



EFFECT OF CULTURAL ORGANIZATION, COMPENSATION, AND PERFORMANCE OF TEACHERS PEDAGOGICAL VOCATIONAL BUSINESS AND MANAGEMENT IN TEGAL

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Abstract

This study aimed to influence organizational culture of schools, the amount of compensation received by the influence of teachers, the magnitude of the influence of pedagogical competence held by teachers on teacher performance and simultaneous influence of school culture, compensation, and pedagogical competence of the teacher's performance Vocational Business and management in Tegal. Descriptive statistical analysis of the results of school organizational culture variables mean of 83.9298 either category or 61.40 %, 72.2544 compensation either category or 50.00 %, 85.1667 pedagogic either category or by 59.65 % and teacher performance is obtained mean of 99.9737 higher category or by 67.54 %. There is a positive and significant influence, school organizational culture, compensation and pedagogical competence of the teacher's performance by 46.8 %. Influence of the organizational culture on the performance of the teacher is the smallest. Related to compensate teachers should understand and realize that through a raise, educator certification, and incentive routine of school should be a trigger spirit to maintain the performance of teachers.

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INTRODUCTION

The teacher is one of the determinants of the level of quality of educational outcomes. The teacher is positioned as a central position in the educational process, that educators are the spearhead (leading implementer) of all the educational process (Gaffar, 1987: 120). The success of the education provider is determined by the readiness of teachers in preparing the educational process through the learning process. At the strategic position, the teacher is always in the spotlight and the public conversation. Highlights and talk to the teacher community, especially on how the quality of performance, totality and loyalty to the job.

At the present time the question of how teacher performance more associated with the quality of education. Performance is the result of the work of an employee in carrying out the tasks assigned to them. The work is measured by the speed, quality, service, and value (Furtwengler, 2002: 86). Qualified teacher performance shown by the behavior of teachers who are able and ready to act in a professional manner in which the two major environmental and public schools (Amijaya, 1998:18). With more structured Natawijaya (1994: 38) says the teacher's performance will be qualified if the teacher has had three competencies, namely: (a) professional competence, (b) social competence, and (c) personal competence.

To obtain a picture of the performance of an organization, performance assessment into the essence of things. Some experts have suggested management performance assessment purposes, among others, (1) to help improve performance by knowing the strengths, weaknesses and overcome weaknesses, (2) recognize potential employees to accept greater responsibility, and provide guidance on what should be done to ensure that potential will grow, (3) identify training and development needs, (4) assist in deciding the salary increase of the balance between the level of achievement and salary levels.

When the issue of teacher performance is always in the spotlight, then it should be the

factors that affect performance should also receive attention. Teacher performance as other professions it is influenced by many things. In Organizational Behavior theory stated that the employee's performance is a function of the interaction between ability and motivation, ie $P = f(AXM)$, where P=Performance, A = Ability, and M = Motivation (Robbins, 2003: 233). These equations describe the performance is a function of motivation and ability. The higher the motivation and ability of an employee, the higher the performance of an employee (in this case was no exception teacher). According to Walton and Kossen (1993:14) noted there are eight factors that affect the performance of employees, namely: (1) adequate and reasonable compensation, (2) working conditions are safe and healthy, (3) the opportunity to develop skills, (4) opportunity for continued growth and peace, (5) a sense of belonging, (6) the rights of employees, (7) working life space, and (8) the relevance of social and working life.

According to Larsen (Pidarta 1991: 21), the factors that can affect a teacher's performance in carrying out its duties are (1) organizational climate, (2) expectations, and (3) the trust school personnel. Another dimension proposed by Owens (1995:81) on the factors that affect the performance of individuals and organizations that soft dimension, which includes values, beliefs, cultural and behavioral norms. It is called with the human side of the organization (side / human aspects of the organization).

Described above, one of the factors that affect the performance of the culture (organization). Organizational culture is the dominant values are disseminated within the organization and employees are referred to as philosophy (Susanto 2005:65). Organizational culture can also be interpreted as values, beliefs, assumptions, perceptions, norms, peculiarities and patterns of behavior of members of the organization and be a reference for behavior (Gibson, Ivancevich, and Donnelly 1996: 77). Organizational culture appeared in two dimensions, ie invisible dimension (intangible) and the dimensions of the visible (tangible).

Dimensions are not visible include: philosophy, ideology, basic assumptions basic beliefs, and values. Dimension is related to basic questions about the nature of reality.

At the school level organizational culture called the culture of the school organization. Each school has its own organizational culture both of dimension concept, behavior and physical – material. School as an educational institution to develop an organizational culture that is positive for the school community. School organizational culture will give way (direction) to the school community (not to mention teachers) to achieve the goal of which is reflected in the vision and mission of the school (Depdiknas 2003: 26). School organizational culture affects the citizens of each school.

