

IMPROVING LEARNING OUTCOMES IN PANCASILA AND CITIZENSHIP EDUCATION SUBJECTS (PPKN) THROUGH THE SNOWBALL THROWING TYPE LEARNING MODEL FOR STUDENTS AT SMKS YPKK LIMBUNG, GOWA

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ABSTRACT

Learning Pancasila and Education Citizenship (PCE) in students is not just memorizing but also having an understanding of the material presented. One that affects the success of an educational process is student activity. Based on research at SMKS YPKK LIMBUNG, data obtained shows that student learning outcomes are still low because students tend to be passive and do not participate much in learning. The formulation of the problem in this research is whether the use of the snowball throwing type can increase activity, student learning outcomes and the learning process of Civics subjects in class X OTKP at SMKS YPKK Limbung? The purpose of this study was to identify and describe the activities and learning outcomes using the snowball throwing type in PCE Class X OTKP learning at SMKS YPKK Limbung. This research uses Classroom Action Research. The data obtained from qualitative data and quantitative data. Data collection techniques through observation of student activities to determine the increase in student learning activities, tests to determine student learning outcomes and documentation.

I. INTRODUCTION

Since the 1945 Constitution's article 31 paragraph 3, which states that "the government pursues and arranges a national education system, which fosters faith and piety and has noble character in order to educate people's lives," educational providers have been found in schools. nation, which is governed by law. According

to National Education System Law No. 20 of 2003, "The regulation fosters interactions between students and teachers in the learning process that takes place in various educational institutions. The quality of education is a good indicator of how education is improving. being present in a school. the implementation of the educational system, which follows the government-established curriculum. The year 2011 (Warman Warman, Suryaningsi Suryaningsi) The curriculum is organized in accordance with the circumstances.

In Indonesia, the curriculum has been updated multiple times. Each educational unit updates the curriculum. starting with elementary education units and moving up to secondary education units. The learning process uses a curriculum that is in compliance with Permendikbud 35 of 20018, specifically for education units at the vocational high school level (SMK/MAK). The curriculum is a collection of arrangements and plans for the objectives, subject matter, and instructional resources, as well as the procedures utilized as rules for structuring learning activities to meet certain educational objectives.

According to this understanding, the curriculum has two components: the first is the organization of the objectives, subject matter, and instructional materials, and the second is the technique used to carry out learning activities. The 2013 curriculum, which was put into use at the beginning of the 2013–2014 academic year, satisfies both requirements. a restriction It is divided into general topics of group A and general subjects of group B according to the SMK/MAK curriculum's organizational framework. Vocational subjects can be included, particularly for SMK. Group B subjects, on the other hand, are a subset of subjects whose references and content can take the form of stand-alone local content subjects.

Group A (general) subjects in SMK level schools might include things like 1. Pancasila and citizenship education 2. Religious education and character education 3. English, 4. Natural Sciences, 5. Math, 6. Science Social Knowledge, and 7. Indonesian 8. The humanities, 9. sports, fitness, and physical education 10. entrepreneurship. Vocational subjects, fundamental vocational competences, and vocational competencies determined by experts or abilities make up group B (generic) SMK subjects.

1. An hour of face-to-face instruction lasts for 40 minutes.
2. At most 50% of the subject's face-to-face time, the learning burden of scheduled assignments and independent activities.
3. Depending on student learning needs or academic requirements, educational units may increase the amount of learning that occurs each week. scientific, sociocultural. For each subject, it can be seen in table :

This research was conducted in the neighborhood of Kec. Muara Badak New Badak Village Jl. Sultan Hasanuddin Gang Delta RT.06 Kutai Kartanegara. The type of research used in this study is qualitative, namely research conducted on natural objects. Natural objects are objects that develop as they are, not manipulated by researchers and the presence of researchers does not really affect the dynamics of the object. This research was conducted to explore the fulfillment of women's political rights in a democratic government.

COMPONENTS	OF TIME ALLOCATION	
	Class X Class	
	Hours of Lessons Weekly	Duration
Subjects		
1. Educational Religion	2	120 minutes
2. Pancasila and Citizenship Education	2	120 minutes
3. Indonesian	2	120 minutes
4. English	4	240 minutes
5. Mathematics	4	240 minutes
6. Natural Sciences	2	120 minutes
7. Social Sciences	2	120 minutes
8. Arts and Culture	2	120 minutes
9. Physical and Health Education	2	120 minutes
10. Vocational		
10.1 Basic Vocational Competencies	6	360 minutes

10.2 Entrepreneurship	2	120 minutes
10.3 Vocational competencies	6	360 minutes
B. Local Content	2	120 minutes
C. Self	2	120 minutes

Based on the data above, it can be seen that Pancasila and citizenship education subjects have a duration of 2 hours/week PCE subjects have a very short duration of time from subjects in general.

According to Permendiknas No. 22 of 2006 PCE is a subject that focuses on the development of citizens who understand and are able to carry out their rights and obligations to become knowledgeable, skilled, and characterized Indonesian citizens as required by Pancasila and the 1945 Constitution in terms of standards for the content of national education. PCE is a branch of political education that emphasizes the function of the citizen in order to promote that role in accordance with Pancasila and the 1945 Constitution so that citizens who can be trusted by the country and the state can be produced (CHOLISIN 2000:9). In order to respond to civic issues, participate in quality and responsibility, and act intelligently in community, national, and state activities, civic education strives to give competence as a means of critical, rational, and creative thinking. Develop democratically and constructively so that you can mold yourself into the character of the Indonesian people and coexist with other peoples. and engage in direct or indirect interactions with other countries under international law by using information and communication (Curriculum Center 2003:3). Citizenship education funds aim to build character (character building)

Competence is a set of intelligent actions, full of responsibility, which must be possessed by a person as a condition to be considered capable of performing tasks in a particular field of work. Competence is a provision set by a person or institution in order to complete the task in accordance with the realm of knowledge being studied (SUNARSO 2006:14; Asmal, M. Amir Masruhim, 2022).

