RESEARCH ARTICLE

THE EFFECT OF COMPETENCY, COMMITMENT ANDCOMPENSATION ON TEACHER PERFORMANCE

Yani Sri Rahayu, Edi Siregar and Meifida Ilyas
Postgraduate Program-Satya Negara University Indonesia.

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Manuscript Info

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Abstract

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The purpose of this study was to determine the effect of competence, commitment and the compensation system simultaneously and partially on the performance of teachers at YayasanPendidikanMutiaraBaru, Bekasi City. This study involved 76 respondents who had been determined using census sampling. The analysis technique used in this study is multiple linear regressions. The results of the study show that competency, commitment and compensation simultaneously and partially have a significant impact on teacher performance. The coefficient with an adjusted R square of 0.570 explains that 57.0% of teacher performance is influenced by competence, commitment and the compensation system and 43.0% is influenced by other variabels not investigated in this study.

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Introduction:-

Preliminary

Various studies show that the implementation of national education is not evenly distributed, both in terms of opportunity and quality. National education constitutionally functions to educate the nation's life and promote national culture but has not yet seen its success. Private educational institutions in Bekasi City dominate with 81 private schools compared to 22 public schools. Increasing the opportunity and quality of education is related to teacher performance.

Some of the problems that affect teacher performance are: The distribution of teachers is uneven, unable to play an optimal role because teaching is not in accordance with educational background, related to competence. Administrative and evaluation capabilities in improving the learning process are also related to the teacher's commitment to his professionalism. Internal factors that affect teacher performance are abilities, commitment, knowledge, attitudes, and beliefs that have a major influence on the formation of their work ethic. External factors that affect teacher performance are the teacher's work environment and welfare in the form of compensation.

Many factors inhibit the realization of goals, especially the quality of teacher performance which greatly influences the learning process. The phenomenon of teachers is seen based on the results of supervision that has not reached the ideal target of competent teachers with an average ideal score of > 80, while the supervision data shows teacher performance results with a value of < 80. Teachers have become the main factor that needs to be reviewed more deeply regarding their performance. Researchers obtained information from the school principal and some teachers that apart from the factors mentioned, in carrying out their duties there were teachers who had good performance,

Corresponding Author:- Yani Sri Rahayu
Address:- Postgraduate Program at Satya Negara University of Indonesia, Jakarta.

there is performance that is still not good and does not meet the ideal standard of teacher performance atthe YayasanPendidikanMutiaraBaru.

Teacher Performance
Performance is a manifestation of talent or ability itself and performance is also a function of teaching between ability and motivation (Sedarmayanti, 2016). Individuals are greatly influenced by competence and motivation, while organizations are influenced by how well leaders empower employees, how they reward and how to help improve performance through coaching, mentoring, and counseling (Sinambela, 2018).

Teacher Competency
Teacher competence is a skill and knowledge that comes from the social environment and work environment. Competence is an instrument for creating value when carrying out tasks and work as well as possible and becomes a professional description of whether or not a teacher. Teacher competence affects the success achieved by students as professionals. The teaching profession has competency standards that must be met. The better the quality and quality of the teacher, the learning process will also increase the quality of learning will increase (Pianda, 2018). The quality of teachers can be seen from their performance in carrying out professional tasks from the results of their competencies (Basri, 2015).

Teacher Commitment
Work commitment is a behavioral dimension that can be used to assess employee tendencies and involvement of organizational members (Robbins, 2015), as well as identification of feelings, loyalty (Adrianti, 2015). Organizational commitment consists of three attitudes: (1) a feeling of identification with organizational goals; (2) feelings of involvement in the task; and (3) feelings of loyalty to the organization. Based on some of the definitions above, it can be concluded that the work commitment referred to in this study is the sincerity that teachers have towards school.

Compensation
Compensation is all benefits provided in exchange for services provided to employees. The compensation system is a fundamental part of the relationship between the organization and its members. Compensation payments have a strategic function that has a significant impact on teacher performance in educational institutions. Appropriate compensation encourages employees to work better and more comfortably to achieve organizational goals. All of these forms of compensation are a form of appreciation for teachers because they have contributed to achieving all the goals of the school where they work. The compensation system must be properly designed and implemented.

Compensation consists of four forms, including: a) Wages and Salaries: Wages are payments for honorary employees and usually hourly payment rates, while salaries are paid to permanent employees on a weekly or monthly basis. b) Incentives: additional compensation that exceeds the wages of employees or the salary provided can be long term or short term. c) Employee Benefits: paid time off, pension benefits, reimbursement of school fees, recreational activities and meal allowances. d) Additional Privileges: such as use of company vehicles/cars, club memberships, or travel allowances.

Framework
Theoretically, the factors that affect performance include: work ability (competence), motivation, knowledge, skills, commitment, personality, work climate, leadership, welfare and compensation. Among these factors, this research focuses on competence, commitment and compensation system.

