

Organizational Climate and Student Achievement: A Study at The Vocational College in Surabaya, Indonesia

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Abstract

The goals of this research are examine and analyze the influence of organizational climate on motivation and student achievement. In achieving those goals, the explanatory method with descriptive analysis and inferential analysis using Structural Equation Modeling (SEM) by AMOS program version 19 and Sobel Test SPSS program version 19. Independent-Sample T Test and One Way ANOVA were also used to check the robustness variable organizational climate, motivation, student achievement variables by gender, employment status, and study programs. The data was obtained from questionnaires filled by 115 students of NSC Surabaya Polytechnic. The results of research showed that organizational climate has a significant effect on student achievement, motivation has a significant effect on student achievement, organizational climate has no significant effect on student achievement. In addition, organizational climate has significant effect on student achievement through motivation. There were also no significant differences in organizational climate, motivation, and student achievement based on gender, employment status, and study programs.

Keywords: organizational climate, motivation, student achievement

1. Introduction

The work force competition in the labor market globally continue to increase in various fields of business, as well as the need for the level of professionalism (knowledge, hard skills, soft skills) (Direktorat Jenderal Pendidikan Tinggi, 2004). The role of higher education especially vocational education is expected to act as a driver of growth in the nation's competitiveness through the application, development and creation of the science, technology and art. Therefore vocational education must have a sound organization and is managed according to the principles of good governance in order to become qualified college.

A healthy organization allows vocational education to run its activities according to the vision and mission of the enactment, as well as meet the needs of the parties' concerned (stakeholders). In addition, efforts to improve the quality of higher education that has been done, both by the public and private universities. It can be seen from a variety of improvements that have been made, both in terms of infrastructure, facilities, curriculum, staff, funding, and other aspects. Measurement of levels of minimal quality of higher education has been carried out by the National Accreditation Board (BAN) through the accreditation process on the course. The higher rank of accreditation of BAN is A as good quality of education, however, mostly courses accredited rated B or C (Direktorat Jenderal Pendidikan Tinggi, 2004). This condition need more effort to improve the academic atmosphere or organizational climate conducive to encouraging the emergence of creativity and innovation, as well as the team building and team spirit so as to improve the achievement of students in vocational education. This can be done by using the campus as a whole as a vehicle for learning and education (Direktorat Jenderal Pendidikan Tinggi, 2004).

Organizational climate is used as a general idea to express the quality of life of the organization (Smith, 2002). Organizational climate illustrates the organization in total, and although it is measured, which measured the perception of its members. Discussing the organizational climate is actually talking about the characteristics perceived within the organization and arise mainly due to the activities of the organization, conscious or not, and which is considered to affect behavior. According Stringer (2002), organizational climate is "the are relatively enduring quality of the total (organizational) environment that (a) is experienced by the occupants, (b) reviews their influences behavior, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the environment".

In a climate of educational setting organization known as the school climate. Smith (2002) asserts that the school climate is the quality of the entire school is relatively increased, experienced by its members, describing their collective perception of behaviors that are routine, and influence their attitudes and behavior in school. Higgins (1982) suggested that testing or research of the organizational climate is important, because the existence of the right organizational climate will affect motivation and satisfaction, which in turn affects the productivity and performance. Steers (1985) explains that the existence of organizational climate affect the effectiveness of organizations that deal with individuals or groups (e.g.: satisfaction, achievement, and commitment to the organization).

Empirical studies have shown that organizational climate can affect motivation (Mahal, 2009). Stringer (2002) also prove that the three needs of McClelland's motivation theory (need for achievement, need for affiliation, and need for power) is influenced by organizational climate. Other evidence suggests that organizational climate (school climate) influence on learning achievement (Uline & Moran, 2008; Tajasom & Ahmad, 2011). This finding is supported by studies Macneil et al. (2009) which explains that organizational climate (school climate) measured with 10 dimensions of organizational health inventory (goal focus, communication adequacy, optimal power equalization, resource utilization, cohesiveness, morale, innovativeness, autonomy, adaptation and problem-solving adequacy) effect the learning achievement (student achievement). In contrast to these findings, Smith (2002) proved that the organizational climate as measured using health standards organization (organizational health) of Ohio with dimensions: institutional integrity, principal influence, consideration, resource support, initiating structure, academic emphasis, and morale simultaneously affect learning achievement of mathematics courses, but only partially influential academic emphasis on learning achievement mathematics subjects.

The learning achievement is the result of a person's maximum achieved after going through the learning process. Student achievement will be achieved optimally if moderated by student motivation. The study of the relationship between motivation and achievement of students has been studied by several researcher (e.g.: Tella, 2007; Ayub, 2010; Habiburrochman, 2011; Hamdu & Agustina, 2011; Aydin & Coşkun, 2011; Choosri & Intharaksa, 2011), proved that the effect of motivation on learning achievement. Instead, Atta & Jamil (2012) states that the correlation between motivation and academic achievement is only moderate, while Ahmad & Rana (2012) proved that motivation does not affect the learning achievement.