In addition to the competencies that must be achieved, teachers also need to carry out their roles well. In the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, it is the teacher's duty to carry out professional education with the main task of educating, teaching, guiding, directing, training, and

evaluating students in children's education at the SMK/MAK level in formal education. The quality of education in the classroom can be improved by primary and secondary education teachers who fulfill these roles. This quality of education can be measured by the attainment of the aforementioned competencies. Teacher performance can also have an impact on students' learning outcomes, and this impact is significant and real.

The goal of the cooperative learning activity known as "snowball throwing," which is modeled after a ball-throwing game, is to encourage students to think creatively when formulating questions and to gauge their understanding of the information delivered by the group leader.

II. METHODS

This research method is very important because it determines the achievement of a research goal. If a study uses the right method, then the facts or truths revealed in the research will be easily accounted for. The research method is a way that is seen as a way to find the truth scientifically. The research method is a method or path used to understand the object being targeted so that it can achieve the expected goals and results.

A. Types of Research The

the type of research used in this research is classroom action research. According to Arikunto (2015:1) explains that classroom action research is research that describes the occurrence of cause and effect and treatment as well as providing What is occurs when the treatment is given, and describes from the beginning of the treatment to the impact of the treatment. In this study, researchers need to find problems in PCE learning at SMK YPKK LIMBUNG, namely the low student learning outcomes in PCE subjects. The problem of the learning process is related to teachers, students, infrastructure, or learning models used in the learning process. Responding to this, the researcher intends to overcome the problem by improving the learning process through classroom action research by applying the *Snowball Throwing* learning PCE to students at SMK YPKK LIMBUNG.

B. Research Procedure

In this classroom action research, the implementation of the action consists of several cycles. Each cycle consists of 4 stages of activity, namely the planning,

implementation, observation and reflection stages. If the model used has been successful, conclusions can be drawn, but if there is still need for improvement then the next plan is carried out repeatedly until the method used is really successful. The model used in this study (CAR) follows Suharsimi Arikunto, namely the presentation process in the form of a cycle consisting of up to stages, namely action planning, action implementation, observation and reflection.

1. Research Steps

Overall the steps used in this research are as follows:

a. Implementation of Cycle 1

1. Planning

stage At this stage the activities carried out are compiling learning tools that will be used such as making plans (RPP) preparing learning, preparing question sheets and others.

2. Action Implementation

stage At this stage the researcher carries out the actions that have been formulated in the lesson plan using the *snowball throwing type of learning model in* this lesson plan which includes 3 stages of activities, namely:

1. First Activity Students are encouraged and shown praise by their teacher.
2. The instructor assesses the students' readiness.
3. The teacher explains the intended learning outcomes.
4. Outline the learning process for pupils utilizing the snowball-throwing exercise that will be used.
5. Describe the stages involved in the snowball-throwing learning model.
6. Primary Activities The information is delivered by the teacher.
7. The teacher assigns students to groups and calls on each group leader to explain the course material.
8. Each group leader went back to their own groups and briefed their peers on the information the teacher had just provided.
9. Each student is then handed a sheet of work paper on which to jot down any questions they may have about the information the group leader has just provided.

3. Closing Activity

In the closing activity, the teacher gives a test. This test is used to calculate the success score of understanding the material that has been studied.

4. Observation Phase The

activities carried out at this stage are observing the course of learning activities. It aims to obtain and collect information about the learning process from beginning to end so that it can be evaluated and used as a basis for reflection.

5. Reflection Stage

This stage includes analyzing, understanding, and drawing conclusions from the observations. By analyzing the test of learning outcomes and the results of observations, conclusions can be drawn about the learning process.

b. Implementation of Cycle II The

implementation of Cycle II reflection cycle II. Therefore, the results of observations are used as material for reflection and the results of reflections in cycle I will be used to improve learning in cycle II. If the learning process in cycle I is not satisfactory, where the activities and learning outcomes are still low, then basically the implementation of cycle II is to improve the weaknesses of cycle I.

1. Research approach

In accordance with this type of research, namely classroom action research (CAR), the approach used is a "qualitative" approach, namely looking for a picture or describing direct observations and seeing the reality of the phenomena. Direct interviews with students and classroom teachers who served as the study's subject of inquiry followed the observation and meticulous recording of data collection methods used in this study (at the research site). The research's systematic analysis of the data.

2. Research Subjects The

subjects of this study were students at SMK YPKK LIMBUNG which consisted of 15 male students and 11 female students.

3. Research Locations This

Classroom action research (CAR) was carried out at SMK YPKK LIMBUNG Academic year 2021/2022, this school is located on JL. NUHUNG DG BANI NO.94 Limpung kab. Gowa.

b. Data

collection techniques are the initial stage in a study before processing and analyzing data. Data collection techniques are systematic and standard procedures to obtain the necessary data, while the data collection techniques in this study are as follows:

1. Observation

Paying attention to something with the eyes while engaging in observation is a specific type of activity. The act of observing involves paying close attention to an object and employing all of your senses. The five senses of sight, smell, hearing, touch, and taste can all be used for observation.

