

THE INFLUENTIAL FACTORS FOR THE INDONESIAN TEACHERS' PERFORMANCES

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ABSTRACT

The teachers' performances of Indonesia have been criticized in since few years ago. This study aimed at finding the influential factors that made the teachers performances of Indonesia were in the low rate. It was used the the discipline, work motivation and teacher compensation which were assumed to affect the teachers' performances. This study was conducted with a total of 48 teachers in Padang Sidempuan of North Sumatra Indonesia. This research applied a survey research with the the independent variables consist of work discipline (X1), work motivation (X2), work compensation (X3) and dependent variable was teachers' performance (Y). The number of samples in this study were 48 teachers. The results showed that the discipline, work motivation and teacher compensation have a significant effect on the performances of teachers in Senior High Schools of Padang Sidempuan. The value of determinant coefficient (R Square) was 0,508; the teachers performances were depended upon the discipline, work motivation and work compensation which reached 50,80%, while the rest equa 49,20% was influenced by other factors outside research variables, might be such as: work environment, colleagues and leadership.

Keywords: teachers, performances, discipline, motivation and compensation

INTRODUCTION

Education plays an important role in the effort to realize the quality of human resources. Improving the quality of human resources is a long process which inseparated from the teachers. In Indonesia, the Law Number 20 of 2003, article 18, mandates the teachers in schools to provide standardized teaching learning activities for Indonesians basic education (Depdiknas, 2003: 14). Further, it explains that the secondary education consists of general secondary education and vocational secondary education. Secondary education in the form of High School (SMA), *Madrasah Aliyah* (MA), Vocational High School (SMK), and *Madrasah Aliyah Kejuruan* (MAK) or other similar forms. Thus, Vocational High School is a form of educational unit organized to prepare learners to be able to develop higher knowledge. In principle, High School is preparing qualified graduates to meet the needs of human resources in the future. To be able to meet these needs, the High Schools have been required to have the competent teachers.

The low performances of teachers such as lack of the competences, the task and the work schedule is overlapping make the quality of education. An ideal teacher meets the minimum skills and knowledge. Teachers recognize the educational foundation and transform the information and lessons to the students. However, teachers are not the only source of information in the classroom, students should be given the opportunity to develop

themselves. The main teacher's job is not to convey knowledge but also to foster understanding, to guide them to self-study. The ability to self-discover and self-study are considered to be learned (Nasution, 2012: 21). Teachers as professionals should have knowledge and experience in their field. Teachers who have sufficient knowledge and experience in their field will be able to look forward in improving the development of technical service units (UPT). Performance of teachers can be seen from the mastery of teachers to the competencies possessed as professionals.

Many factors affect the performance of teachers, including adequate and reasonable competence, safe and healthy working conditions, opportunities to develop skills, sense of belonging, work motivation, work discipline, compensation and others. But in this study, it will only examine teacher performance that is influenced by work motivation, work discipline, work compensation. Motivation of work is the work impulse that arise in a person to behave in achieving the goals that have been determined (Wahjosumidjo, 1994: 177). Berelson & Steiner (in Wahjosumidjo, 1994: 179) explained that the motivation is a conscious effort to influence one's behavior in order to lead the achievement of organizational goals. Motivation is a change of energy in a person characterized by the emergence of feeling and preceded by a response to the existence of a goal. Energy in question is a person's desire to activity in order to achieve its goals.

Behavior that arises in a person or subordinate within the framework of motivation as a management concept, driven by the need. Thus, the need is the motivation of a person to behave toward the achievement of the goal. Some things that can motivate teachers work include decent wages, a pleasant working atmosphere, opportunities to grow, the need for recognition, and achievement needs. Teacher performance is also determined by high work discipline. Thus schools that are in the teaching-learning process grow discipline, will serve as the shaper of individual values and norms, self-mastery, attitudes and responsibilities for teachers. The lack of discipline of teachers in performing tasks, such as coming to school late, being ignorant towards students resulted in low quality of learners.