NSC Surabaya Polytechnic as one of the private vocational education in East Java as the vision of "Becoming Major Business Partners in Professional Human Resource Development Quality and Competitive Global", should concentrate on stakeholders, especially students. Competitiveness is the main issue that should be the primary focus of the NSC to deliver the polytechnic management organization into a global competition. Without efforts to create the strategic competitiveness, it is certain the organization will stagnate if not tragically destroyed in the globalization era. Related to the development of strategic competitiveness, the researchers wanted to see if NSC Polytechnic provide a conducive organizational climate in the learning process as one of the strategies to increase motivation and achievement of students, so that graduates produced capable of global competitiveness. Based on the phenomenon exists in college and still the gap between some of the research findings related to organizational climate, motivation, and student achievement, the purpose of this study were: to examine and analyze the effect of organizational climate on motivation, to examine and analyze the influence of motivation on student achievement, and to examine and analyze the effect of organizational climate on student achievement. The results of this study are expected to contribute ideas, both theoretically and practically.

2. Review of Literature and Hypotheses

2.1 Organizational Climate

Organizational climate is the concept of a dynamic system, can affect motivation, achievement and satisfaction. There are two important aspects to be aware of the organizational climate, namely the workplace (work place) itself and the treatment received from the management (Davis & Newstrom, 1987). Organizational climate also describes the social system of a working group, so that the organizational climate is a concept system (Hersey & Blanchard, 1982). Organizational climate, as a social system, can be influenced by internal and external environments. The internal environment includes: the design work and the application of technology, organizational culture and managerial practices, as well as the personal characteristics of the members. While the external environment includes social and economic environment in which the organization is located. However, internal environment and the external environment will affect the behavior, norms, attitudes and implementation roles, which in turn affects productivity, satisfaction and organizational growth (Sujak, 1990).

Steers (1985) looked at climate as a personality organization as seen by its members. Discussing the organizational climate is actually talking about the properties or characteristics that are perceived in the workplace and arise mainly due to the activities of the organization, conscious or not, and which is considered to affect behavior. Forehand & Gilmer (1964) states that: "Organizational climate as set of characteristics that (a) described the organization and distinguish it from other organizations (b) are relatively enduring over time and (c) influence the behavior of people in the organization." In this regard, the theory underlying the concept of organizational climate, including the Social-Cognitive Theory (SCT). SCT developed by Albert Bandura in

the 1990s and is now widely used in psychological research (Luthans, 2006; Li et al., 2010). SCT is a model that is used to validate the behavior of individuals broadly. This theory suggests that behavior can be explained in the context of continuous reciprocal interaction between cognitive factors, behavior, and environment. People and the environmental situation will not function as a stand-alone unit, but related to the behavior itself, which reciprocally interact to determine the behavior.

Stringer (2002) suggests nine dimensions of the organizational climate, namely: structure, responsibility, warmth, support, reward, conflict, standards, identify, and risk. Patterson et al. (2005) stated that there are 17 dimensions of organizational climate, namely: autonomy, integration, involvement, supervisory support, training, welfare, formalization, tradition, innovation and flexibility, outward focus, reflexivity, clarity of organizational goals, efficiency, effort, perform feedback, pressure to produce, and quality. Mahal (2009) to measure the organizational climate with seven indicators, namely: environment, teamwork, management effectiveness, involvement, reward and recognition, competency and commitment. Yeo (2006) to measure the organizational climate with nine dimensions, namely: top management support, formal institution policies, student admission policies, teaching equity and fairness, teachers' behaviors in classes, student behaviors in classes, organizational resources and support, personal diversity experiences and curriculum. Uline and Moran (2007) to measure the organizational climate (school climate) with 28 items The School Climate Index, which consists of four subscales, namely: academic press (6 items), community engagement (7 items), teacher professionalism (8 items), and collegial leadership (7 items). While Tajasom & Ahmad (2011) to measure school climate with four dimensions, namely: affiliation, innovation, professional interest, and resource adequacy.

2.2 Motivation

Motivation is a state psychiatric encourage, enable and mobilize businesses, and channel behavior, attitudes and behavior with will power for someone to do something that is always associated with the achievement of goals, both organizational goals and personal goals of each member (Siagian, 1994; Nimran, 1997; Luthans, 2006; Colquitt et al., 2011). Maslow developed a theory of motivation (Gibson et al. 2006), known as the Need Hierarchy Theory. The theory explains that human needs are arranged from the most basic needs to the needs of the most high, namely: basic physical needs, safety and security needs, social needs or affiliation (belonging, social and love), the need to respect and status (esteem), and the need for the development of self-efficacy (self-actualization). The theory of motivation based approach to satisfaction (Content Theories) concerning human needs, in addition proposed by Maslow, also developed the theory of ERG by Alderfer, Two Factor Theory by Herzberg and Theory of Achievement Motivation by McClelland (Luthans, 2006; Gibson et al., 2006). Motivation is very closely related to the ability, so people say there is an ability that is contained in the person that is motivated.

