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The Influence of Teacher Competence and Organizational Climate on the Performance of Teachers of the Public Nursery School in Musi Rawas District

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Abstract

This study aims to determine the effect of teacher competence and organisational climate on the performance of teachers of the MI Negeri Sekabupaten Musi Rawas. The population in this study were all teachers working at MI Negeri Sekabupaten Musi Rawas, totalling 40 people with sampling by means of *saturated sampling*. The research sample was 40 people. Data collection techniques in writing this thesis using observation, documentation and questionnaires. The analysis technique uses simple regression analysis, correlation test, determination test, t test and F test. Based on the results of data analysis and discussion that has been described in the previous chapter, it can be concluded that 1) There is an influence of teacher competence on teacher performance at the State MI Pondok in Musi Rawas Regency. This is based on the value of $t_{count} = 6.608$ greater than the value of $t_{tabel} (1.991)$ with a significance level of $sig. = 0.05$. 2) There is an effect of organisational climate on teacher performance at Mazro'illah Islamic Boarding School Lubuklinggau City. This is based on the value of $t_{count} = 4.197$ greater than the value of $t_{tabel} (1.991)$ with a significance level of $sig. = 0.005$. 3) There is an effect of teacher competence and organisational climate on teacher performance at the Yayasan Pondok MI Negeri Sekabupaten Musi Rawas. This is based on the F_{count} value obtained is $11.901 > F_{tabel} = 2.33$ and the level of significance simultaneously $sig F$ is 0.000

Keywords: teacher competence, organizational climate, performance

1. Introduction

As an educational institution, of course, it must have a plan to create a conducive learning atmosphere and learning process so that students can actively develop the potential of students with the aim that students have a holistic personality. The values that will be instilled in education include: spiritual, religious, self-control, personality, intelligence, noble character and skills needed for personal, community, nation and state. The development of education is the for the progress and glory of thenation and state.

Discussing performance will not be separated from the factors that can affect one's performance. Teacher competence and organisational climate are part of the factors that can affect performance. Problems with the suitability of teacher competence and an organisational climate that is not conducive can result in low performance in the company. Teacher competence is generally defined as proficiency, skill and ability. In the context of human resource management, the term teacher competence refers to the attributes/characteristics of a person making him successful in the job. Teacher competence is a fundamental characteristic of a person that has a direct effect on, or can predict excellent performance (Sedarmayanti, 2017). state that teacher competence is the level of ability, knowledge, technology that can predict excellent performance.

From some of the above definitions, it can be concluded that teacher competence is the knowledge, skills and abilities that a teacher should be able to do in carrying out his job. and can be manifested in real work that can benefit themselves and the environment. From some of the above definitions, it can be concluded that teacher competence is the knowledge, skills and abilities that a teacher should be able to do in carrying out his job. and can be manifested in real work that can benefit oneself and the environment. Given the problems that exist in the Yayasan Pondok Pesantren Mazro'illah school regarding teacher competence, there is still a lack of expertise in carrying out their work, it is because the tasks taught are still not in accordance with the teaching department and do not master the field of study being taught, for example, teachers majoring in English do not necessarily have the expertise to teach mathematics. And the teacher's ability to manage time in completing his duties is still not appropriate. In an organisation, teacher competence must be supported by the organisational climate of the manager or leader towards workers, the role of teacher competence and the application of the organisational climate of the leadership is closely related to performance. This role must be able to feedback the leadership in advancing the organisation.

According to Gibson et al. states that the organisational climate is the nature of the work environment or the psychological environment in the organisation that is felt by workers or members of the organisation and is considered to affect the attitudes and behaviour of workers towards their work (Satria, 2015). Almost in line, that the organisational climate is the human environment in which the organisation's Teachers do their work. Each individual will feel the existence of conditions that lead them to a perception that states whether their organisational environment is in accordance with what is planned, if the conditions of the organisational environment grow with a good working relationship between its personnel, then the conditions of the organisation will be created conducive, this situation is called the organisational climate and the climate cannot be touched but it exists like the air in the room rotates and affects events in an organisation. In other words, climate can be viewed as the "personality" of the organisation as seen by its members (Davis, 2016).

Understanding the organisational climate, teachers are expected to create a comfortable atmosphere for the teacher when they are at school, so that this will motivate teachers to improve their teaching quality, and subsequently will produce good quality education. Based on the preliminary research, the average organisational climate in MINegeri Sekabupaten Musi Rawas is still not conducive. This can be seen from the atmosphere when in the teacher's office room is less comfortable because the teacher's office room is located next to the class and the situation is still narrow with a large number of teachers, as well as the facilities and infrastructure of the teacher's office room which is still insufficient, it is very influential on the performance of the teacher concerned, and there are still teachers who form their own groups and there are also teachers who are alone, this behaviour is due to conflicts between teachers and it is also very influential on the performance of the teacher concerned.

