

The Contribution of Professional Competence and Organizational Climate to the Performance of Kindergarten Teacher in Solok City

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Abstract—This research is based on the observations of researchers that show the low performance of kindergarten teachers. Many factors influence teacher performance, such as teacher competency and organizational climate. The purpose of this study was to determine: 1) Contribution of professional competence to teacher performance, 2) organizational climate contribution to teacher performance 3) Contribution of organizational competence and climate to teacher performance. This study uses a quantitative research method with a type of correlational research with a population of 85 kindergarten teachers in the city of Solok. The sample was taken using a stratified proportional random sampling technique, the sample in this study were 68 teachers. Data analysis techniques were carried out using the SPSS version 20. The results of data analysis showed that: 1) professional competence contributed significantly to teacher performance by 25.7%, 2) organizational climate contributed significantly to teacher performance by 30.1% 3) professional competence and organizational climate contributes significantly to teacher performance by 42.4%. This explains that to improve teacher performance, professional competence and organizational climate must be improved as best as possible.

Keywords—*teacher performance; teacher competence; organizational climate*

I. INTRODUCTION

Related to the high interest to attend school in early childhood and the increasing number of early childhood from year to year, it is important to strive to improve teachers' teaching performance and teacher qualification. These conditions remind the challenges faced by PAUD teachers, such as the lack of adequate teaching facilities, the difficulty of increasing educational qualifications to the background factors of students who participate in early childhood education programs [1]. The problem of early childhood education is complicated when teacher's competence is low especially in providing services to young children. Facts on the ground show that almost 60% of kindergarten teachers are

still many who do not understand the duties, functions, competencies, and skills that should be mastered by early childhood education teachers.

Performance according to Barnawi and Arifin is the level of success of a person or group in carrying out tasks in accordance with their responsibilities and authority based on predetermined performance standards [2] [3]. According to Samsudin in Barnawi and Arifin explains that performance is the level of implementation of tasks that can be achieved by a person, unit or division by using existing capabilities and limits that have been set to achieve organizational goals[3].

Hasibuan suggests that performance (work performance) is a result of work achieved by a person in carrying out tasks that are charged to him based on skills, experience and sincerity and time [4]. Teacher performance will be optimal if it is supported by various components in the school, including the professional competencies of the teacher and a conducive organizational climate. According to Hersey and Blanchard suggested 7 key factors that could affect performance effectiveness, including 1) competence, 2) understanding, 3) organizational support, 4) motivation, 5) performance feedback, 6) validity, 7) climate organization [5] [6]. According to Anaroga suggests that factors that affect a person's performance include the attractiveness of work, knowledge of management, environment, organizational climate, communication climate, wages or incentives, work protection and career development expectations [7]. Dharma states that a person's performance is influenced by ability, motivation, attitudes, interests, responsibilities, task structure, organizational climate and reward system (salary) [8]. In Maltifal's study shows that teacher competencies contribute to teacher performance by 37.020% [9]. Hasbul Zahri's research shows that Organizational Climate contributes to the performance of Pasaman District education service staff by 10.7%.

Based on the observation and interview of the writer with some kindergarten teachers in Solok City found some problems faced at school about the low performance of kindergarten teachers in Solok city, among others: Preparation of teaching potluck and even some teachers teaching not with learning planning this data obtained from the interview with teachers in Kindergarten City of Solok, there are also some teachers who teach not guided to RKH made, teachers in teaching do not pay attention to the principle of learning at Early Childhood, the existence of teaching teacher does not match with the development of Early Childhood because some teachers have not fulfilled teacher academic qualification PAUD is having minimum academic qualification of diploma (D4) or undergraduate (S1) in PAUD (Permendiknas No. 16 Year 2007), some teachers do not use props so that children less attention to learning, low teacher discipline level seen from the still teachers come late when participants d idik has entered into the classroom, the presence of teachers who seem not eager in teaching, some teachers there who can not master the class well seen from when the teacher explains learning, children are busy fighting for toys they want without listening to instructions from teachers, also not harmonious, seen from some of the teachers there are groups of groups, and even when there are some problems at school teachers even nonchalantly respond to problems and feel no concern them, some teachers who like to talk behind other teachers to make the work environment uncomfortable.