McClelland (Robbins, 2002; Luthans, 2006; Kinicki & Kreitner, 2009) found within the individual person there are three basic needs that drive behavior. The needs are: a) needs for achievement, b) needs for affiliation, and c) needs for power. The third theory of needs that have been mentioned above shows that in every individual there are a lot of needs. In addition, it was also revealed that the incidence of motivation is generally based on the encouragement needs. Thus, the motivation is the urge to meet specific needs. One requirement of the needs of every individual that is the need to do better.

Individuals or those who have achievement motivation can become the backbone for the organization, for the achievement motivation should be maintained and endeavored not decreased much less lost. The

strength of one's achievement motivation will determine the size of the resulting achievements. Therefore, it is extremely important achievement motivation possessed by every individual in the organization, because of the attitude of people who have achievement motivation is not the same as people who do not have it. People who have high achievement motivation tends to prefer and love the job, more responsible, and more feel at one with their jobs than those who have low achievement motivation. Based on some of the above understanding, the motivation cannot be observed directly, but can only be seen by observing the behavior of its work, measuring changes in the execution of works, or ask her to explain the needs and objectives. Yukl (Luthans, 2006) explains that a person who has the motivation of achievement can be seen with the indicators: do something better than competitors, obtaining or passing through a difficult target, solving the complex problems, completing a challenging task to succeed, and developing the best way to do things. Badawy et al. (2010) in his study to measure achievement motivation with six dimensions, namely: self-confidence, desire to succeed, level of ambition level, commitment, social approbation, and tendency to compete. While Aydin & Coşkun (2011) to measure achievement motivation with four dimensions, namely: strive, participation, willingness to work, and maintaining to working

2.3 Learning Achievement

Learning is a process leading to the occurrence of a change or renewal in behavior or skills. Until where these changes can be achieved (or success of learning) depends on various factors. The factors that can be divided into 2 groups (individual factors and social factors). Which is included in the individual factors among others: the maturation or growth, intelligence, training, motivation, personal factors; while including social factors among others: the family, the household, faculty and their teaching, the tools used in the teaching-learning, environment and where available, as well as social motivation (Purwanto, 2002).

Problems in the student motivation to learn is a complex. There are no simple rules to motivate the students. Investigations about motivation, presumably to make the lecturer sensitive to the complexity of this issue. Lecturers should know the principles of motivation that can help the implementation of his teaching duties, although there are no specific guidelines for sure (Soemanto, 2006). The learning activities are the main activities in the overall process in higher education that aims to produce changes in the field of knowledge, comprehension, application, power analysis, synthesis, and evaluation. Lecturer role is to establish the needs and motivations of students based on behavior that appears. The problem for lecturer is how to use the motivation and the need to encourage students achieve educational goals. Achieving the goals of education means the presence of behavioral changes expected, therefore, the task of the lecturer is to motivate students to learn in order to achieve the desired objectives, as well as in the process of obtaining the desired behavior (Soemanto, 2006).

Achievement will never be produced as long as someone does not do a learning activity. The learning achievement is a sentence consisting of two words "learning" and "achievement". Achievement is basically the result obtained from an activity, while learning is basically a process that results in a change in the individual (Djamarah, 2002). The learning achievement can also be interpreted as the results achieved by the individual after experiencing a learning process within a certain period. The learning achievement is also interpreted as the maximum capacity is reached by someone to generates knowledge. The learning achievement can also be called the actual ability obtained by a man after learning and potential ability is the basic ability of an individual to get achievement. The actual ability and potential ability can be incorporated into general term ability.

Learning achievement is a measure to determine the success of one's learning. This learning achievement, visible in the form of scores or grades after doing a test. To assess the extent to which student achievement, Erdogan et al. (2008) and Ahmad & Rana (2012) to measure learning achievement with a Grade Point Average. Henson & Eller (1999) argues that there are nine kinds of evaluation of student achievement, namely: 1) summative evaluation, the evaluation occurred after the teaching of specific topics with the goal of delivering value (grading) such as quizzes, homework; 2) formative evaluation is evaluation before or after teaching used to provide feedback; 3) diagnostic evaluation is an evaluation which aims to find the strength and weaknesses of students in the learning process; 4) process evaluation is an evaluation that focuses on the learning process; teachers in this case is more focused on the tasks of the results; 5) product evaluation is an evaluation of the product resulting from the learning activities (e.g. on entrepreneurship); 6) performance evaluation is an evaluation that ensures that students have the depth and understanding to solve problems or cases; 7) norm-referenced evaluation is an evaluation in which success is determined by comparing with others. Suppose that 15% of students have an A, 20% of students have a B and so on; 8) criterion-referenced evaluation is a decision made according to the assessment standards have been set (Suppose at the NSC Polytechnic set a value of 80-100 = A, 65-79 = B, and so on); 9) grading is evaluation of the use combination of various learning activities such as assignments, homework, class presentations and a final exam. The use of a combination of assessment provides opportunities for students to develop the skills and stimulate the growth of a variety of different skills. From the ninth this evaluation suggests that professors need to consider various types of evaluation in order to develop the talents and abilities of students. How to vote in accordance with the talents of the students will further enhance the student learning motivation.

