

TEACHERS PERFORMANCE ANALYSIS OF VOCATION HIGH SCHOOL IN BANTEN PROVINCE

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ABSTRACT

This study aimed to analyze and prove the influence of leadership, school culture and competence on work motivation and its implication toward teacher's performance of vocation high school at Banten province, both partially and simultaneously. The method used in this research were descriptive, survey and explanatory method with population size of 617 and sample size of 215 respondents. The method used to analysis data was SEM (Structural Equation Modeling). The research result, obtained the findings as follows: The leadership, school culture and competence both partially and simultaneously had positive and significant impact on work motivation with contribution (R^2) 50%. Partially leadership dominantly influence on work motivation. Further on Structural 2 showed those: The leadership, school culture, competence and work motivation both partially and simultaneously had positive and significant impact on teacher's performance with contribution (R^2) 77%. Viewed as partial, the leadership had dominantly toward teacher's performance. Concerning on direct and indirect effect that work motivation was being full mediating. This study found and recommended that to increase teacher's performance of vocation high school at Banten province needed to be extending work motivation, reflected by the dimension of affiliation and supported with an increase in leadership which reflected by the dimension of personality especially integrity, and then backed with an enhance in teacher's competence which reflected by the dimension of personal-ity, especially hold the norms, and the last one repaired the school culture with the dimension bureaucracy especially coordination.

Key Words: Leadership, School Organization Culture, Competence, Work Motivation, Teacher's Performance.

PROEM

BPS data (2016) shows that the highest unemployment rate is at the level of senior high school education which is 9.5% on average, followed by junior high level of 7.6% and vocational school 9.3%. While the unemployment rate at the level of diploma education an average of 5.9% and Bachelor 5%. This represents in the era of globalization the level of education alone is not enough, it takes more

competence as a competing power, let alone the low level of education owned, it is of course will be left behind the times.

The above conditions are inseparable from the role of universities as one of the organizations that provide education and become a forum of teaching, education and human development process of quality and competence. Unfortunately education in Indonesia there are still many problems that have not been optimal development of quality human resources

The result of Education for All study by Unesco (2014) suggests that there are 12 problems faced by education in Indonesia, ranging from the number of people without primary school, the lack of availability of experienced teachers, the lack of education budget, the low salary of teachers, the lack of pure science expert teachers, the achievement of education targets until the low achievement of subjects in the field of pure science.

Further, the problem of education in Indonesia mentioned UNESCO is still a lot of inadequate educational facilities, such as in Papua, NTT and NTB, even the school enrollment rate and able to read very low by 60%. In addition, there are still many teachers who do not qualify as teachers, ranging from educational background, experience, mastery of materials and teaching motivation is low. It is not surprising that Indonesian education holds the title of 69 out of 127 countries examined by UNESCO in 2011.

One of the provinces in Indonesia which is often the focus of mass media related to the low education is Banten province. Results of research conducted by BPS in 2014 covering health, education, poverty, unemployment and income criteria rank the Banten Provincial Human Development Index in 17th rank. Far behind with Riau province ranked 3rd, North Sulawesi ranked 4th and East Kalimantan at 5th.

THEORETIC

Bernardin (2010: 222) defined performance “performance is define here the record of outcomes produced on specified job functions or Activities during a specified time period”. Ivancevich (2010: 253) explain that “performance evaluation is the activity used to determine the extent to which an employee

Performa works effectively, other terms for performance appraisal, employee appraisal and employee evaluation”.

Bernardin dan Russel (2013: 243) explain that “the definition performance refers to a set of outcome produced during certain period and does not refer to the Straits personal characteristic or competencies of the performer”. Supardi (2014: 54), suggests that teacher performance is the ability of a teacher in carrying out learning tasks at school, and responsible for learners by fostering good relationships, thus helping to improve students' learning achievement. According to Supriyadi (2006: 45) the performance of teachers is the effort of teachers in improving student achievement through teaching.

Fathoni (2006: 80) explain that motivation comes from the word motive, meaning is a motivator in the self to do something (motion), while motivation is something that makes people act or behave in certain ways based on motives. According to Dessler (2011: 210) motivation is defined as a process to raise the morale of work to always feel motivated in carrying out the work to achieve goals. Furthermore McCormick in Mangkunegara (2011: 47) suggests that motivation “work motivation is defined as conditions which influence the arousal, direction, and maintenance of behavior relevant in work setting”.

Kreitner dan Kinicki (2008: 212) defined leadership is a process between a leader and follower, leadership involves social influence, leadership occurs at multiple level in an organization (at the individual level, for example, leadership involves mentoring, coaching, inspiring, and motivating; leaders also build team, generate cohesion, and resolve conflict at the group level; finally, leaders build culture and generate change at the organization level) and leadership focuses on goal accomplishment.