Based on the above phenomenon shows that the performance of kindergarten teachers has not been maximized, if this is left unchecked it will have a negative impact on the kindergarten teacher's picture, for example reducing the public's trust in the organization and the work procedures of the teacher [6]. Teachers who have good competence and a conducive school climate will have an impact on good performance and in the end the teacher will be able to improve the quality of student learning. Based on the above considerations, it provides an opportunity for writers who are pursuing the field of educational administration to study the factors that can affect the teaching performance of kindergarten teachers.

Based on the above problems, the purpose of this research is to find out how big:

- A. *Contribution of professional competence to the performance of kindergarten teachers in the city of Solok.*
- B. *Contribution of the organizational climate to the performance of teachers in the Solok city kindergarten.*
- C. *Contribution of professional competence and organizational climate to the performance of teachers in the Solok city kind*

II. METHOD

This study uses a quantitative research method with a type of correlational research with a population of 85 kindergarten teachers in the city of Solok. The sample was taken using stratified proportional random sampling technique, the sample in this study were 68 teachers. Analysis of Likert scale model

analysis that has been tested for its validity and reliability. This data was analyzed statistically using correlation and regression techniques using the SPSS Version 20 program.

III. RESULT AND DISCUSSION

A. Teacher Performance Kindergarten (Y)

Variable performance of kindergarten teacher (Y) consists of 42 statement items with five alternative answers so that the minimum ideal value is 42 and the maximum value is 210. From the answers of respondents, the lowest score is 129 and the highest score is 198. Based on the results of teacher performance data obtained the mean (mean) is 162.63 median 164 mode (mode) 161 standard deviation (standard deviation) 15.68. the level of achievement of teacher responses in each indicator is in the sufficient category, but it can be seen that the percentage level of achievement of performance indicators in the implementation of learning is higher compared to other indicators that is equal to 79.3%. Overall the level of achievement for the performance of kindergarten teachers in Solok City is 77.44% in the sufficient category. This means that the performance of kindergarten teachers in the city of Solok is already in the sufficient category but still needs improvement as a whole so that it can be improved even better in terms of planning the implementation, evaluation and management of its class. For more details, see the histogram below:

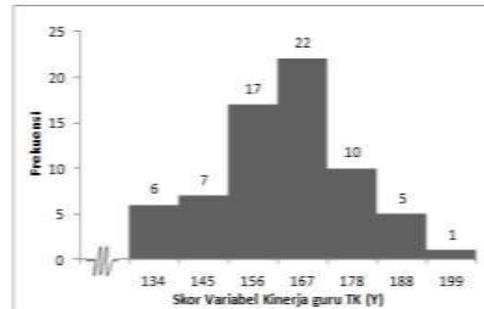


Fig. 1. Histogram Performance of Kindergarten Teachers (Y)

TABLE I. LEVEL OF ACHIEVEMENT OF EACH INDICATOR TEACHER KINDERGARTEN (Y)

No	Indicators	Score			Category
		Mean	Ideal	%	
1	Lesson planning	58.37	75	77.83 %	Enough
2	Implementation of learning	39.65	50	79.3 %	Enough
3	Evaluation of learning	34.29	45	76.2 %	Enough
4	Class management	30.32	40	75.8 %	Enough

B. Professional competence (X1)

Professional competence variable (X1) consists of 32 items with two alternative answers. If the correct answer is given a score of 1 and if the wrong answer is given a score of 0. From the respondent's answer, the lowest score is 14 and the highest score is 32. the mean (mean) is 22.60, median 24, mode (mode) 17, standard deviation (standard deviation) 5.55. for the level of achievement of the teacher's response to each indicator of professional competence, namely Developing material, structure and concepts in the scientific field, Designing various development activities and Developing professionalism in a sustainable manner is in the sufficient category. For the average level of achievement in the variable of professional competence of kindergarten teachers in Solok City, 70.62% is in the sufficient category.