2.4 Relationship between Organizational Climate, Motivation and Student Achievement

Higgins (1982) suggests that the existence of the right organizational climate will affect the motivation and satisfaction, which in turn affects the productivity and performance. This statement is reinforced by Steers (1985), which explains that the existence of organizational climate affect the effectiveness of the organizations that deal with individuals or groups (e.g., satisfaction, achievement and commitment to the organization). While Robbins & Judge (2015) stated that work performance is a function of the interaction between motivation, ability and the opportunity.

Empirical studies linking organizational climate and motivation has been done by Mahal (2009) in his research entitled "Organizational Culture and Organizational Climate as a Determinant of Motivation". The study was conducted on 120 employees working at Ranbaxy India during December 2008-March 2009 with a response rate of 80%. Statistical techniques used were descriptive statistics. Pearson's Correlation coefficient was worked out to find the relationship between variables; chi-square test and Z-test are used for hypothesis. The test results proved that: the cultural and organizational climate has a correlation with motivation; culture and organizational climate significantly influence motivation. Mahal (2009) concluded that the organizational culture and climate is a very important variable to increase motivation.

Research proves that organizational climate had a relationship with student achievement has been made by Uline & Moran (2008) and Macneil et al. (2009). The research Uline and Moran (2008) entitled, "The Wall Speak: The Interplay of Quality Facilities, School Climate, and Student Achievement" was conducted on 1,134 teachers working in secondary schools in Virginia. Analysis of the data used were bivariate correlational and multiple regression analysis. The study results show that: facilities quality and school climate correlated with student achievement; facilities quality and school climate simultaneously affect

student achievement, but only school climate partially affecting student achievement. This finding is supported by research results Macneil et al. (2009), which proves that each dimension of the school climate (as measured by the 10 dimensions of organizational health inventory: goal focus, communication adequacy, optimal power equalization, resource utilization, cohesiveness, morale, innovativeness, autonomy, adaptation and problem-solving adequacy) were tested by MANOVA significantly affect student achievement. Similarly, the study of the relationship between motivation and student achievement has been reviewed by Tella (2007), Ayub (2010), Habiburrochman (2011), Hamdu & Agustina (2011), Aydin & Coşkun (2011), and Choosri & Intharaksa (2011). The analysis of these researchers is the Product Moment correlation analysis, t-test and ANOVA.

2.5 Conceptual Framework and Hypotheses

The conceptual framework underlying this study the importance of motivation and student achievement, both for students and vocational education. Because the motivation and achievement of higher education, the more likely the overall achievement of organizational goals. Motivation and student achievement of higher education will be achieved if members in the organization feel the quality of the organization's environment or conducive organizational climate. Higgins (1982) stated the existence of the right organizational climate will affect motivation and satisfaction, which in turn affects the productivity and performance/achievement. This study examines the organizational climate, motivation and student achievement. Motivation serve as an intervening variable of organizational climate and student achievement or between exogenous variables and endogenous variables. In order to clarify the extent to which the organizational climate contributes to student achievement, it is necessary to intervening variables, which serves affect (strengthen or weaken) the relationship between exogenous and endogenous variables (Sekaran, 1992).

There are three main variables in this study are: organizational climate, motivation and student achievement. The conceptual framework is based on three main variables of this study, each having indicators based on a foundation of theory and previous research which can be seen in Figure 1. Based on this conceptual framework, then drafted the research hypothesis as follows:

H₁: Organizational climate have a significant effect on motivation.

H₂: Motivation have a significant effect on student achievement.

H₃: Organizational climate have a significant effect on student achievement.

3. Research Methods

3.1 Study Design

This study was included in the category of explanatory (explanatory research or research explanation), the research explain the causal relationship between the variables through hypothesis testing, though the description in this type of research also contains descriptions. Data obtained using survey methods (survey sample) is research that takes a sample from a population by using questionnaire as the main data collection and analysis of individual units (Singarimbun & Effendi (Ed.), 1989; Kerlinger, 1985; Kerlinger, 2006). The unit of analysis in this study is an individual unit for observing the behavior of individual students of Politeknik NSC Surabaya. The analysis technique used to test the hypothesis of the research is Structural Equation Modeling (SEM) by AMOS 19 because SEM is a statistical model that can test a series of relationships that are relatively complicated simultaneously among multiple variables (Ferdinand, 2005; Hair et al., 2010; Ghazali, 2011b).