Research Methods:-
This research method is explanatory research. According to Sugiyono (2016: 54), the explanatory research method explains the position of the variables studied and the influence between one variable and another. This research approach is quantitative, which requires strengthening of numbers, starting from data collection, interpretation of the data, and the appearance of the results (Arikunto, 2016).

Population and Sample
The population is the area of research generalization determined by the researcher to study and draw conclusions. The population consists of subjects or objects that have certain quantities and characteristics (Sugiyono, 2018). The research population is all teachers all teachers at the Mutiara Baru Education Foundation, Bekasi City, namely 76 teachers. The sampling technique used is nonprobability sampling with saturated sampling technique (census).

According to Sugiyono (2019) the saturated sampling technique is a sampling technique when all members of the population are used as samples. Researchers used a saturated sampling technique because the population is relatively small and limited.

Data Collection and Analysis Techniques
Data collection was carried out using a questionnaire instrument. The instrument used in this study was a closed questionnaire. The independent variables of this study were Competence, Commitment and Compensation. Distribution of questionnaires to teachers through the Google form application to be answered according to the characteristics that best represent themselves. To support research data, researchers conducted brief interviews about information that might strengthen the data collection process in research.

The analysis technique used is multiple regression analysis. Multiple regression analysis involves more than one independent variable. This analysis is to prove whether there is a functional relationship or a causal relationship between two or more independent variables on a dependent variable. Multiple linear regression analysis is used by researchers because the variables studied have a linear relationship between the hypothesized variables, so that it can be solved by multiple regression analysis. The purpose of the regression is to measure how much influence the independent variables have on the dependent variable.

Results And Discussion:-
Characteristics of Respondents
Based on data from the results of the distribution of questionnaires and existing archival document data, it can be seen that the most teachers are female teachers, namely as many as 63% with a total of 48 people. Male teachers as much as 37% with a total of 28 people. This condition corresponds to the number of female population in Indonesia, which is more female than male. The most recent level of teacher education is undergraduate education, namely 86% with a total of 65 people. Masters master teachers as much as 13% with a total of 10 teachers. Teachers with intermediate expert education D3 as much as 1% with a total of one teacher. Overall, teachers at the Mutiara Baru Education Foundation have met the teacher qualification standards with a minimum bachelor's degree.

Based on length of work, most are in the range of 5-10 years as much as 53% with a total of 40 people. Teachers with a length of service of 1-5 years rank second with 38% or as many as 29 teachers. Teachers who work more than ten years with a percentage of 9% or as many as 7 teachers. This average length of work is the influence of the commitment held by the teacher. The findings during observations and brief interviews, the average teacher lasts more than five years.

Based on the suitability of the certificate with the subjects taught, 86% or 65 teachers teach according to the field of study. Teachers do not fit the field of study 14% or 11 people. There are more teachers who fit their field of study than those who don't. The suitability of the field of study has an impact on teacher competency because the teacher will teach according to his area of expertise so that performance will be good.

Data Analysis and Research Results
Based on the statistical descriptive table of the number of respondents as many as 76 people it can be seen that the competency variable has a minimum value of 56 and a maximum value of 95 with an average of 78.45 and a standard deviation of 10.857. The commitment variable has a minimum value of 22 and a maximum value of 55 with an average of 41.07 and a standard deviation of 8.549. The compensation variable has a minimum value of 7 and a maximum value of 35 with an average of 25.14 and a standard deviation of 7.205. Teacher performance has a minimum score of 39 and a maximum score of 65 with an average of 54.80 and a standard deviation of 6.460.

The Effect of Competence on Teacher Performance
The results of the hypothesis test (H1) prove that there is an effect of work competence on teacher performance. The t-count value of 7.620 was obtained with a significance level of 0.000 which was greater than the t-table value of 1.993, thus the hypothesis Ha was accepted and Ho was rejected. This test statistically proves that work competence has a positive effect on teacher performance, meaning that the effect of good competence means that teacher performance will also be good.

The Effect of Commitment on Teacher Performance
The results of testing the hypothesis (H2) have proven that there is no influence between competence on employee performance. Through the results of the calculations that have been carried out, the t-count value is 1.238 with a calculated significance level of 0.000 which is smaller than the t-table value of 1.993 which means that the hypothesis in this study rejects the hypothesis Ha and accepts Ho. This test statistically proves that commitment has no effect on teacher performance.

The Effect of Compensation Variable on Teacher Performance
The test results prove that there is an effect of teacher compensation on performance. Through the calculation results, the t count value is 2,540 from the t table value of 1,993. This proves that compensation has a positive effect on teacher performance. Competency variables significantly affect teacher performance. This influence is due to good compensation to good teacher performance.

All independent variables have a significant effect on the dependent variable with a sig value. $0.000 < \alpha\ 0.05$. The influence of the three independent variables is positive, meaning that the higher the competence, commitment and compensation, the higher the teacher's performance will be. These three variables work simultaneously to produce optimal performance because each variable has a contribution to support the performance variable.