Besides work motivation and work discipline, compensation is one of the determinants of teacher performance. According to Bejo Siswanto (2003: 86) compensation is a broad term relating to the financial rewards earned by people through their employment relationships with the organization. A Dessler (2005: 115) said that the teacher compensation is any form of payment or reward given to the teacher and arises from the employment of the teacher. Handoko (2008: 805) compensation is everything that teachers receive as a reward for their work. Handoko (2008: 118), compensation is everything that teachers receive as a reward for their work. Through compensation teachers improve performance, motivation and job satisfaction and improve the fulfillment of life needs. Gary Dessler (quoted by Lies Indriyatni, 2009: 134) mentions the compensation has three components as follows; 1) Direct financial payment in the form of salary, and intensive or bonus / commission; 2) Indirect payment in the form of allowances and insurance. 3) Non-financial rewards such as flexible working hours and glossy offices.

THEORETICAL REVIEWS

Teachers Performances, Discipline, Motivation and Compensation

Teachers transformation of knowledge and attitudes and form the personality of learners and have responsibility for the achievement of educational goals. Thus, the teacher occupies a very important position in improving the quality of the learning process and the results. In this context, the quality of education is determined by the quality of teacher performance,

which consequently the teacher is required to play an active role in positioning themselves as professionals in accordance with the growing demands of society. Wasistiono (2008: 25) provides the notion of "performance as the overall outcome of the benefits and impact of the overall process of input management in order to achieve the desired goals". Performance with respect to the rights and powers granted to a person, body, institution including teachers in an educational institution. Smith (in Sedarmayanti, 2005: 50). Performance is derived from the word performance, has the meaning of work, the implementation of work, achievement and work performance (Sedarmayanti, 2005: 50). Sihombing (2005: 251) argues that in educational institutions understanding the concept of performance includes efficiency, effectiveness and productivity. Efficient shows at the cheapest cost but goal still achieved. It works effectively with the relatively short time a goal is achieved. While productivity is the ratio between input and output. Zamroni (2005: 53) suggests that there are three activities that teachers need in order to improve their quality so that their performance is better: (a) Teachers must develop brainstorming in developing learning materials and how to interact with students; (b) teachers should reproduce doing research in their schools, because only basing research results in the workplace teachers can improve their performance; (c) teachers should familiarize communicating the results of research to the print media.

Ahmadi and Supriyono (2008: 59) explain that in the performance report not only the results can be achieved but also pay attention to the process of achievement. If this is applied in the teaching-learning process then the teacher's performance includes the view that can be achieved in the learning process earlier. Associated with the performance of teachers, it can not be separated from the duties and competence of teachers. The task of teachers according to Usman (2005: 89) are grouped into three types, namely: (1) tasks in the field of profession; (2) humanitarian duties; and (3) tasks in the field of society. In addition Indonesia has set 10 (ten) competencies that must be possessed by teachers as instructional leader, they are: (1) Have an ideal personality as a teacher, (2) Mastery of educational base; (3) Mastering teaching materials; (4) Ability to arrange the teaching program; (5) Ability to implement the teaching program; (6) Ability to assess results and teaching and learning process; (7) Ability to organize a guidance program; (8) Ability to organize school administration; (9) Ability to cooperate with peers and; (10) Ability to conduct simple research for teaching purposes (Depdikbud, 1990: 91). Finally the teacher is an art to transfer the knowledge, skills and values of education, the individual needs of the students, the environmental conditions, and the beliefs that the teacher has. Teachers' duties in the teaching profession system teach, help students, manage part of education, design curriculum, use educational technology, and make innovations in the education system.

Discipline

Slamet (2007: 214) explains that discipline comes from the word "disciple" which means learning. Robbins in Slamet (2007: 216) is a voluntary attitude and behavior with full awareness and willingness to follow rules set by the organization or superiors, both written and unwritten. Discipline is the attitude, behavior and deeds in accordance with the rules of the company both written and unwritten. This is in line with Machmud's (2007: 162) opinion, that "work discipline is a mental attitude to fulfill or obey a written or unwritten rule based on the truth of the benefit". Anoraga (2002: 96), "work discipline is an attitude of action to always obey the order". Ravianto (2000: 134) points out that, "discipline is to obey the rules of the game, obligations relating to the work it is engaged in". Therefore, Siagian (2007: 289) says: "discipline is a management action to encourage members of the organization to meet various provisions". Handoko (2008: 208) suggests that "work discipline is a management activity to implement organizational standards". Mangkunegara (2000: 129) argues; there are two types of discipline in preventive management activities and corrective discipline.