3.2 Population and Sample

The population in this study were all students of NSC Surabaya Polytechnic, which has had the GPA (120 students). The sampling technique used in this study is disproportioned random sampling. Data distributed to 115 respondents, with the help of six enumerators of their respective representatives Student Association (Administration, Accounting, Hospitality and Computer Engineering). Questionnaires were filled and returned as many as 88 respondents (response rate 77%). The data returned from a decent used to analyze as many as 86 respondents (98%). Number 86 respondents have been qualified to be analyzed by using Structural Equation Modelling as suggested by Solimun (2006), that the number of samples to be analyzed SEM requires 5 to 10 observations per parameter estimates (minimum sample was 5×14 indicators = 70 respondents).

3.3 Variable Operational Definition

Variables in the study is divided into three, namely: Organizational climate (X_1) is a subjective nature or quality of the internal environment of an organization that can be felt or experienced by members of the organization (student). Climate organizations referred to in this study focuses on student perceptions of organizational climate for diversity. The term "diversity" relates to the level differences between groups of people within the organization (Luthans, 2006). This variable was measured with six dimensions/indicators/variables measured (observed variables) are adapted from research Yeo (2006), includes: top management support, teaching equity and fairness, (teachers' behaviors in classes, student behaviors in classes, organizational resources and support, diversity of personal experiences.

Motivation (X_2) is the efforts and willingness of students to issue a high level of effort as a form of encouragement or desire of the individual concerned, and as a result the overall integration of personal need and environmental impact in order to achieve the feat. Motivation is referred to in this study is limited to the motivation to excel as Motivation Theory of McClelland (Luthans, 2006). Motivation variable measured by the four indicators/observed variables, adapted from research Badawy et al. (2010), include: self-confidence, the desire to success, ambition level, and tend to compete.

Student Achievement (Y) are the results achieved by the individual student after experiencing a learning process within a certain period or the maximum capacity is reached in an effort to produce knowledge or values prowess. The student achievement is limited to academic achievement. The student achievement is measured by the four dimensions or indicators or variables manifest (observed variables) are adapted from research Henson & Eller (1999), Erdogan et al. (2008), Mahmudah (2010), Ahmad & Rana (2012), namely: cognitive, affective, psychomotor, and GPA.

3.4 Models and Data Analysis Techniques

The model used in this research is Structural Equation Modeling (SEM). Organizational climate, motivation, and student achievement are variable tested by Confirmatory Factor Analysis. Tests carried out on the model developed by various criteria Goodness of Fit. If the model is less relevant to the data made modifications based on the chi-correct. Interpretation of measurement results based on the latent variable significance level loading factor or coefficient lambda (λ), which is based on the probability value (p). Further testing complete model that comes from all significant variables and indicators to assess the effect of organizational climate on motivation and student achievement as well as the influence of motivation on student achievement, by observing the path coefficient (standardized regression), in either direction, magnitude, and significance. Assessment of significance based on the probability value (p), the limit of significance used is the value of $p \leq$

0.05. To complete explanation for the hypothesis, channel analysis was done by Sobel Test, Independent-Sample T Test and One Way ANOVA by SPSS 19 to know is there any significant differences on the variables studied by gender, employment status, and study programs.

4. Results and Discussion

4.1 Test Validity and Reliability

Test results on the overall validity of the statement item (Organizational Climate Variables 33 items, 30 items Motivation and Student Achievement 19 items), there are 2 items statement invalid instrument (r -value < 0.3) on organizational climate variables. Of the 30 items of the statement on motivation variables there are 3 statement items that are not valid, while on the 19 items on the statement student achievement variable of the overall item statement is a valid. Furthermore, the numbers are invalid statement items are eliminated in subsequent statistical analysis. Results of testing the reliability of the instrument with an internal consistency showed with Standardized Item Alpha (SIA) shows that the overall variables reliable (Ebel and Frisbie, 1991; Nunnally in Ghazali, 2011a; Hair et al., 2010).

4.2 Hypothesis Testing and Interpretation

Testing complete model that describes the influence of organizational climate (X_1) on the motivation (X_2) and student achievement (Y) is done by Structural Equation Modeling. The Structural Equation Modeling (AMOS version 19) result shown in Figure 2. The evaluation of the model shown in Figure 2 can be seen in Table 1. Based on the data in Table 1 indicate that the measurement model of organizational climate, motivation, and student's achievement characterized by chi-square value is relatively small (under 95.08), with probability (p) ≤ 0.05 (0.665), the value of TLI = 1.045 or more than 0.95, and CFI = 1.000, or more than 0.95. From the results of the evaluation of the proposed model turns on all the criteria that are used show that GFI value is marginal, since GFI is not a fundamental requirement and the value is closer to 0.90, then the model is considered in accordance with the data.