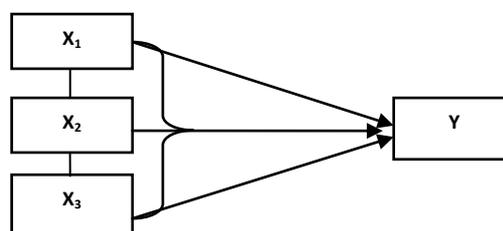
Teachers as one of the school community should effect by school organizational culture, because in simple language school culture is the personality of the school that should animate all school members. School culture will be reflected in the daily behavior of the teacher when he was teaching. Positive school culture will be manifested in the performance of teachers should also be good.

On that basis it is a vocational teacher binis and management will lead keprofesionalitasnya as a teacher, must really understand what is supposed to be owned, controlled in connection with pedagogical competence. However instituted education or education units gurupun performance can be affected by organizational culture, compensation, and pedagogical competence.

METHODS

In this study did not use the treatment of research variables but examine the facts that have occurred and been carried out by the research subjects. In this study for influence organizational culture perceived by teachers, compensation, and teachers have pedagogical competence in the performance of teachers teaching vocational Business and Management at Tegal.

From the description above can be described correlations between variables scheme or framework of the analysis as shown in the following figure.



- Y = teacher performance
- X1 = Cultural organizations
- X2 = Compensation
- X3 = Competence Pedagogic

Influence of Organizational Culture School (X1) Against Teacher Performance (Y)

Descriptive analysis showed that the organizational culture of schools in both categories, namely 61.40 %. Vocational school organizational culture in Business and Management in Tegal good by any norm which is believed as honesty, courtesy and good cooperation, mutual respect among fellow school and a sense of responsibility, hard work and commitment to the task of an effort to improve competence, which in turn is the impulse towards an achievement, which is a good teacher performance.

There is a positive influence of organizational culture variables on teacher performance Vocational Business and Management Skills Program, which amounted to 14.7 %. Orgasisasi cultural influences on teacher performance is the smallest influence of all independent variables studied. These results are in accordance with the desired theory, namely the school organizational culture conducive allows each teacher motivated to demonstrate superior performance, accompanied by efforts to improve their competence. As the opinion Rivai (2007: 432), that the school organizational culture refers to a shared meaning held by members of the organization who contrasted it with other organizations. Meaning that when observed

along a set of values and main characteristics that are valued by the organization.

In connection with the cognitive perspective budaya school organization will affect the performance of the teacher, because the organizational culture and a conducive working environment will allow each teacher more motivated to demonstrate the superior performance dissertation effort to improve its performance. Thus, organizational culture of schools that will either improve the performance of teachers.

Effect Compensation (X2) Against Teacher Performance (Y)

Descriptive analysis showed that the performance of teachers of SMK Business and Management in Tegal in the excellent category is 21.05 % and 67.54% better, mean or average score of 99.9737 teacher performance that lies in the interval 83-101 in both categories. However, there are 0.88 % in the unfavorable category. Meanwhile, the results of the descriptive analysis of the compensation received by teachers either in the form of financial and nonfinancial indicate good or adequate katregori of 50.00 % with a mean of 72.2544.

There is a positive and significant impact on the performance of the teacher compensation of 15.5%. Effect of compensation to the performance of the teacher shows the results of the regression coefficients are positive and significant. This means that if the compensation received by either teachers or inadequate, then the teacher's performance will increase. These results are consistent with research Dworkin (1990) proved that in the form of financial, in particular inadequate salaries can be one of the teachers working stressor, and it ranks first in the number of teachers stressors. However, research results Arismunandar (1997) found that a salary cut is the most dominant factor of stress, while inadequate salary was ranked tenth as a source of stress.

Effect of Pedagogic Competence (X3) Against Teacher Performance (Y)

Descriptive analysis showed that pedagogical competence in both categories is 59.65 % and the mean or average score of 85.1667 which lies in the interval 72 - 88. However, there are teachers who pedagogiknya competence in enough categories at 7.02 %.

There is a positive influence pedagogical variables owned by teachers on performance, amounting to 33.8 %. The influence of pedagogical competence of the teacher's performance is greatest or most dominant influence of all independent variables studied. Regression coefficient is positive, meaning that the better the pedagogical competence of teachers in performing their duties, the performance will increase. This finding is in line with the opinions Suparno (2002: 41), shows that the competence (1) is the ability to understand a situation or problem by the way looked at as a whole, including the ability to identify patterns of linkages between issues that are not visible, or the ability to identify the fundamental problems in complex situations; competence (2) that the acquisition of knowledge explicit form of expertise or skills to complete a job and motivation to develop, use, and distribute knowledge or skills to others in this regard is the student.