The observation method is used to gather data by methodically observing and documenting the events and phenomena that will be directly explored in the field. This method is carried out by researching directly to the research location to observe and record directly the activities in the learning process by using the *snowball throwing type model on* Civics subjects at SMK YPKK LIMBUNG.

2. Learning Outcomes Test The

A test is a series of questions or exercises and other tools used to measure skills, intelligence, knowledge, abilities or talents possessed by individuals or groups. In using the test method, the researcher uses an instrument in the form of a test or test questions. The test questions consist of many test items (items), each of which measures one type of variable.

In obtaining data on student learning outcomes, the researchers used presentations to measure student learning outcomes with the standard student learning outcomes in accordance with KKM 75 in Civics subjects.

3. Documentation

Documentation comes from the word document, which is data about written items or can be interpreted as historical relics and symbols. This documentation method can be the main method if the researcher takes a content analysis approach. From the statement above, it can be understood that the documentation method is a method of collecting data by investigating objects that become documentation such as ledger books, parent books and other student values.

This method is used as a supporting method to obtain data about the curriculum, competency standards and basic components in the syllabus, the material to be taught to students and the lesson plan implementation. In addition, this documentation method is also used to determine school profiles and document learning activities using the *snowball throwing type of learning in* Civics lessons students of SMK YPKK LIMBUNG.

c. Data Processing Techniques Processing

The data that has been obtained is the most important stage in a study. This is because the data processing method is related to the final result of a research.

Data processing in this study is distinguished by several stages, including:

1. Editing

Editing is the process of correcting or checking data obtained from interviews, as according to Marzuki that the editing process is a process when incoming data needs to be checked so that there are no errors in filling (recording) there may be incomplete, fake, inappropriate and so on with the aim of obtaining valid and accountable .

2. Clarification

Clarification is the process of grouping all the data from the interviews. This process is also known as the tabulating process, where similar answers are grouped in a thorough and orderly manner.

4. Verification

Verification is the process of examining data and information that has been obtained from the field.

5. Conclusion Making

As the final stage of data processing, namely drawing conclusions based on the data that has been obtained and analyzed to provide understanding to the reader.

d. Instruments Research

Instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense of being more accurate, complete and systematic so that they are easier to process.

According to Suharsimi Arikunto, instruments research are tools or facilities used by researchers in collecting data in order to facilitate the research process, be more thorough, complete and systematic. The instruments used in classroom action research are observation sheets, student learning outcomes tests and documentation.

Instrument No.	Variables	Sub Variables	Indicator	No. Item Item
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1.	Emotional intelligence (EQ)	a. Recognizing self-	<ul style="list-style-type: none"> ● emotions Regulating emotions ● Better able to understand reasons than feelings ● Realizing one's own weaknesses and strengths 	
		b. Managing emotions	<ul style="list-style-type: none"> ● Good anger management Can reduce anxiety	7,8,9,10,11
		c. Motivating yourself	<ul style="list-style-type: none"> ➢ More responsible ➢ Optimistic achievement ● Not easily discouraged 	12,13,14,15, 16,17,18
		d. Recognizing other people's emotions	<ul style="list-style-type: none"> ➢ Increased empathy and sensitivity to other people's feelings ➢ Better at listening to others 	
		e. Building relationships	<ul style="list-style-type: none"> ➢ More skilled at communicating ➢ Able to resolve conflicts ➢ Popular open and friendly with peers ➢ Cooperating in carrying out tasks 	14,25,26, 27,28,29

a. Observation

Sheets Observation sheets are used to obtain student data during learning using the snowball type throwing takes place. By using an observation format or blank, the format compiled contains items about the events or behavior described as going to happen. The grid of the research instrument is as follows:

1. The grid of teacher activity observation sheets

This sheet grid is used to determine whether there is an improvement in the PCE learning for students YPKK LIMBUNG SMK by using type snowball *throwing*. The teacher activity observation sheet can be seen in the table below.

Table 3

Grid of teacher observation sheets using learning model type *snowball throwing*

No	Things to be observed	Value	Criteria
1.	A. Preliminary activities		
	1. Apperception and motivation		
	1. Giving questions that can stimulate students in learning		
	2. Delivering learning objectives		

B. Core activities	1. the teacher gives an explanation of the competencies to be achieved		
	2. divides students into groups <i>With snowball throwing</i>		
	3. directs the group leader in delivering material and students in making questions		
	4. conditioning students and supervises students in the process of passing questions from groups 1 to other groups		
	5. leading students in the discussion process		
C. Closing activities	1. teacher skills invite students to make conclusions		
	2. teacher skills in making evaluations		
	3. skills closing learning		
TotalScore			
Percentage			

Description:

Assessment criteria

4 = Very good 80 -100

3 = Good 70-79

2 = Enough 60-69

1 = Less 50-59

Next value i is calculated by the percentage formula:

$$P = \frac{FX}{N} \times 100$$

N

Description:

P= percentage number

F= Frequency or total score

N= Total frequency or number of things observed

Grid of student activity observation sheets

Table 4

Grid of student activity observation sheets

No	Name Students	Type of activity					Average	Criteria
	Number of							
	Percentages							

Description:

Observable Aspects :

- A. Paying attention to the teacher's explanation
- B. Students following the snowball *throwing*
- C. Demonstrate a serious attitude of working together between groups
- D. Students are calm in observing the process of snowball throwing
- E. Enthusiasm of students in answering questions.