Results of testing the hypothesis of a causal relationship between organizational climate (X_1), motivation (X_2), and student achievement (Y) shown in Table 2. Table 2 showed that all the positive path coefficient, the organizational climate affect motivation, motivation effect on student's achievement, meanwhile the organizational climate has no effect on student achievement.

4.3 Direct and Indirect Effect Analysis

This analysis is used to determine the strength of the influence of variables, either direct effect or indirect effect. The results of these measurements showed that the climate of the organization (X_1) has an affect on student achievement (Y) through motivation variable. It can be concluded that the existence of an intervening variable of motivation (X_2) can strengthen the relationship between organizational climate (X_1) and the learning achievement (Y). It is interpreted from the value of indirect effects was 0.314 (Table 3). These findings could be confirmed by the results of path analysis (using Sobel Test SPSS 19). Table 4 which indicated that the organizational climate (X_1) had indirect effect on student achievement (Y) through motivation (X_2) with a significance level of 0.0149 ($\alpha < 0.05$). Therefore, the indicators in the organizational climate variables must be considered in order to improve student achievement.

4.4 Discussion

4.4.1 Influence Organizational Climate on Motivation

Hypothesis 1 stated that the organizational climate indicators of top management support (managmt), teaching equity and fairness (teaching), teachers' behaviors in classes (teacher), student behaviors in classes (student), organizational resources and support (resources), diversity of personal experiences (experience) have a significantly effect on motivation [self-confidence (confidence), the desire for success (success), ambition level (ambition), and tend to compete (compete)] is acceptable. This can be seen from the path coefficient (Table 2) was 0.475, Critical Ratio 2,453 > t table (1.989), and the probability was 0.014 < alpha (0.05). The contributions of influence organizational climate in explaining the motivation 47.5%, while the rest (52.5%) is influenced by other variables that are not included in this research model equations. The dominant indicator affecting organizational climate was a lecturer in the classroom behavior (teacher) with a loading factor 79.4%. Another fifth indicator are top management support (57.1%), student behaviors in classes (55.4%), teaching equity and fairness (52%), organizational resources and support (51.6%), and diversity of personal experiences (39.2%).

An educational institution that wants excellence in competing should have organizational climate conducive, because the climate of the organization is the concept of a dynamic system (Hersey & Blanchard, 1982), organizational climate is perceived by its members (Steers, 1985), and as characteristics (a) describe the organization and distinguish them from organizations other (b) relatively exposed all the time organization and (c) affect the behavior of people in the organization (Forehand & Gilmer, 1964). While Steers (1985) explains that the existence of organizational climate affect the effectiveness of organizations that deal with individuals or groups (eg, satisfaction, achievement, and commitment to the organization).

This finding is consistent with the McClelland-Atkinson Theory, which explains that the motivation is influenced by organizational climate (Stringer, 2002). Higgins (1982) argued that the existence of the right organizational climate will affect motivation and satisfaction, which in turn affects the productivity and performance. In addition, this study also supports empirical studies Mahal (2009) have proved that: 1) the cultural and organizational climate has a correlation with motivation; 2) culture and organizational climate significantly influence motivation; and 3) the cultural and organizational climate is a very important variable to increase motivation. When associated with a descriptive analysis of the organizational climate Polytechnic NSC based student perception is conducive (mean 3.66), where the highest mean indicator is diversity of personal experiences (3.84). The mean value of the other five indicators respectively are: 1) teachers' behaviors in classes (3.74); 2) top management support (3.73); 3) student behaviors in classes (3.67); 4) teaching equity and fairness (3.65); and 5) organizational resources and support (3.30). Based on these findings, the leadership of the institution should pay attention to the indicators forming a good organizational climate, even further enhanced in order to increase student's motivation and student's achievement, especially on indicators of organizational resources and support.

4.4.2 Influence Motivation on Student Achievement

Hypothesis 2 there is influence motivation with confidence indicator, the desire for success (success), ambition, and desire to compete (compete)] significant effect on student achievement. From table 2, the motivation influence the learning achievement of 66.1%, while the rest (33.9%) is influenced by other variables that are not included in this research model equations. Dimensions variable or indicator dominant influence the motivation is the desire for success indicators (success) with a loading factor 97.2%. Another

three indicators are confident (confidence) with a loading factor of 78.3%, ambition (ambition) loading factor amounted to 65.7%, and the desire to compete (compete) with a loading factor 30.1%.