Influence of Organizational Culture School (X1), Compensation (X2), and the Pedagogic Competence (X3) Toward Teacher Performance (Y)

Based on the results of multiple regression analysis obtained by line regression equation $Y = 27.668 + 0.289 0,275X1 + X2 + 0,502X3$. These results indicate a positive sign of this is consistent with the theory and can be interpreted that either school or organizational culture conducive, adequate compensation and pedagogical owned by either the teacher teacher performance will be good also. If there is a change in all the independent variables studied to be a change in teacher performance Vocational Business and Management at Tegal.

The influence of the organizational culture of the school as perceived by teachers with the result is positive and significant, as well as variable compensation and pedagogical competence of the teacher's performance shows the results of the regression coefficients are positive and significant. The influence jointly variable school organizational culture, compensation and pedagogical competence of teachers on teacher performance by 46.8% and the balance of 53.2% is determined by other factors outside of this research model. The influence of organizational culture on the performance of school teachers of 14.7%, this effect is the effect of the smallest of all the independent variables studied. These findings indicate that organizational culture that is created in the vocational schools of Business and Management at Tegal has not been able to influence the optimal performance of the teacher, but the teacher's performance is determined by other factors, in addition to the school organizational culture in these findings is the dominant pedagogical mepengaruhi vocational teacher performance Business and Management up to 33.8 %.

The influence of school culture is positive organisasi indicate if the school organizational culture conducive to the performance of teachers will increase. Organizational culture is the power and potential of an organization to coordinate and control the behavior of organizational members. Organizational culture of the school is good and strong will affect the increasing quality of information and coordination of behavior.

This finding is in line with Susanto (1997:17), that the organization is conducive will increase the passion to learn and work performance of employees, it is also the organization of the school, if the school organizational culture conducive to the performance increase.

Influence on the performance of teacher compensation is a positive influence, the influence of compensation on teacher performance by 15.8 %. The findings of this study are consistent with mandated by Act No.

14 of 2005, indicates that compensation is important in determining performance. Direction marked positive correlation means compensation received or perceived by the more adequate teacher then performance will increase as well.

CONCLUSION

Based on the results of descriptive statistical analysis of school organizational culture variables in either category or 61.40%, compensation in either category or 50.00 %, pedagogic competence in either category or amounted to 59.65 % and the performance of teachers in the high category or by 67.54 % at Vocational High School of Business and Management at Tegal.

There is a positive and significant impact on the performance of school organizational culture Business and Management vocational teachers in Tegal of 14.7 % Influence is positive, this means that if the school organizational culture conducive to the better or the performance of teachers increased in vocational Business and Management at Tegal.

There is a positive and significant impact on the performance of the teacher compensation of 15.8%. Influence is positive, this means that if the better or adequate compensation, the performance of teachers increased in vocational Business and Management at Tegal.

There is a positive and significant impact on the performance of teachers pedagogical competence of 33.8%. This influence is the largest or dominant influence in the findings of this study. Influence is positive, this means that if the pedagogical the better the performance of teachers increased in vocational Business and Management at Tegal.

There is a positive and significant influence, school organizational culture, compensation and pedagogical competence of the teacher's performance by 46.8%. This positive effect means that if the organizational culture of the school is getting better, getting better or adequate compensation, and pedagogical the better the performance increase

or better the teacher at SMK Business and Management at Tegal.

Vocational school organizational culture in order to be increased again considering the influence on the performance of the teacher is the smallest. Ways that can be taken to improve school organizational culture by fostering the values of honesty, fairness, sense of responsibility, a sense of brotherhood, the rules are made and agreed upon, commitment and hard work and cooperation among residents studied extensively in vocational Business and Management Tegal.

Related to compensate teachers should understand and realize that through a raise, educator certification, and salaries of the 13 who have been in the scroll by regional governments Tegal or in addition to the routine of school incentives should trigger the spirit to retain the performance of teachers.

Associated with pedagogical competence that have the greatest influence in affecting the performance of teachers of teachers in performing their duties to educate and teach students, need to prepare well in preparing a teaching device that consists of syllabi, lesson plans, and assessment tools.

Associated with the simultaneous influence of organizational culture, compensation, and pedagogical competence in vocational teacher performance Business and Management in Tegal, should be the responsibility of all parties to improve these things, for example, teachers are more committed to running the organization's culture, that culture organizations increasingly internalized within teachers, increasing the government's attention to the compensation provided to the teachers, as well as from the teachers themselves constantly add

pedagogiknya ability to support professionalism in teaching.

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