Assessment criteria:

4 = Very good	80-100
3 = Good	70-79
2 = Enough	60-69
1 = Less	50-59

b. Learning outcomes test

This test is used to obtain data on student learning outcomes in the use of type learning snowball *throwing*. *This* tool is used in the pretest and posttest in each cycle to determine student learning outcomes. The test uses items/instruments to measure student learning outcomes which are arranged based on indicators and basic

competencies that have been determined, while the grid of questions in this study are as follows:

Table 5
Grid of questions in cycle I

No.	Indicator	No. about	the difficulty level of			ability			Score
								CognitiveSD n	
1.	the relationship between state institutions								
	State the functions of the State								
	Give examples of state institutions								

Description:

Md = Easy

Elementary = Moderate

Su = Difficult

I = Remember

II = Understanding

III = Application of

Table 6
Grid of Cycle Problems II

No	Indicator	No.ability	Score			Sd			Su
			Md			Questions	Difficulty	level	
	is a need for state institutions								
	Mention the types of state institutions								
	Give examples of state institutions	5							

Description:

Md = Easy

I = Remember

Elementary = Moderate

II = Understanding

Su = Difficult

III = Application

2. Documentation

Instruments are used to determine student activities and learning outcomes from existing data in the form of videos, pictures and materials (printed books).

c. Data Analysis Techniques The data

analysis technique used in this research is quantitative data analysis. Quantitative data analysis is used to measure learning outcomes by looking at the increase in learning outcomes using pretest and posttest. Learning outcomes can be seen from the results obtained after the learning process in each cycle. Data analysis was calculated using the following formula:

a. Calculating the average

$$X = \frac{\sum x}{n}$$

description :

X = Class average value x

= Total student scores

n = Number of data

b. Calculating Percentage

$$P = \frac{F}{N} \times 100$$

N

Description:

P = percentage

F = frequency being searched for percentage

N = total frequency or number of individuals

III. RESULTS DAN DISCUSSION

A. RESULT

1. Overview of Research Objects and Characteristics of Respondents

SMP Negeri I Balusu, North Toraja Regency is a junior high school with state status with the address Tagari Village, District Balusu, North Toraja Regency. With NPSN: 40306438. SMP Negeri I Balusu, North Toraja Regency is led by the principal, YT Paembonan, S.Pd. SMP Negeri I Balusu, North Toraja Regency, has 312 students. SMP Negeri I Balusu, North Toraja Regency has 20 rooms. It has a

building area of 1,426 m² , a yard area of 13,800 m², and a school garden area of 14,861 m².

The questionnaires distributed were 32 copies, all questionnaires met the criteria. Characteristics of respondents who became subjects in this study consisted of age, gender, education level and class. In the questionnaire, the respondent does not need to include personal identity or name for the confidentiality of the information provided by the respondent. From the results of the research conducted, it is obtained a description of the characteristics of the respondents as follows:

Table. 2 Distribution of Respondents by Age, Age Gender, Education Level and Group. n=32

Characteristics of Respondents	n	%
Age		
21 - 30	2	6.3
31 - 40	7	21.9
41 - 50	17	53.1
> 51	6	18.8
Gender		
Female	20	62.5
Male	12	37.5
Masters		
Degree (S2)	4	12.5
Bachelor (S1)	28	87.5
Group		
IV (four)	17	53.1
III (three)	10	31.3
II (two)	5	15.6
I (one)	0	0.0

Source: Primary data, processed 2016

According to the results of the aforementioned questionnaire, there were 17 people in the age group of 41 to 50 who responded most frequently, with a percentage rate of 53.1%, followed by 7 people in the age group of 31 to 40 who responded second most frequently (21.9%), and then 6 people in the age group of >51 who responded third most frequently (18.8%). There were 2 people in the age group of 21 to 30 who responded least frequently (6.3%). In the meantime, responses were split into two groups depending on gender, male and female. There were more female responses than male respondents, according to the findings questionnaires. From the results of data processing, it can be seen that there are 20 female respondents with a percentage level of 62.5% and 12 male respondents with a percentage level of 37.5%.

Table 2 also shows the details of the distribution of respondents' education, namely there are two classifications used to classify respondents' education levels, the results of the percentage calculation show that the majority of them have a Bachelor's (S1) education background with a total of 28 people with a percentage level reaching 87.5%, and those with Masters education. (S2) with a total of 4 people with a percentage level of 12.5%. Meanwhile, the grouping of respondents based on groups gave the following results: respondents with the most group IV (four) as many as 17 people with a percentage level of 53.1%, respondents with group III (three) as many as 10 people with a percentage rate of 31.3%, respondents with group II (two) as many as 5 people with a percentage rate of 15.6%, then respondents with group I (one) as many as 0 people with a percentage rate of 0.0%.

2. Descriptive Statistical Analysis of School Organizational Culture, Teacher Work Motivation and Education Quality

Descriptive statistical analysis by interpreting the average value of each indicator in this research variable is intended to provide an overview of what indicators build the overall research model concept. The description of the variables that are operationalized in the study shows a description of the respondents' assessment of the dependent variable, and the independent variables and indicators of each of these variables. School Organizational Culture Variables (X1), Teacher Work Motivation Variables (X2) in this study were measured through 4 question items that presented the indicators of these variables. To find

out the description of respondents' assessments of the variables of School Organizational Culture, Teacher Work Motivation and Education Quality, it is presented in Table 3 below:

Table 3 Frequency/Percentage of Indicators of School Organizational Culture Variables