According to (Supardi, 2014) Teacher performance is the ability of a teacher to carry out learning tasks and responsibilities for students under guidance by improving student achievement. Teacher performance can be interpreted as a condition that shows the ability of a teacher to carry out his duties and describes the actions displayed by

the teacher in orduring learning activities, teacher performance is not only shown by work results, but also shown by behaviour at work. With the duties and responsibilities of teachers are really required to have high performance. With high performance, the level of human resources in Indonesia will begin to gradually increase. From the description above, it can be concluded that the success of education is largely determined by the performance of teachers. in the world of education is a priority, teachers bear the task of teaching. In addition, he has to make his students intellectually smart.

However, given the problems that occur with the suitability of teacher competence and the atmosphere of an organisational climate that is not conducive, teacher performance decreases. Yayasan Pondok Pesantren Mazro'illah is the oldest boarding school in Lubuklinggau and this pesantren is also a bright spot for people in Lubuklinggau and its surroundings, why because since the establishment of this pesantren it has inspired many people to establish the same religious . But Mazro'illah has become an *icon of* religious events in Lubuklinggau because many *events* inLubuklinggau and its surroundings have many students and ustadz - ustadznya who appear as performers of these religious events.

However, based on the temporary observations of researchers at this ,there are several phenomena that occur where regarding the issue of the suitability of teachercompetencies such as, there is still a lack of expertise in carrying out their work and the ability of Teachers to manage time in completing their tasks is still not appropriate. Then the organisational climate is not conducive where the atmosphere of the teacher's office space is not comfortable, there are still teachers who form their own groups, there are also teachers who are alone due to conflicts between teachers. Furthermore, performance, the problem of the suitability of teacher competence and the non- conducive organisational climate resultedin decreased teacher performance. Based on the above background, the researcher is interested in conducting a research entitled "The Effect of Teacher Competence and Organisational Climate on Teacher Performance of Yayasan Pondok MI Negeri Sekabupaten Musi Rawas".

2. Literature Review

In essence, every organisation is established to achieve a predetermined goal. Whether these goals have been achieved or not, must be a serious concern by the management of the organisation. If the organisation's goals are not achieved as expected, it can be said that the performance of the organisation is still low. Performance is the result of work that has a strong relationship with the organisation's strategic goals, customer satisfaction and makes an economic contribution and there is a work evaluation from the leadership. The influential factor in the performance of an organisation is the human factor as its workers (Mengkunegara, 2017). Performance is the result or level of overall success of a person during a certain period in carrying out tasks compared to various possibilities, such as work standards / goals or criteria (Robbins, 2014). Performance is the result of a person's work and work behaviour in a period usually 1 year. Then performance can be measured from its ability to complete the tasks and responsibilities given (Cashmere, 2016). This means that performance contains an element of achievement standards that must be met, so that those who reach the predetermined standards are performing well or vice versa for those who are not achieved are categorised as performing less or not well.

The performance process method can be done through: (a) Developing a work plan is a

stage in agreeing on work targets that must be achieved in the next period. (b) Implementation is a job or plan carried out by the teacher as well as possible in accordance with what has been previously determined. (c) Supervision or review, conducting supervisory activities or reviewing the realisation of the work plan to determine the progress that has occurred. (d) Never showing laziness (e) Taking breakson time and leaving the workplace after working hours (f) Never being absent from work for improper reasons, and almost never being absent due to illness Cashmere, 2016).

Teacher competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the worker. Thus, teacher competence shows the skills or knowledge characterised by professionalism in a particular field as something important, as the flagship of that field (Wibowo, 2016). Teacher competence is a map of the Teacher's capacity for the job attributes he carries, which is a collection of abilities, skills, maturity, experience, effectiveness, efficiency and success in carrying out job responsibilities (Priansa, 2018). Teacher competence is an ability based on skills and knowledge supported by work attitudes and their application in carrying out tasks and workin the workplace that refers to established work requirements (Sutrisno, 2015).

Based on some of the above opinions, it can be concluded that teacher competence is an ability and characteristic possessed by a teacher in the form of knowledge, expertise, and skills that can help complete his work.

Organisational climate is a condition or reflection ofthe culture formed, a good organisational climate at work creates comfort, mutual respect andtogetherness at work (Wirawan, 2015). A good organisational climate is the initial capital of an organisationto be able to influence the behaviour of organisational members and can shape the characteristic values of the organisation, the organisational climate is a concept that describes the internal atmosphere of the organisational environment that its members feel during their activities in order to achieve organisational goals, the organisational climate can be suppressive, neutralor supportive.

The organisational climate is essentially the environment within an organisation that is perceived either directly or indirectly by individuals who work in it, which is assumed to affect their motivation and behavior (Sutrisno, 2015). Organisational Climate as something that can be measured in the work environment both directly and indirectly affects and their work where they work (Priansa, 2018).