Preventive discipline is an attempt to mobilize employees to follow and adhere to the operating standards, the rules outlined in the organization. The goal is to move the teacher to self-discipline, not coercion from the school's head. While corrective discipline is an effort to mobilize employees in unifying a rule and directing to keep complying with the rules in accordance with the guidelines applicable in the organization (Mangkunegara, 2000: 129). Thus, Mangkunegara (2000: 131) argues that the implementation of sanctions against teachers of disciplinary offenders by giving warning as soon as possible, consistent, and impersonal. For teachers who violate the work of discipline should be given warning letters once, twice, and third time. The goal is that the teacher concerned realize the violations that have been done, warning letters can be used as consideration in providing assessments kondite teachers. In addition, the provision of sanctions to teachers who violate the discipline should be consistent, so that teachers can appreciate the rules that have been determined by the school.

Work motivation

Slamet (2007: 125) explains that motivation is a fundamental psychological process and is one element that can explain one's behavior. Malthis & Jackson in Moenir (2008: 135), states that "motivation comes from the motive word is a will or desire that arises in a person who causes the person to do". Based on the understanding above, it appears that motivation relates to the strength or impetus that resides within the human being. Motivation within the human being is not visible from the outside. Motivation moves people to display behavior towards the achievement of a particular goal. What is seen from the outside is just the behavior of the man, which can be based on various kinds of motivation in it. Thus it is understandable that it is not easy to learn the motivation. In summary these points show some reasons that the motivation is difficult to learn because the motivation can not be seen, even sometimes unconsciously, the same motivation can appear in the form of different behavior, different motivations may appear in the form of the same behavior , and a behavior can be based on multiple motivations at once.

Compensation

Compensation is one of the functions of personnel administration (personnel). Where such compensation is one of the remuneration received by an employee of the company as a place of employment or compensation is remuneration given by the employer to an employee which can be assessed in the form of money (financially) and can not be assessed by money (nonfinancial). Compensation received by employees who can not be assessed by money, in the form of job satisfaction they do and working environment conditions. Compensation is very important, because with the compensation that a worker motivated to want to work. Compensation is not the same as wages even though it is part of the greatest compensation. Compensation in addition to comprising wages, innate benefits, corporate facilities, vehicle facilities, medication, can also be in the form of satisfaction over the work they do and the satisfaction of the work environment.

RESEARCH METHOD

This research applied a survey method with independent variables consist of work discipline (X1), work motivation (X2), work compensation (X3) and dependent variable is the teacher performance (Y). The research data was obtained by using questionnaire given to the respondent. Quantitative research methods can be interpreted as a research method based on the philosophy of positivism, used to examine the population or a particular sample, sampling

techniques are generally done randomly, data collection using research instruments, quantitative / statistics with the aim of testing the predefined hypothesis.

RESEARCH RESULT

Data analysis in this study was using multiple linear regression analysis using SPSS 19.0 for windows . Analysis of each variable described in the following description:

A regression equation for teacher performance as follows:

$$Y = -2,279 + 0,531 X_1 + 0,367 X_2 + 1,034 X_3 + e$$

Based on the result of multiple regression equation shows that:

- a. The coefficient of X_1 (work discipline) is 0,531 indicating a positive relationship, meaning that if the work discipline increases by 1 unit then the performance of the teacher goes up by 0,531 unit.
- b. Coefficient of X_2 (work motivation) equal to 0,367 which show positive relation, meaning that if work motivation increase by 1 unit hence teacher performance increase equal to 0,367 unit.
- c. The coefficient of X_2 (work compensation) is 1.034 indicating a positive relationship, meaning that if the work compensation increases by 1 unit then the performance of the teacher increases by 1,034 units.
- d. Work compensation (X_3) has a greater influence than the work discipline variable (X_1) and work motivation (X_2). This means that work compensation is critical in teacher performance. This is indicated by the standard beta value of job compensation variable (X_3) > work discipline (X_1) > work motivation (X_2), i.e $0.365 > 0.311 > 0.264$.

F test results can be seen in the following table:

Table 1. F Test

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1863.873	3	621.291	17.171	.000 ^a
	Residual	1592.044	44	36.183		
	Total	3455.917	47			

a. Predictors: (Constant), Kompensasi_kerja, Disiplin_kerja, Motivasi_kerja

b. Dependent Variable: Kinerja

Based on the results of data processing with SPSS 19, it is known F_{count} of 17.171 > F_{table} of 2.82; so H_0 is rejected or H_1 is accepted. This shows that individual ability, work motivation and work compensation simultaneously have a positive and significant effect on teacher performance, hence hypothesis accepted.