NSC Surabaya Polytechnic as one of the vocational colleges, is still heavily dependent on the presence of the students to be going concern. The motivation of students to learn in order to reach this achievement should not be ignored its existence. As revealed by the theoreticians and researchers (Siagian, 1994; Nimran, 1997; Luthans, 2006; Colquitt et al., 2011) that motivation is a state of the soul that encourage, enable, move up, and distribute behavior, attitude and a strong desire for someone to do something that is always associated with the achievement of goals, both organizational goals and personal goals. This finding is consistent with Maslow's Need Hierarchy Theory, especially on the need for the development of self-actualization, namely the need to realize the potential, the development of self-efficacy, for example, the ability to deliver expertise of the most creative and variability in work (Luthans, 2006; Gibson et al., 2006) and Achievement Motivation Theory of McClelland (Robbins, 2002; Luthans, 2006; Kinicki & Kreitner, 2009) states that within the individual person there three basic needs that drive behavior. The needs are: (a) needs for achievement, (b) needs for affiliation, and (c) needs for power. In addition, the results of this study also supports empirical studies Tella (2007), Ayub (2010), Habiburrochman (2011), Hamdu & Agustina (2011), Aydin & Coşkun (2011), and Choosri & Intharaksa (2011) which proved that the motivation affect student achievement.

4.4.3 Influence Organizational Climate on Student Achievement

Hypothesis 3 stated the organizational climate indicators of top management support (managmt), teaching equity and fairness (teaching), teachers' behaviors in classes (teacher), student behaviors in classes (student), organizational resources and support (resources), diversity of personal experiences (experience) have a significant effect on student achievement ([with indicators of cognitive (cognitive), affective (affective), psychomotor (psikomtr), and grade point average (GPA)] is not accepted / rejected. It is seen of statistical analysis (Table 2) by a path coefficient 0.164, Critical Ratio/CR = 0.878 < t table (1.989), and a value of probability 0.380 > α (0.05). This means that the organizational climate has no contribution influence in explaining student's achievement, although the test results across the indicators forming the organizational climate variables Confirmatory Factor Analysis (CFA) is significant.

The dominant indicator influence student achievement was psychomotor (psikomtr) with loading factor 87.4%. Other three indicators are affective (65.7%), cognitive (57.2%), and GPA (55.5%). The direct effect of organizational climate has no significant effect on student achievement. The study's findings contradict research Uline & Moran (2008), Macneil et al. (2009), and Tajasom & Ahmad (2011) have proved that organizational climate (school climate) influence on learning achievement (student achievement). Based on empirical data, hypothesis 3 was not supported by data. It can be when viewed from the four indicators of student achievement, then the priority that must be corrected by the management of the Polytechnic NSC is cognitive measures (mean of 3.32), while the other three indicators are psychomotor indicator (3.57), affective (3.63), and GPA (3.77). This condition is cope with the vision of the Polytechnic NSC: "Being a Top Business Partner in Professional Human Resource Development Quality and Competitive Global."

4.5 Check for Robustness

In order to clarify the discussion above hypothesis, the robustness check done to determine whether the student has the distinction of achievement, motivation, GPA (Grade Point Average), and the perception of organizational climate by gender (sex), employment status, and study programs. The analysis used to determine these differences are Independent-Sample T Test and One Way Anova with SPSS 19 as follows:

1. The results of the analysis Independent-Sample T Test by gender showed a mean value of achievement, perceptions of organizational climate, motivation, and overall GPA there is no difference. The gender differences are statistically to see equal variance not assumed with probability > 0.05 .
2. The results of the analysis Independent-Sample T Test employment status (employed and unemployed) showed a mean value of achievement, perceptions of organizational climate, motivation, and the GPA there is a difference. F count for achievement, organizational climate, motivation, and GPA shows the probability value > 0.05 , it indicates that the two variances are equal. to see equal variance not assumed known that achievement, organizational climate, motivation, and GPA was significantly different between male students and female with a probability value > 0.05 . Therefore, it can be concluded that no significantly differences of achievement, perceptions of organizational climate, motivation, and GPA according to the working status of students.
3. One Way ANOVA analysis results based program of study showed that the probability (significance) of student's achievement, organizational climate, motivation, and overall GPA above 0.05. Therefore, it can be concluded that no significantly differences of student's achievement, perceptions of organizational climate, motivation, and GPA Study Program Business Administration, Accounting, Hospitality and Computer Engineering.

Based on the above findings, the management of the Polytechnic NSC in order to improve the scale of priorities as described in the discussion of the hypothesis 1, hypothesis 2, and the hypothesis 3 does not need to give different treatment of all students male and female of each program of study, both for students who are working and not working.

5. Conclusion

Based on the analysis and discussion that had been done, it can be concluded that: organizational climate (X_1) significantly affect motivation (X_2); motivation (X_2) significantly affect student achievement (Y); organizational climate (X_1) not significantly affect student achievement (Y); and 4) the overall results of this study showed that organizational climate affect motivation, motivation affect student achievement, and motivation plays a mediating role in relationship between organizational climate and student achievement. Additionally, there were no significant differences in student perceptions of organizational climate, motivation, and student achievement when viewed by gender, employment status, and study programs.