This means that the professional competence of kindergarten teachers in the city of Solok as a whole is already in the sufficient category, for that it needs to be improved even better. For more details, see the histogram below:

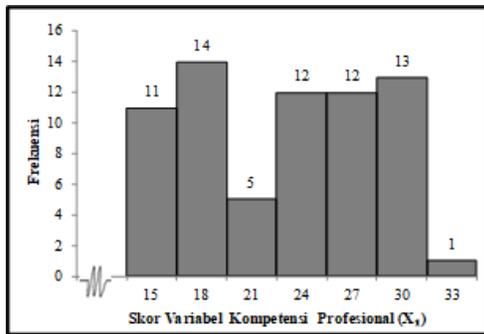


Fig. 2. Professional Competency Histogram (X1)

TABLE II. THE LEVEL OF ACHIEVEMENT OF EACH PROFESSIONAL COMPETENCE INDICATOR (X1)

No	Indicators	Score			Category
		Mean	Ideal	%	
1	Developing materials, structures and concepts in the field of science	8.10	12	67.5 %	Enough
2	Designing various development activities	11.12	15	74.13 %	Enough
3	Develop professionalism in a sustainable manner	3.38	5	67.6 %	Enough

C. Organizational Climate (X2)

Organizational climate variable consists of 32 answers with five alternatives, the maximum answer is 160 and the minimum value is 32. From the answers obtained the lowest score is 102 and the highest score is 155. The results of

organizational climate data are obtained on average (on average) Total 130,16, Median 134, mode (mode) 134, standard deviation (standard deviation) 11.84. The highest level of teacher response attainment is on the dimension indicator relationship of 82.62% in the good category while the lowest teacher response is the indicator of the physical environment dimension of 79.26% in the sufficient category. The level of achievement in the overall organizational climate is 81.35% in the Good category. This means that kindergarten teachers in the city of Solok already have a good organizational climate, but need to be improved especially in terms of the dimensions of the physical environment for example by completing inadequate facilities and infrastructure. For more details, see the histogram below:

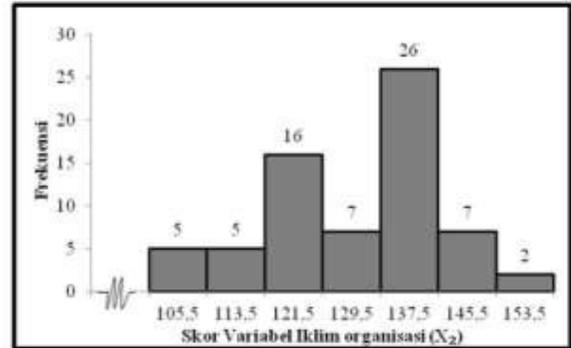


Fig. 3. Organizational Climate Histogram (X2)

TABLE III. THE LEVEL OF ACHIEVEMENT OF EACH ORGANIZATIONAL CLIMATE INDICATOR (X2)

No	Indicators	Score			Category
		Mean	Ideal	%	
1	Relationship Dimension	41.31	50	82.62%	Good
2	Dimensions of growth and personal development	28.48	35	81.37%	Good
3	Dimensional changes and system improvements	36.58	45	81.29%	Good
4	Dimensions of the physical environment	23.78	30	79.26%	Enough

D. Testing Requirements Analysis

Test requirements analysis is needed to determine whether the data analysis for hypothesis testing can proceed or not.

1) Normality Test

The normality test on the score of professional competence (X1), organizational climate (X2) and the performance of kindergarten teacher (Y), is done by using kolmogorov smirnov (KS Z test) with SPSS version 20. Data is said to be normal distribution if KS has significant Asymp Sig > 0.05. Conversely, if the level of significance (Asymp Sig) < 0,05

then the data is not normally distributed. The results of the examination can be seen in the following table:

TABLE IV. NORMALITY TEST

Variable	Kolmogorov Smirnov Z (KS)	Asymp. sig	Significance	Statement
Professional Competence (X ₁)	1.353	0.061	0.05	Normal
Organizational Climate (X ₂)	1.169	0.130	0.05	Normal
Performance of Teacher Kindergarten (Y)	1.113	0.167	0.05	Normal

2) Linearity Test

Linearity test is done to see whether the data of professional competency and organizational climate tend to form linear linear to variable of kindergarten teacher performance, decision about linear or not regression line in test with F test with significance level 0,05. If the level of significance is greater than alpha 0.05 then this means a linear regression line but if the level of significance is less than alpha 0.05 means the regression line is not linear. then the data is said not to form a linear line.