As a basis for accepting or rejecting the hypothesis, a causal test is tested using a t-test. The result of t test from individual ability variable, work motivation and work compensation on teacher performances were found that the effect of work discipline variable on employee performance is done by comparing t_{count} equal to 2,778 and t_{table} 1,677 which mean $t_{count} > t_{table}$, so it can be concluded that work discipline variable significantly influence to teacher performance.

To test the effect of work motivation variable on teacher performance is done by comparing t_{count} equal to 2,161 and t_{table} 1,677 which means $t_{count} > t_{table}$, so it can be concluded that work motivation variable significantly influence to teacher performance.

To test the effect of work compensation variable on teacher performance is done by comparing t_{count} equal to 2,973 and t_{table} 1,677 which mean $t_{count} > t_{table}$, so it can be concluded that work compensation variable have significant effect to teacher performance.

Based on this it can be concluded that the partial factors of work discipline, work motivation and work compensation have a positive and significant influence on teacher performance.

The value used in looking at the coefficient of determination in this study is on adjusted R square column. This is because the adjusted R square is not vulnerable to the addition of independent variables. The coefficient of determination can be seen in Table 2.

Table 2. Coefficient of Determination Value

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.734 ^a	.539	.508	6.01522	1.221

a. Predictors: (Constant), Kompensasi_kerja, Disiplin_kerja, Motivasi_kerja

b. Dependent Variable: Kinerja

From Table 2, it can be seen that the adjusted R square of 0,508 or 50,80% is the percentage of influence of work discipline (X1), work motivation (X2) and work compensation (X3) on teacher performance (Y) is 50,80%. While the rest of 49.20%, influenced by other variables outside this research model.

DISCUSSION

Based on the results of the above analysis, the simultaneous test (F test) obtained F_{count} (15,827) > F_{table} (2.82) so that the decision reject H_0 and receive H_1 . This means that simultaneously the independent variables (work discipline, work motivation and work compensation) affect the dependent variable (teacher performance).

Based on partial test (t test) for work discipline obtained t_{count} (2,778) t_{table} (1.677) so that hypothesis H_0 rejected and hypothesis H_1 accepted. With the rejection of H_0 , it means work discipline significantly influence the performance of teachers, so that if the discipline of work is higher then the performance of teachers is also increasing. From the results of partial test (t test) for work motivation obtained t_{count} (2.161) t_{table} (1.677) so that hypothesis H_0 rejected and hypothesis H_1 accepted. With the rejection of H_0 , it means work motivation significantly influence the performance of teachers, so if the teacher work motivation is increasing then the performance of teachers is also increasing. From the results of partial test (t test) for work compensation obtained t_{count} (2,973) t_{table} (1.677) so that hypothesis H_0 rejected and hypothesis H_1 accepted. With the rejection of H_0 means work compensation significantly influence the performance of teachers, so if the work compensation is increasing the teacher performance is also increasing. The existence of work compensation such as giving promotion and high incentive for teachers who have high teacher work discipline and high work motivation will increasingly motivate teachers to improve the ability and effort of teachers, so that will result to improvement of teacher performance.

Based on the coefficient of determination, the coefficient of determination (R Square) is 0.508, that is, the performance of teachers can be explained by individual ability variables,

work motivation and work compensation of 50.80%, while the remaining 50.80% influenced by other factors out of research. This means that teacher performance is not only influenced by work discipline, work motivation and work compensation, but also influenced by other factors such as work environment, co-workers and leadership as well as other factors.

CONCLUSION

From result of research, it can be concluded that:

1. Viewed from F test results, it is concluded that the work discipline, work motivation and work compensation have a significant effect on the performance of teachers.
2. Viewed from t test results, it is concluded that the discipline of work, work motivation and work compensation have a significant effect on teacher performance.
3. The value of determinant coefficient (R Square) is 0,508, that is, teacher performance can be explained by individual ability variable, work motivation and work compensation equal to 50,80%, while the rest equal to 50,80% influenced by other factors outside research such as: work environment, colleagues and leadership.

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