Organisational climate is an internal environment that represents factors in the organisation that create a culture and social environment where goal achievement activities take place. From several definitions of organisational climate, it can be concluded that a workenvironment around the workplace will affect their behavior and forms of cooperation to achieve common goals within the company (Darzani, 2015). Indicators of organisational climate according to Stringer are as follows (Wirawan, 2015): structure, standard, responsibility, confession, support and commitment.

3. Research Method

The core of this research is quantitative causal research method. The population of this study is the teacher of the of the State MI cottage in Musi Rawas' district, totalling 34

people. In this study the sample used was the civil servant teacher of the Regional Inspectorate of Musi Rawas Regency with a total of 64 teachers. The data collection technique used is raw data in the form of data obtained based on research using a research questionnaire, research instrument testing techniques using validity and reliability tests, while classical hypothesis testing uses normality tests and linearity tests, as well as statistical techniques.

4. Findings and Discussions

The simple linear regression test is used to determine the effect of Teacher Competence on Teacher Performance of MI Negeri Sekabupaten Musi Rawas. From the recapitulation of the simple linear regression results $Y = 57.840 + 0.572X_1$. From the equation of the estimated value of the regression function above shows that the constant value obtained is $a = 57,840$. This shows that without being influenced by the independent variable Teacher Competence (X_1), the Performance (Y) is 57.840 units. The regression coefficient value representing the Teacher Competency variable obtained is $b_1 = 0.572$, indicating that any change in the performance (Y) is equal to 57.840 units. One unit on Teacher Competence, then Performance will change directly proportional, namely by 0.572 units. To measure the percentage contribution of the independent variable and the dependent variable as a whole, the correlation coefficient is measured. The correlation coefficient (R) of the independent variable Teacher Competence (X_1) obtained, is 0.610. This can be interpreted that the relationship between the independent variable Teacher Competence (X_1) to the dependent variable Performance (Y) partially can be said to be strong.

Simple linear regression test is used to determine the effect of Organisational Climate on Teacher Performance of State MI in Musi Rawas Regency. From the recapitulation of simple linear regression results $Y = 47.985 + 0.694X_2$. From the equation of the estimated value of the regression function above shows that the constant value obtained is $a = 47.985$. This shows that without being influenced by the independent variable Organisational Climate (X), the Performance (Y) is 47.985 units. The regression coefficient value representing the Organisational Climate variable obtained is $b_2 = 0.694$, indicating that every change in one Organisational Climate, the Performance will change directly proportional, which is 0.694 units. To measure the percentage contribution of the independent variable and the dependent variable as a whole. The correlation coefficient (R) of the independent variable Organisational Climate (X_2) obtained, is 0.791. This can be interpreted that the relationship between the variables free Organisational Climate (X_2) to the dependent variable Performance (Y) partially can be said to be strong. To see the partial effect of each independent variable on the dependent variable can be explained by using the t test. Based on the results of the t test calculation, it is explained that the Organisational Climate Variable (X_2) on Performance (Y) shows the value of $t_{count} = 4.197$ greater than the value of t_{tabel} (1.991) with a significance level of $sig. = 0.005$. This means that partially the Organisational Climate variable (X_2) has an influence on Performance (Y).

This is in line with relevant research conducted which concluded that work motivation and organisational climate simultaneously have a positive and significant influence on the performance of teachers of State Elementary Schools in Rembang District by 57.0%. Furthermore, 43.0%, this research uses a quantitative approach with an explanatory survey method because the data obtained in the form of numbers and processing using statistical

methods are used and then interpreted. Based on the data collected, it shows that the work motivation of public primary school teachers in Rembang sub-district is 79.26% in the very high category and 20.73% in the high category. This means that most teachers have shown very high work motivation.

The role of the leadership as a whole is very significant in this effort, where the quality of human resources as government officials must be used as a motivator in coordinating and organising teachers so that they are able to have a good Organizational Climate in the current era of globalisation. Opinion that Organisational Climate is the process of conveying messages that include information and *meaning* from a person or group referred to as the sender of the message (*sender*) to another party who receives the message (*receiver*). Effective transfer requires not only the transmission of data, but that someone sends news and receives it is highly dependent on certain skills (reading, writing, listening, speaking, etc.) to make successful information exchange.