Indicators	Distribution of Respondents' Answers										Mean	Category
	STS		TS		N		S		SS			
	F	%	F	%	F	%	F	%	F	%		
X11	0	0	0	0	9	28,13	8	25,00	15	46,88	4,18750	High
X12	0	0	0	0	18	56,25	7	21,88	7	21,88	3,65625	High
X13	0	0	0	0	9	28,13	5	15,63	18	56,25	4,281125	High
X14	0	0	0	0	10	31,25	2	6,25	20	62,5	4,31250	High
Mean Total School Organizational Culture											4,10938	High
X21	0	0	0	0	15	46,88	17	53,13	0	0,00	3,53125	High
X22	0	0	0	0	9	28,13	5	15,63	18	56,25	4,28125	High
X23	0	0	0	0	18	56,25	11	34,38	3	9,38	3,53125	High
X24	0	0	0	0	22	68,75	7	21,88	3	9,38	3,40625	High
Mean Total Teacher Work Motivation											3,68750	High
Y1	0	0	0	0	1	3,13	16	50,00	15	46,88	4,43750	High
Y2	0	0	0	0	0	0	13	40,63	19	59,38	4,59375	High
Y3	0	0	0	0	0	0	21	65,63	11	34,38	4,34375	High
Y4	0	0	0	0	0	0	20	62,50	12	37,50	4,37500	Tinggi
Mean Total Mutu Pendidikan											4,43750	Tinggi
Characteristics of Respondents							n		%			
Age												
21 - 30							2		6.3			
31 - 40							7		21.9			
41 - 50							17		53.1			
> 51							6		18.8			
Gender												
Female							20		62.5			
Male							12		37.5			

Masters		
Degree (S2)	4	12.5
Bachelor (S1)	28	87.5
Group		
IV (four)	17	53.1
III (three)	10	31.3
II (two)	5	15.6
I (one)	0	0.0

Sumber: Data primer, diolah 2016

As seen by the total mean value of 4.10938, which is in the high/good category, respondents' perception of the School Organizational Culture variable in Table 3 is good and positive toward the responses to the statements on School Organizational Culture (between 3.34 - 5.00). Individual initiative is the first sign (X1.1), which was expressed by 9 respondents, or 28.13 percent, who said they were neutral, 8 respondents, or 25.0 percent, who agreed, and 15 respondents, or 46.88 percent, who strongly agreed. The typical response to the first indicator (X1.1) among respondents is 4.18750, which falls under the high/good group (between 3.34 - 5.00). The second indication (X1.2), Integration, is represented by 18 respondents (or 56.25%) who indicated neutral, 7 respondents (or 21.88%) who indicated agreement, and 7 respondents (or 21.88%) who indicated disagreement. The average respondent's answer to the second indicator (X1.2) is 3.65625 which is included in the high/good category (between 3.34 - 5.00).

Table 3 The results of the third indicator (X1.3), which measures management support, are also shown above. Nine respondents, or 28.13 percent of the total, indicated neutrality, five respondents, or 15.63 percent agreement, and 18 respondents, or 56.25 percent highly agreement. The average response to the third indicator (X1.3) among respondents is 4.28125, falling under the high/good group (between 3.34 - 5.00). The fourth indication (X1.4), Control, was expressed by 20 respondents (or 62.5 percent), 20 respondents (or 6.25 percent), and 2 respondents (or 6.25 percent) as neutral, agree, or strongly agree. The average response to the fourth indicator (X1.4) among respondents is 4.31250, falling under the high/good group (between 3.34 - 5.00).

The indicator (X1.4), Control, was demonstrated by 10 respondents, or 31.25 percent, who stated neutral, 2 respondents, or 6.25 percent, who stated agreed, and 20 respondents, or 62.5 percent, who stated strongly agreed. This is in accordance with the statement above. In the high/good category, the highest response has an average respondent score of 4.31250. While the indicator (X1.2) is Integration, which received the lowest response, namely the average respondent's answer of 3.65625, is included in the high/good category, it was expressed by 18 respondents, or 56.25 percent, who stated neutral, 7 respondents, or 21.88 percent, who agreed, and 7 respondents, or 21.88 percent, who stated strongly agree.

According to the total mean value of 3.68750, which is in the high/good group (between 3.34 to 5.00), respondents' perception of the teacher work motivation variable in table 3 is likewise favorable and positive toward the responses to the statements on teacher work motivation. 15 respondents, or 46.88 percent, said they were indifferent on the first indicator (X2.1), "responsibility," whereas 17 respondents, or 53.13 percent, agreed. The typical response to the first indicator (X2.1) among respondents is 3.53125, falling into the high/good category (between 3.34 - 5.00). A total of 9 respondents, or 28.13 percent, indicated neutrality in the second indication (X2.2), "Recognition," followed by 5 respondents, or 15.63 percent, who agreed, and 18 respondents, or 56.25 percent, who indicated agreement strongly concur. The typical response to the second indicator (X2.2) among respondents is 4.28125, falling into the high/good category (between 3.34 - 5.00).

Administration and policy, the third indicator (X2.3), was expressed by 18 respondents, or 56.25 percent, who said they were neutral, 11 respondents, or 34.38 percent, who said they agreed, and 3 respondents, or 9.375 percent, who said they strongly agreed. The average response to the third indicator (X2.3) among respondents is 3.53125, falling under the high/good group (between 3.34 - 5.00). Regarding the fourth indicator (X2.4), which is related to working conditions, 22 respondents, or 68.75 percent, indicated neutrality, 7 respondents, or 21.88 percent, agreed, and 3 respondents, or 9.375 percent, strongly agreed. The typical response to the fourth indication (X2.4) from respondents is 3.40625, which.