Based on the results of the analysis, the regression equation is $Y = 20.037 + 0.467X1 + 0.108X2 + 0.239X3$. A constant of 20.037 means that if the competency, commitment and compensation score is 0, then the performance (Y) value is 20.037. The regression coefficient of the competency variable (X_1) is 0.298, meaning that for every 1 unit increase in competence, the performance increases by 0.467. Commitment variable regression coefficient (X_2) of 0.108; meaning that every increase in commitment increases performance by 0.108. Compensation variable regression coefficient (X_3) 0.239; meaning that for every 1 unit increase in compensation, the performance increases by 0.239 units, assuming the other independent variables have a fixed value.

Competency Variable Coefficient Testing (X_1)
Based on the table of the t test results, it is obtained t count, equal to 7.620, then t table using a significance level of 0.05. The value of t table can be seen in the statistical table with a significance of 0.05 and degrees of freedom (df) n-k-1 or 76-3-1 = 72. With a 2-sided test the results obtained for ttable are 1.993 / -1.993. tcount > ttable (7.620 > 1.993), then Ho is rejected.

Based on the graph of the H0 determination area, the value of tcount > ttable (7.620 > 1.993) is obtained, then Ho is rejected. This means that competence partially affects the teacher. The t value is positive, meaning that the competency variable has a positive effect, that is, the increasing teacher competence, the better the teacher's performance. The better the quality and quality of teachers, the process and quality of learning will increase. Teacher quality is seen from the teacher's performance in carrying out the tasks of the competencies they have.

Commitment Variable Coefficient Test (X_2)
Based on the table above, the t count is 1.238. The value of t table is determined using a significance level of 0.05. The value of t table can be seen in the statistical table with a significance of 0.05 and degrees of freedom (df) n-k-1 or 76-3-1 = 72. With a 2-sided test the results obtained for ttable are 1.993 / -1.993. The value of tcount <ttable (1.236 <1.993), then Ho is accepted. The determination of H0 can be seen in Figure 2.

Based on the graph of the H0 determination area, the value of tcount < ttable (1.236 < 1.993) is obtained, then Ho is accepted. This means that commitment partially does not affect teacher performance. This condition is not in line with Robbins and Judge (2015) who stated organizational commitment as a condition where a member sided with the organization to maintain membership in the organization. In fact, although the teacher's commitment partially does not affect teacher performance. Lack of teacher commitment can be influenced by other factors not discussed in this study.

Testing the Compensation Variable Coefficient (X_3)
Based on the results of the t test, the t count is 2,540. The value of t table is determined using a significance level of 0.05. The value of t table can be seen in the statistical table with a significance of 0.05 and degrees of freedom (df) n-k-1 or 76-3-1 = 72. With a 2-sided test the results obtained for t table are 1.993 / - 1.993. tcount > ttable (2.540 > 1.993), then Ho is rejected.

Based on the value of tcount > ttable (2.540 > 1.993), then Ho is rejected. This means that compensation partially affects teacher performance. The value of t count is positive, meaning that it has a positive effect, that is, the greater the compensation, the better the performance. The compensation system has a positive effect on teacher productivity. Basically teachers work not only to improve professional competence but to earn money to fulfill their daily needs. School attention to teacher compensation is rationally needed to improve teacher performance to achieve learning and learning outputs that have good quality and a culture of good quality.

The compensation system that exists at the Mutiara Baru Education Foundation when viewed based on its components, namely homeroom allowance, picket allowance, home visit allowance, teacher tenure allowance and holiday allowance, is sufficient in accordance with the general types of compensation that teachers must receive. Some of the missing components are teacher achievement allowances. Foundations need to contribute to giving awards to outstanding teachers to support teacher performance in working to improve the quality of teacher performance. If seen based on the nominal or amount of compensation received, the reality is that it is still far from the teacher's expectations, so that it affects teacher performance.

Conclusion:-
Based on the data obtained and analyzed, it can be concluded that the results of this study are as follows:
1. Competence has a positive and significant effect on teacher performance by 46.3%. If the teacher's competence increases, it will partially improve teacher performance to be better, ideal and in accordance with teacher performance standards.
2. Commitment has no effect on teacher work performance. If the teacher has a stronger commitment, it will partially improve the teacher's performance to be better, more ideal and according to the teacher's ideal performance standard.
3. Compensation has a positive effect on teacher performance by 23.9%. If the amount of compensation received by the teacher is more in line with the teacher's ideal needs, it will partially increase the teacher's performance to be better, more ideal and in line with the teacher's ideal performance standards.
4. Commitment, competence, compensation together have an effect of 55.2% on the performance of teachers at the MutiaraBaru Education Foundation. The rest of the teacher's performance is influenced by other factors that were not examined by researchers.

Suggestion:-
Based on these conclusions, the authors provide suggestions for further research, namely:
1. Using all indicators that represent each dimension so that the factors that can affect teacher performance become clearer.
2. Evaluate each indicator used, whether it is in accordance with the performance indicators in each school unit
3. Evaluate each statement item on the instrument whether it truly represents the aims and objectives of the research.

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