4)	0,558	37,776	0,000	Sig.
5	X1 terhadap X4 (β_{41})	0,53	0,898	0,185	Sig.
6	X2 terhadap X4 (β_{42})	0,98	1,689	0,046	Sig.
7	X3 terhadap X4 (β_{43})	0,244	4,295	0,000	Sig.
8	X3 terhadap X2 (β_{21})	0,241	4,261	0,12	Sig.
9	X2 terhadap X3 (β_{23})	0,009	0,153	0,0045	Sig.



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