From the aforementioned statement, it can be inferred that the indication (X2.2), namely Recognition, which was expressed by 9 respondents (or 28.13

percent), 5 respondents (or 15.63 percent), and 18 respondents (or 56.25 percent), who responded neutrally, agree, or strongly agree, obtained a response. The highest score is under the high/good category, with an average responder response of 4.28125. While the indicator (X2.4), or working conditions, received the lowest response (average respondents' answers of 3.40625 are included in the high/good category), it was manifested by 22 respondents, or 68.75 percent, who stated neutral, 7 respondents, or 21.88 percent, who agreed, and 3 respondents, or 9.375 percent, who stated strongly agree.

Table 3 shows the results of According to research on respondents' perceptions of the education quality variable, which is good and favorable toward the responses to assertions about education quality, as evidenced by the total mean value of education quality, which is in the high/good category at 4.43750, (between 3.34 - 5.00). . The first indicator (Y1), which measured the caliber of teachers, was demonstrated by 1 respondent (or 3.125 percent), 16 respondents (or 50.0 percent), and 15 respondents (or 46.88 percent), who all indicated agreement or strong agreement. The typical response (4.43750) falls into the high/good category for the first indicator (Y1) (between 3.34 - 5.00). Meanwhile, 13 respondents, or 40.63 percent, said that they agreed and/or strongly agreed with the second indication (Y2), which is the caliber of students' education. (between 3.34 - 5.00).

A total of 21 respondents—or 65.63 percent—said they agreed with the third indicator (Y3), which refers to school facilities, and 11—or 34.38 percent—said they strongly agreed. The average response for the third indicator (Y3) falls into the high/good category with a score of 4.34375. (between 3.34 - 5.00). In contrast, cooperation with parents was indicated in the fourth indicator (Y4) by 20 respondents, or 62.5 percent, and 12 respondents, or 37.5 percent, who declared strongly agree. The fourth indication (Y4) received an average response of 4.37500, placing it in the high/good category (between 3.34 - 5.00).

The quality of student education was indicated by 13 respondents, or 40.63 percent, who agreed, and 19 respondents, or 59.38 percent, who stated strongly agree, according to the statement described above. Of the 4,59375 respondents, the average respondent's answer placed 13 respondents, or 40.63 percent, in the high/good category. While the indication (Y3), which refers to school facilities, received the lowest response with an average respondent's answer of 4.34375 in the

high/good category, it was represented by 21 respondents, or 65.63 percent, who agreed and 11 respondents, or 34.38 percent, who stated strongly agree.

3. Validity and Reliability

A questionnaire test is required to ascertain whether or not an instrument may be used in the data collection process. The questionnaire's reliability and validity were tested in this experiment. It is anticipated that the outcomes of the testing phase will confirm the theory.

a. Test Validity

Calculate the correlation coefficient between the item scores and the overall score at a significance level of 95% or $\alpha = 0.05$ to test the validity of the instrument (Khoiriyah 2009). This method's validity test compares the answers each item received to the sum of all the answers received. Results of correlation must be statistically significant.

function, or to put it another way, the tool is reliable. Utilizing the product moment helps determine validity. If the value of r 0.349, the test criteria utilized in the instrument are legitimate (R Table). Table 4 below provides information on the validity test for the variables of school organizational culture, teacher work motivation, and educational quality.

Table 4 Validity Test Results of School Organizational Culture Variables (X₁), Teacher Work Motivation (X₂) and Education Quality (Y)

Variable	r Calculates	Cut of Point	Status
of School Organizational Culture			
	0.404	0.349	Valid
	0.763	0.349	Valid
	0.492	0.349	Valid
	0.538	0.349	Valid
Teacher Work Motivation			
	0.579	0.349	Valid
	X24	0.349	Valid

ducation	0.594	9 Valid X23 0.621 0.349	Valid
y	0.813	Y1	0.616
0.349			
	Y2	0.595	0.349
	Y3	0.545	0.349
	Y4	0.414	0.349
	Source	:	Primary

data, processed 2016

Based on test results the validity of which is shown in table 4, then the correlation number (r_{count}) is obtained which turns out to be greater than *cut of point* , which is 0.349. *Correction Item Total Correlation* (r_{count}) variable School Organizational Culture (X_1) is between 0.404 - 0.763. These results indicate that the calculated r value is > 0.349 (*cut of point*), thus indicating that all statements on questionnaire the School Organizational Culture, are valid or able to reveal something that will be measured by questionnaire , so that it can be used for further analysis. Meanwhile, based on the results of the validity test shown in table 4, the correlation number (r_{count}) is obtained which turns out to be greater than *cut of point* , which is 0.349. The value of *Correction Item Total Correlation* (r_{count}) for the Teacher's Work Motivation variable (X_2) is between 0.579 - 0.813. These results indicate that the calculated r value is > 0.349 (*cut of point*), thus indicating that all statements on questionnaire the Teacher Work Motivation, are valid or able to reveal something that will be measured by questionnaire , so that it can be used for further analysis. And based on the results of the validity test shown in table 4, the correlation number (r_{count}) is obtained which turns out to be greater than *cut of point* , which is 0.349. *Quality Correction Item Total Correlation* (r_{count}) of Education (Y) is between 0.414 - 0.616. These results indicate that the value of r count > 0.349 (*cut of point*), thus indicating that all statements on questionnaire (Y) are valid or able to reveal something that will be measured by questionnaire , so that it can be used for further analysis.

b. Reliability

Test Reliability test or instrument reliability is a test of the consistency level of the instrument itself. A good instrument must be consistent with the items being

measured. The reliability of the instrument in this study will be analyzed using the *alpha cronbach* using the SPSS program computer. The *cut-of-point* acceptable *Cronbach's alpha* is 0.60, although this is not an absolute standard (Sekaran, 2003). The instrument is considered to have an acceptable level of reliability if the measured reliability coefficient is 0.60. The results of the reliability test of each variable used in this study can be seen in the following table.