TABLE V. SUMMARY OF LINEARITY TEST RESULT

Var	Sum of Squares	df	Mean Square	F	Sig.	Linear
X ₁ y	3778.692	15	251.913	1.044	1.516	Linear
X ₂ y	3070.946	27	113.739	1.411	0.525	Linear

3) Multicollinearity Test

Multicollinearity test aims to test whether in a regression model found no correlation between professional competence variable (X₁) and organizational climate variable (X₂). Multicollinearity testing was performed using regression techniques calculated with the help of SPSS computer program, then comparing with Tolerance and Variance Factor Inflation Factor (VIF). The independent variable is said to be no strong correlation if the Tolerance value > 10% = 0.1 and the Variance Inflation Factor (VIF) value < 10, vice versa if the Tolerance value < 10% = 0.1 and the Variance Inflation Factor (VIF) value > 10 then it can be said of a strong correlation between independent variables. The results of the examination can be seen in the following table:

TABLE VI. SUMMARY OF MULTICOLLINEARITY TEST RESULT

Coefficients ^a								
Model		Unstandardized Coefficients		Stand. Coe.	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Toler.	VIF
1	(Constant)	64.583	16.307		3.960	.000		
	Professional competence	1.045	.280	.370	3.731	.000	.900	1,111
	Organizational climate	.572	.131	.432	4.355	.000	.900	1,111

4) Hypothesis Testing

Hypothesis testing aims to answer the allegations that researchers make so obtained conclusion. The first hypothesis tested in this study is professional competence (X₁) contributing to teacher performance (Y).

TABLE VII. RECAPITULATION OF CORRELATION ANALYSIS RESULT BETWEEN PROFESSIONAL COMPETENCES (X₁) ON TEACHER PERFORMANCE (Y)

Correlation	Correlation Coefficient (R)	Determination Coefficient (R ²)	Contribution	Sig
X ₁ to Y	0.507	0.257	25.7%	0.000

The calculation result in the above table shows that the coefficient of correlation (rX₁y) = 0.507 with $\rho = 0.000 < 0.05$. This means that there is a contribution of professional competence to teacher performance. The magnitude of the coefficient of determination (R²) of 0.257 which means that professional competence (X₁) contributes to teacher performance (Y) of 25,7%, while the rest is influenced by other variables. To determine the predictive form between professional competence and teacher performance, a simple regression analysis was performed. From the results of simple regression analysis obtained regression equation $\hat{Y} = a + bX_1 = 130,296 + 1,431X_1$.

TABLE VIII. RECAPITULATION OF REGRESSION COEFFICIENT TEST RESULT OF PROFESSIONAL COMPETENCE VARIABLE (X₂) ON TEACHER PERFORMANCE OF KINDERGARTEN (Y)

Source	Coefficients	t	Sig
(Constant)			
Professional competence	.507	4.773	.000

The second hypothesis tested in this study is organizational climate (X₂) contributing to teacher performance (Y) to know whether or not the contribution of organizational climate to teacher performance is used simple correlation analysis calculated with the help of SPSS application program.

TABLE IX. RECAPITULATION OF REGRESSION COEFFICIENT TEST RESULT OF PROFESSIONAL COMPETENCE VARIABLE (X2) ON TEACHER PERFORMANCE OF KINDERGARTEN (Y)

Correlation	Correlation Coefficient (R)	Determination Coefficient (R ²)	Contribution	Sig
X _{2y}	0.549	0.301	30.1%	0.000

The above calculation results show that the coefficient of correlation (r_{X_2y}) = 0.549 with $\rho = 0.000 < 0.05$. This means that there is an organizational climate contribution to the performance of kindergarten teachers. The magnitude of the coefficient of determination (R²) is 0,301, which means that the organizational climate (X₂) contributes to the performance of the kindergarten teacher (Y) of 30,1%, while the rest is influenced by other variables. To determine the predictive form between organizational climate and the performance of kindergarten teachers, a simple regression analysis was performed. From the results of simple regression analysis obtained regression equation $\hat{Y} = a + bX_2 = 68,048 + 0,727X_2$.