Multiple linear regression tests are used to determine the effect of the primary data tested, which comes from 2 independent variables, namely the effect of Teacher Competence and Organisational Climate on the Performance of State MI Teachers in Musi Rawas Regency. From the results of the recapitulation of multiple linear regression results $Y = 43.168 + 0.596X_1 + 0.574X_2$. The results of the Multiple Linear Regression test show that a) The value (constant) shows a value of 43.168 units, meaning that if the value of the *independent* variable (Teacher Competence and Organisational Climate) is zero, the value of the *dependent variable* (Performance) is 43.168 units in this case if the independent variable increases or is influenced in one unit, the independent variable will increase or be fulfilled. b) The regression coefficient value of the Teacher Competence variable (X_1) on the Performance variable (Y) is $b_1 = 0.596$ units, which means that if Teacher Competence (X_1) increases by one unit, there will be an increase in Performance of 0.596 units. c) The regression coefficient value of the Organisational Climate variable (X_2) on Performance (Y) is b_2

$= 0.574$ units, which means that if the Organisational Climate (X_2) increases by one unit, there will be an increase in Performance of 0.574 units.

The coefficient of determination (R^2) obtained, is 0.715, which means that the variation in changes in the value of the dependent variable (Performance) can be explained by all independent variables (Teacher Competence and Organisational Climate) together (simultaneously) by 58.20% and the remaining 41.80% is influenced by other variables. In addition, to see the effect of the independent variables on the dependent variable together, a simultaneous test (F test) is carried out. Where based on the recapitulation of the results of multiple linear regression tests, it is found that the F_{count} value obtained is $11.901 > F_{tabel} = 2.33$ and the level of significance simultaneously sig F is 0.000. This shows that together (simultaneously) the independent research variables (Teacher Competence and Organisational Climate) have a significant influence on the dependent variable (Performance). The results of this simultaneous test (F test) also prove that the third hypothesis of this study, namely Teacher Competence and Organisational Climate affect the Performance of Teachers of State MI in Musi Rawas Regency.

This shows that together (simultaneously) the independent research variables (Teacher Competence and Organisational Climate) have a significant influence on the dependent

variable (Performance). The results of this simultaneous test (F test) also prove that the third hypothesis of this study, namely Teacher Competence and Organisational Climate affect the Performance of Teachers of State MI in Musi Rawas Regency. In addition, to see the effect of the independent variables on the dependent variable together, a simultaneous F_{count} value obtained is $11.901 > F_{tabel} = 2.33$ and the level of significance simultaneously sig F is 0.000. When viewed from the results of relevant research conducted, the two independent variables, namely Teacher Competence and Organisational Climate, affect performance. The Organisational Climate in the work environment must be considered, namely how to create a good Organisational Climate so that in the future in carrying out tasks and in providing direction to can run smoothly and on target, thus performance can be carried out optimally. Teacher competence should further improve the improvement of the work environment so that they feel comfortable and can be more concentrated in completing work. Performance is considered important for organisations because the success of an organisation is influenced by performance itself. To maintain and uphold good performance there are many things that influence including Teacher Competence and Organisational Climate.

Teacher competence is a driving factor for someone to carry out activities in order to get the best results. Therefore, it is not surprising that those who have high work competence usually have high performance as well. Therefore, teacher competence needs to be raised so that they are responsible for their duties. Defines that Teacher Competence is the provision of driving force that creates a person's work enthusiasm so that they want to work together, effectively and integrated with all their efforts to achieve satisfaction. In addition to Teacher Competence, a factor that affects performance is Organisational Climate. In carrying out work, it cannot be separated from the Organisational Climate with co-workers, superiors and subordinates. A good Organisational Climate can be an appropriate means of improving performance. Through the Organisational Climate can also cooperate with each other. That Organisational Climate is the transfer of meaning and understanding of meaning to others in the form of symbols, symbols, or certain languages so that people who receive information understand the intent of the information.

This is in line with research conducted by Harni Ningsih with the title Effect of Teacher Competence and Organisational Climate of Sub-district Assistance Facilitators on the Performance of BUMDES East Sejahtera Village Ujungbatu Timur. Where the Performance variable (Y), Teacher Competence (X1), Organisational Climate (X2). Hypothesis testing using the t test shows that the two independent variables studied are proven to have a significant partial effect on the dependent variable of board performance. Then through the F test it can be seen that the two independent variables studied simultaneously affect the dependent variable of board performance. The R Square number of 0.851 indicates that 85.1% of the board performance variable can be explained by the two independent variables in the regression equation. While the remaining 14.9% is explained by other variables outside the two variables used in this study. So it can be concluded that there is an influence of Teacher Competence and Organisational Climate on the performance of Mazro'illah Pesantren Teachers. Performance is the result of work that can be achieved by a person or group of people in an organisation in accordance with their respective authorities and responsibilities, in order to achieve the objectives

of the organisation concerned legally, not against the law and in accordance with morals and ethics. Where this performance is related to Teacher Competence and Organisational Climate between Teachers.

5. Conclusion

There is an influence of teacher competence and organisational climate on teacher performance at the Yayasan Pondok MI Negeri Sekabupaten Musi Rawas. This is based on the value of F_{hitung} obtained is $11.901 > F_{tabel} = 2.33$ and the level of significance simultaneously sig F is 0.000.

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