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Figure 1. Conceptual Framework

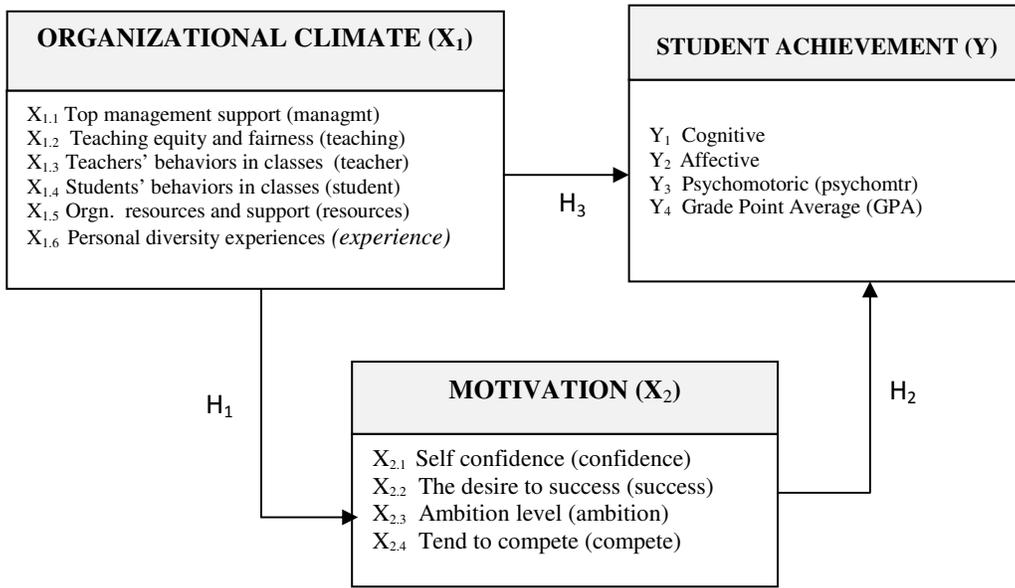


Figure 2. Causal Relationship between Organizational Climate, Motivation and Student Achievement

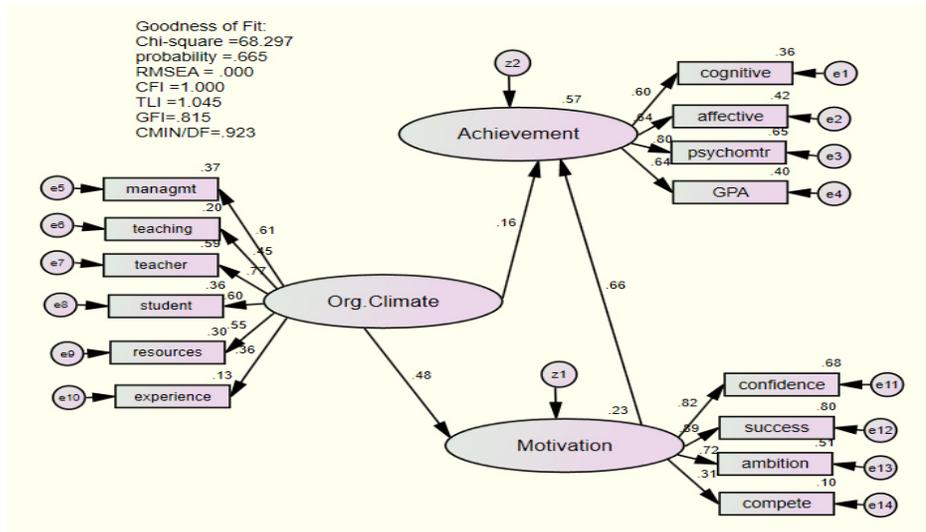


Table 1. Goodness of Fit Indices

Criteria	Result	Critic Value *)	Evaluation Model
Chi-Square	68.297	95.08	Good
Probability	0.665	≥ 0.05	Good
RMSEA	0.000	≤ 0.08	Good
GFI	0.815	≥ 0.90	Marginal
TLI	1.045	≥ 0.95	Good
CFI	1.000	≥ 0.95	Good
χ^2 Relatif (CMIN/DF)	0.923	≤ 2.00	Good

Source : *) Hair et al. (2010)

Table 2. Coefficient (Standardized Regression) Effect intravariabel

Path	Coefficient	t Test (C.R.)	Probability (p)	Result
Org. Climate → Motivation	0.475	2.453	0.014*	Sig.
Motivation → Student Achievement	0.661	2.942	0.003*	Sig.
Org. Climate → Student Achievement	0.164	0.878	0.380	Not Sig.

*Sig. < 0.05

Table 3. Direct Effect (DE), Indirect Effect (IE) and Total Effect (TE)

Variable	Organizational Climate			Motivation		
	DE	IE	TE	DE	IE	TE
Motivation	0.475*	0.000	0.475	0.000	0.000	0.000
Student Achievement	0.164	0.314*	0.478	0.661*	0.000	0.661

*Sig. < 0.05

Table 4. Indirect Effect of Organizational Climate and Student's Achievement (Sobel Test)

Path	Probability (p)	Result.
Org. Climate → Motivation → Student Achievement	0.0149	Sig.