Table 5. Results of Research Instruments Reliability Test

Variable	<i>Cranbach's Alpha</i>	<i>Point</i>	Status
ol Organizational Culture ₁)			liable
her Work Motivation (X ₂)		0.60	i able
ducation Quality (Y)		0.60	able

Source: Primary data, processed 2016

Table 5 shows that the reliability test using Cronbach's Alpha results in a measured reliability coefficient of 0.60. Based on the data processing findings from this reliability test, the reliability coefficient value (Cronbach's Alpha) for the variable of education quality (Y) is 0.769, the variable of teacher work motivation (X₂) is 0.890, and the variable of school organizational culture (X₁) is 0.952. It may be said that all variables have an acceptable level of dependability because the Cronbach's Alpha values for each variable are all higher than the cut-off point of 0.60.

c. Hypothesis Testing

Multiple Linear Regression Analysis and Partial Test With T-Test

To see the effect of School Organizational Culture and Teacher Work Motivation on Education Quality, analysis multiple linear regression Based on the results of data processing with the help of the SPSS 19.0 program, a summary of the empirical results of the study can be seen as follows:

Table 6 Output Results of Multiple Regression Coefficients^a and Partial Tests with T-Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.001	School		4.901	Culture
					1.354	
					3.620	
	(X1)	.408	.058	.653	7,438	000
	Work Motivation (x2)	.417	.056	.687	.000	7.071

a. Dependent Variable: Quality of Education (Y)

Source: Primary data, processed 2016

The multiple regression equation obtained from the analysis results are: $Y = 4.901 + 0.408 X_1 + 0.417 X_2$. The regression equation has the meaning that the influence of School Organizational Culture and Motivation Teacher's work on the quality of education is positive where when the school's organizational culture and teacher's work motivation improves, it will improve the quality of education. This indicates that when School Organizational Culture and Teacher Work Motivation increase, it will be followed by an increase in Education Quality.

Based on Table 6 shows that the t value for the variable School Organizational Culture on Education Quality is 7,071 with a significance price of 0.000 indicating that the t value obtained is significant because the significance value obtained is less than 0.05. Because the t-count value of 7.071 is greater than t-table 1.694, the null hypothesis (H0) is rejected and hypothesis one (H1) is accepted, so this means that the School Organizational Culture variable (X1) significant influence on the Quality of Education (Y). Based on the above results, *hypothesis 1* which states that School Organizational Culture has a positive and partially significant

effect on the Quality of Education at SMP Negeri I Balusu, North Toraja Regency.
Accept

The calculated t value for the variable Teacher Work Motivation on Education Quality is 7,438 with a significance price of 0.000 indicating that the t value obtained is significant because the significance value obtained is less than 0.05. Because the t-count value of 7.438 is greater than the t-table of 1.694, the null hypothesis (H0) is rejected and the first hypothesis (H1) is accepted, so this means that the Teacher's Work Motivation variable (X2) has a significant influence on the Quality of Education (Y). Based on the above results, *hypothesis 2* which states that teacher work motivation has a positive and significant partial effect on the quality of education at SMP Negeri I Balusu, North Toraja Regency. Accept

Simultaneous Test With F-Test (Anova^b)

F test is used to examine whether independent factors acting simultaneously or collectively are able to adequately explain the dependent variable or whether they collectively have a substantial impact on the dependent variable. The influence of the independent variables, School Organizational Culture and Teacher Work Motivation, on the dependent variable, Education Quality, at SMP Negeri I Balusu, North Toraja Regency, can be observed in the Anova table. concurrently / jointly where the following result is generated following analysis with SPSS 19.0 :

Table 7 F Test Output ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21,243	2	10,621	45,586	000 ^a
	Residual	6,757	29	233		
	Total	28,000	31			
a. Predictors: (Constant), Work Motivation (x2), School Culture (X1)						
b. Dependent Variable: Quality of Education (Y)						

Source: Primary data, processed 2016

Based on Table 7 above, it can be seen that the results of hypothesis testing using F test calculations were produced with F count = 45.586, which is higher than F table of 4.17 and with a significant value of 0.000. This was done using the SPSS for Windows release 19.00 application. The computed F value obtained is significant, as indicated by the significance value being less than 0.05. Thus, it demonstrates that school organizational culture and teacher work motivation have a substantial impact on the quality of education at SMP Negeri I Balusu, North Toraja Regency. According to the aforementioned findings, hypotheses 3 and 4, which claim that school organizational culture and teacher work motivation have a favorable and significant simultaneous effect on the quality of education at SMP Negeri I, are supported.

Coefficient of Determination Test (R Square)

Degree of relationship between School Organizational Culture, and Teacher Work Motivation on the Quality of Education together or simultaneously can be seen from the correlation price simultaneously or R as shown in Table 8 below.

Table 8 Simultaneous Correlation Output Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871 ^a	.759	.742	.483
a. Predictors: (Constant), Work Motivation (x2), School Culture (X1)				

Source: Primary data, processed 2016

Based on the calculations, a R square value of 0.742 and a correlation coefficient of 0.871 are obtained. This shows that the variables of school organizational culture and teacher work motivation together have a considerable influence on educational quality. The coefficient of simultaneous determination (R²), which demonstrates that School Organizational Culture and Teacher Work Motivation together have an influence of 74.2 percent on the Quality of Education, demonstrates the size of the influence of these factors. While the remaining 25.8% represents the impact of additional factors not taken into account by this model.