Wahyosumidjo (2013: 83) defines the principal as a functional teacher who is assigned to lead a school in which the learning process is organized, or where there is an interaction between the teacher giving the lesson and the learner receiving the lesson. This is supported in Article 1 of the Regulation of the Minister of National Education No. 28/2010 concerning the Assignment of Teachers as Principals stating that "Principals / madrasahs are teachers assigned

additional tasks to lead kindergarten / raudhotul athfal (TK / RA) extraordinary childhood (TKLB), elementary school / madrasah ibtidaiyah (SD / MI) ... "

Ivancevich (2010: 96) explain most human Resources professionals no longer question that there are important cultural different between Nations that might influence the effectiveness of human Resources Management policies and practices. Schein (2009: 34) explain that organizational culture is basic Assumption pattern that is created, found or developer by certain group when they adapting themselves with the external problems and internal integration work well and considered as worth and taught to new members the correct way to realize, think and Bee the relation with the problems.

Luthans (2011:70) defined organization culture it is a basic assumsion invented, discovered, or developer by a given group as it learns towith its problems of external adaptation and interval integration that has worked well enough to be considered way to perceive, thank, and feel in relation to those problem. According of theorical above Daft (2005: 557) organizational culture is the set of key values, assummsions, understanding, and norms that is shared by members of an Organization and taught to new members as correct.

According to Zamroni (2011: 111), says that the habits, values, norms, rituals, myths shaped in the long journey of school are called school organizational culture. Depdiknas (2007: 7), school organizational culture is the dominant values supported by schools or philosophies that guide school policies to all elements and components of schools including education stakeholders, such as how to carry out work in schools as well as basic assumptions or beliefs held by personnel school.

Charles Juwah (2006: 233) stated that *competency is a characteristic of an employee that contributes to successful job performance and the achievement of organizational results*". Mathis dan Jackson (2011: 249) mengemukakan bahwa *"competency is a base characteristic that correlation of individual and team performance achievement. Dubois dan Rothwell (2004: 16) suggests that competence an area of knowledge or skill that is critical for producing key outputs"*.

According to Barloe dalam Muhibbin Syah (2006:229) explain that *the ability of a teacher to responsibly perform his or her duties appropriately*. Mulyasa (2009:26) argues that teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities that thoroughly establish the competencies of teacher professional standards, which include mastery of materials, understanding of learners, educational learning, personal development and professionalism.

METHOD

Methods of analysis used is the Structural Equation Modeling (SEM) with stages include CFA test, regression test (loading factor standardize), t Test, F Test and a test of the determination coefficient with equation as follows:

Equation Structure 1

Work Motivation = γ_1 leadership + γ_2 school organization culture + γ_3 competence + e_1

Equation Structure 2

Teacher's Performance = γ_5 leadership + γ_6 school organization culture + γ_7 competence + η_1 work motivation + e_2

RESULT

Full Model of Structural Equations Model using program LISREL 8.80 retrieved two models, namely the path diagram model component and model t-values, each model as shown in the following figure:

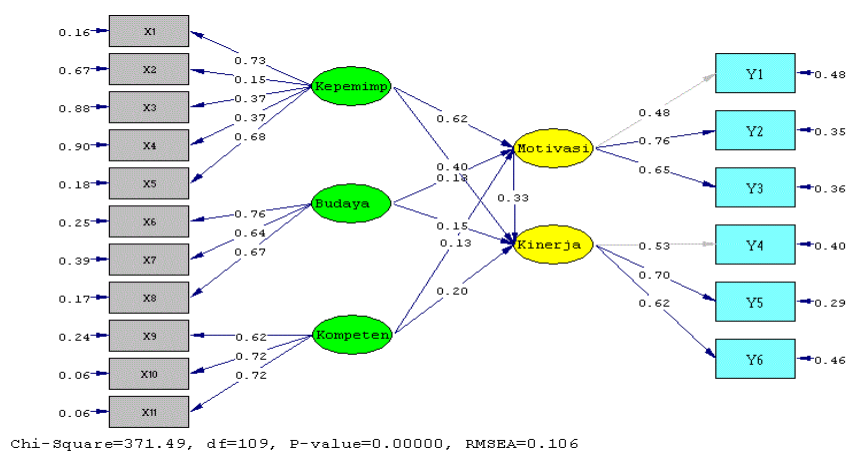


Figure 1 Hybrid Model (Standardized Model) Second Order

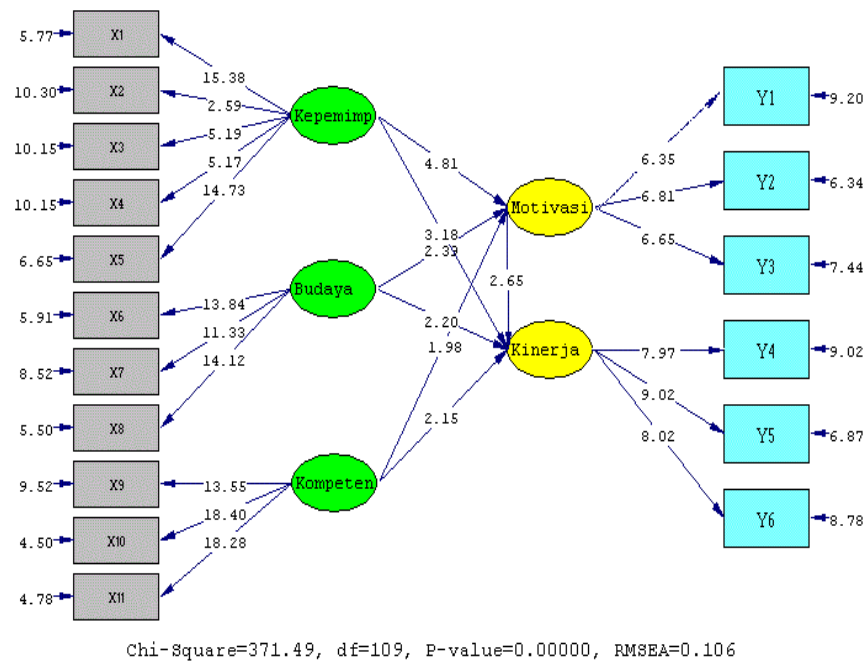


Figure 2 Structural Model *second order (t-value Model)*

Table 1 Statistical Tests of Structural Model

Structure Model		Coefficient Factor (Standardized)	t_{hitung} / F_{hitung}	Test Result
Variable Endogen	Variable Hexogen/ Endogen			
Motivation work	Leadership	0.62	4.81	Significant
	School organizational culture	0.18	2.39	Significant
	Competence	0.13	1.98	Significant
	Leadership, School organizational culture, dan Competence	$R^2 = 0.50$	43.14	Significant
Performance	Leadership	0.40	3.18	Significant
	School organizational culture	0.15	2.20	Significant
	Competence	0.20	2.15	Significant
	Motivation work	0.33	2.65	Significant
	Leadership, School organizational culture, Competence, dan Motivation work	$R^2 = 0.77$	62.48	Significant

Source : The results of the Data processing, 2017 (LISREL 8.80, $t_{kritis} = 1.96$)

In this study there are 9 (nine) hypotheses tested the hypothesis of 9, based on the test results table above, then the conclusion that all hypothesis are accepted. More results from testing each hypothesis can be seen in the below

Table 2 The Results Of Hypothesis Testing

Hypotesis	Description	Result
H1	Leadership has a significant effect on work motivation	Accepted
H2	School organizational culture has a significant effect on work motivation	Accepted
H3	Competence has a significant effect on work motivation	Accepted
H4	Competence has a significant effect on work motivation Leadership, School organizational culture, and Competence together have an significant effect on work motivation	Accepted
H5	Leadership has a significant effect on performance	Accepted
H6	School organizational culture has a significant effect on performance	Accepted
H7	Competence has a significant effect on performance	Accepted
H8	Work motivation has a significant effect on performance	Accepted
H9	Leadership, School organizational culture, Competence, and Motivation work together have an significant effect on performance	Accepted

Source : The results of the Data processing, 2017

Table 3 Direct and Indirect Effect

Influence X_1, X_2 and X_3 toward Y	Direct	Indirect (mediated)	Conclusions
leadership performance –	$0.33^2 (0,1089)$	$0,83 \times 0,26 = 0,2158$	$L < TL$ (mediated by motivation)
school organization culture - performance	$0,26^2 = 0,0676$	$0,13 \times 0,26 = 0,0338$	$L < TL$ (mediated by motivation)
competence performance -	$0.15^2 (0,0225)$	$0,30 \times 0,26 = 0,078$	$L < TL$ (mediated by motivation)

Based on the above three analyzes, it can be said that work motivation serves as full mediating, where leadership, school organizational culture and competence can improve performance when teachers are motivated.

CONCLUSIONS

1. Leadership proved had positive and significant influence on work motivation in the vocation high school at Banten province. The dimension did reflect leadership was personality and the dimension reflected work motivation was affiliation.
2. School organization culture proved had positive and significant influence on work motivation in the vocation high school at Banten province. The dimension did reflect school organization culture was bureaucracy and the dimension reflected work motivation was affiliation.
3. Competence proved had positive and significant influence on work motivation in the vocation high school at Banten province. The dimension did reflect competence was identity and the dimension reflected work motivation was affiliation.
4. Leadership, discipline and competence simultaneously had positive and significant influence on work motivation in the vocation high school at Banten province with contribution value 50%, and other effect explained by outside this research. As for the dominant variable influence work motivation work was leadership.
5. Leadership proved had positive and significant influence on teacher's performance in the vocation high school at Banten province. The dimension did reflect leadership was personality and the dimension reflected teacher's performance was implement quality learning process.
6. School organization culture proved had positive and significant influence on teacher's performance in the vocation high school at Banten province. The dimension did reflect school organization culture was bureaucracy and the dimension reflected teacher's performance was implement quality learning process.
7. Competence proved had positive and significant influence on teacher's performance in the vocation high school at Banten province. The dimension did reflect competence was identity and the dimension reflected teacher's performance was implement quality learning process.

8. Work motivation proved had positive and significant influence on teacher's performance in the vocation high school at Banten province. The dimension did reflect work motivation was affiliation and the dimension reflected teacher's performance was implement quality learning process.
9. Leadership, discipline, competence and work motivation simultaneously had positive and significant influence on teacher's performance in the vocation high school at Banten province with contribution value 77%, and other effect explained by outside this research. As for the dominant variable influence performance was leadership.

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