TABLE X. RECAPITULATION OF ORGANIZATIONAL CLIMATE REGRESSION COEFFICIENT TEST RESULT (X1) ON TEACHER PERFORMANCE (Y)

Source	Coefficients	T	Sig
(Constant)			
Organizational Climate	.549	5.334	0.000

The third hypothesis examined in this study is the professional competence (X₁) and organizational climate (X₂) together contribute to teacher performance (Y)

TABLE XI. RECAPITULATION OF CORRELATION ANALYSIS RESULTS BETWEEN PROFESSIONAL COMPETENCE (X₁) AND ORGANIZATIONAL CLIMATE (X₂) ON TEACHER PERFORMANCE (Y)

Kolerasi	Koefisien Kolerasi (R)	Koefisien Determinasi (R ²)	Kontribusi	Sig
X ₁ X _{2y}	0,652	0,424	42,4%	0,000

The calculation results in the table above show that the coefficient of correlation (r_{yX_2}) = 0,652 with $\rho = 0.000 < 0.05$. This means that there is a contribution of professional competence (X₁) and organizational climate (X₂) to the performance of kindergarten teacher (Y). The magnitude of the coefficient of determination (R²) is 0.424, which means that professional competence (X₁) and organizational climate (X₂) on teacher kindergarten performance (Y) is 42.4%, while the rest is influenced by other variables. To know the predictive form between professional competence (X₁) and organizational climate (X₂) on teacher kindergarten performance (Y), simple regression analysis was performed. From the results of simple regression analysis obtained regression equation $\hat{Y} = a + bX_1 + bX_2 = 64,583 + 1,045X_1 + 0,572X_2$.

TABLE XII. RECAPITULATION OF TEST RESULTS OF REGRESSION COEFFICIENT OF PROFESSIONAL COMPETENCE (X1) AND ORGANIZATIONAL CLIMATE (X2) ON TEACHER PERFORMANCE (Y)

Source	Coefficients	T	Sig
(Constant)			
Professional Competence	0.370	3.731	0.000
Organizational Climate	0.432	4.355	0.000

IV. CONCLUSION

Based on the results of the analysis, it can be concluded as follows: 1) The professional competence of teachers contributes to the performance of kindergarten teachers in the city of Solok with a contribution of 25.7%. This means that if you want to improve teacher performance, it can be done by improving teacher professional competence to be better. 2) Organizational climate contributes to the performance of kindergarten teachers in the city of Solok with a contribution of 30.1%. Thus, the organizational climate contributes significantly to teacher performance. This means that the better the organizational climate, the better the performance of teachers in carrying out their duties, and vice versa. 3) Professional competence and organizational climate together contribute to teacher performance by 42.4%. This explains that to improve the performance of teachers who are good and ideal should be done through improving professional competence and organizational climate that is systematic and on target. This means that the better professional competence and organizational climate will also improve teacher performance. Teacher performance will be optimal if supported by various components in the school, including teacher professional competencies and a good organizational climate.

Acknowledgment

On this occasion the researcher would like to say thank to parties who have assisted in the completion of this research. Thankyou researcher to:

- A. *Prof. Dr. Sufyarma Marsidin, M.Pd and Dr. Ahmad Sabandi, M.Pd as my guidance.*
- B. *Prof. Dr. Kasman Rukun, M.Pd and Dr. Rifma, M.Pd, and Prof. Dr. Rakimahwati, M.Pd, as my contributors.*
- C. *Dean of Faculty of Education and Chairman of Education Administration Study Program together, Head of Administration with some staff who have provided services and varied for the author in completing the lecture.*
- D. *Head of Education Office of Solok that release this research.*

- E. *Mr / Head of kindergarten in Solok City along with teacher assemblies who have participated as respondents in this research.*
- F. *Especially for both parents of beloved husband, siblings and other family for their blessing and encouragement to the author in completing lectures on Graduate Program.*
- G. *Fellow students of the Department of Education Administration graduate program*

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