B. DISCUSSION

Based on the results of the research that has been stated in the previous chapter, the following research results will be discussed:

c. The Effect of School Organizational Culture and Teacher Work Motivation on Education Quality

From the F ANOVA test results, it is found that the variables of School Organizational Culture, and Teacher Work Motivation have a positive and positive effect. simultaneously significant to the Quality of Education. This can be seen from the calculated F value for the variable School Organizational Culture, and Teacher Work Motivation on the Quality of Education obtained 45,586 with a significance price of 0.000 indicating that the F value obtained is significant because the significance value obtained is less than 0.05. This means that the better the School Organizational Culture, and Teacher Work Motivation, the better the Quality of Education.

Based on the calculation results, the correlation coefficient is simultaneously 0.871 with an R square value of 0.742. This indicates that the joint influence of the variables of School Organizational Culture and Teacher Work Motivation on the Quality of Education is in the strong category. The magnitude of the influence of School Organizational Culture and Teacher Work Motivation can be seen from the coefficient of simultaneous determination (R^2) which shows that together School Organizational Culture and Teacher Work Motivation have an influence of 74.2% on the Quality of Education. While the remaining 25.8% is the influence of other factors that were not included in this study. This means that the magnitude of the influence of School Organizational Culture and Teacher Work Motivation is in the strong category in influencing the Quality of Education.

Quality in the context of "educational outcomes" refers to the achievements achieved by the school at any given time. Achievements achieved or educational outcomes (student achievement) can be in the form of academic ability test results. There can also be achievements in other fields, such as achievements in sports, arts, skills, and others. Even school achievements can be in the form of conditions that cannot be held (intangible), such as an atmosphere of discipline, intimacy, mutual respect, cleanliness, and so on (Tumisem, Purbomartono, and Husin 2019).

According to (FANISYAH 2020), the quality of education is the ability of an educational institution to make the best use of educational resources in order to improve learning abilities. In addition, (Bendriyanti 2017), states that the purpose of improving the quality of education is to identify accurately, completely and accurately the need for competence and professionalism by individuals or groups. Awareness of the need for quality education is born from awareness of the importance of quality itself.

(Rusdi nd) put forward the notion of the quality of education, it was stated that "in general, quality is the overall description and characteristics of goods and services that show their ability to satisfy the expected or implied needs. In the context of education, the notion of quality includes educational inputs, processes, and outputs.

(Susanti 2006), explains: "what is meant by quality in education is a successful teaching and learning process that is fun and provides enjoyment for parents and students as users of educational services". The general understanding of quality implies the degree (level) of superiority of a product (work) in the form of goods and services, both *tangible* and *intangible* (Murtadho 2012). In the context of understanding the quality of education, in this case it refers to the educational process and educational outcomes. In the "educational process" quality is seen as input, such as: teaching materials (cognitive, affective or psychomotor), methodology (according to the ability of teachers), school facilities, administrative support, facilities and infrastructure. School management functions to synchronize these various inputs or synergize all of these components in the interaction (process) of teaching and learning activities both between teachers, students and facilities in the classroom and outside the classroom, both in curricular and extracurricular contexts, both within the scope of agencies and non-government organizations. -academic in an atmosphere that supports the learning process.

According to (Sari 2013) Quality education is education that is able to produce graduates who have the ability or competence, both academic competence and vocational competence, which are based on personal and social competencies, as well as noble moral values, all of which are *life skills*. argues that quality education is education that is able to produce complete human beings or humans with integrated personalities, namely those who are able to integrate faith, knowledge, and charity.

According to (Ryanta 2016) quality in education includes the quality of inputs, processes, outputs, and outcomes. Educational inputs are declared qualified if they are ready to process. A quality education process is able to create a PAKEM atmosphere (Active, Creative, Effective and Fun Learning). The output is declared qualified if the academic and non-academic learning outcomes of students are high. *Outcomes* are declared qualified if graduates are quickly absorbed in the world of work, salaries are reasonable, all parties recognize the greatness of their graduates and are satisfied.

The definition of quality in this case refers to the context of educational outcomes which refers to the achievements achieved by the school. Achievements can be in the form of academic ability test results (such as general test scores, National Examinations) and can also be achievements in other fields (such as sports, arts). In the process of quality education, various school inputs are involved such as vision, mission, goals, objectives, organizational structure, management input and resource input. Teaching materials (cognitive, affective and psychomotor), methods used for each teacher, school facilities and infrastructure, a conducive school climate will affect school output.

IV. CONCLUSIONS

Based on the results of research and discussion in the previous chapter related to the influence of organizational communication behavior and climate on teacher performance, it can be concluded as follows:

1. School Organizational Culture, and Teacher Work Motivation have a positive and significant effect simultaneously on the Quality of Education in SMP Negeri I Balusu, North Toraja Regency.

Based on the conclusions and research results, it can be put forward suggestions in this study as follows:

1. The percentage of simultaneous correlation of the variables of School Organizational Culture, and Teacher Work Motivation on the Quality of Education has an effect of 74.2%. This indicates that the variables of School Organizational Culture, and Teacher Work Motivation are the dominant variables affecting the Quality of Education. Thus, SMP Negeri I Balusu, North Toraja Regency, needs to pay attention to and improve the variables of School Organizational Culture, and Teacher Work Motivation in terms of improving the Quality of Education.

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