

Competence and Perceived Organizational Support of Christian Religion Teachers in Surabaya

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Abstract— This research is based on several teacher's performance problems that arose recently. Some teachers do not have discipline in time; some teachers do not master the technology in teaching; and some of the teachers never make a lesson plan in learning process. This study aims to prove whether there is an influence between Teacher's Competence and Perceived Organizational Support towards the Performance of Christian Religion Teachers in Surabaya. The method used is Quantitative Method. Analyzing three variables, which are the Teacher's Competence, Perceived Organizational Support and Teacher's Performance. The results showed that the Teacher's Competence and Perceived Organizational Support had a significant effect on Teacher's Performance, which means that the influence of Teacher's Competence and Perceived Organizational Support towards the Teacher's Performance was forty-two-point three percent in a positive direction. It means that when Teacher's Competence applied together with Perceived Organizational Support, produce a stronger influence on Teacher's Performance. This study found that Teacher's Competence supported by good Perceived Organizational Support resulted in higher Teacher's Performance, with the Perceived Organizational Support variable being more dominant. Increased Perceived Organizational Support, in this case the relationship between the superiors and fellow teachers is improved to produce maximum Teacher's Performance.

Keywords—teacher's competence; teacher's perceived organizational Support; Teacher's Performance; Christian religion; introduction

I. INTRODUCTION

This research is motivated by several phenomenon related to the teacher's performance. First, some teachers do not have discipline in time, which is suspected by Jumriah, Akib, and Darwis in their research that found the average time delay of teacher's attendance at the State Vocational High School 1

Barru Lampung, reaches 7.5 hours in 1 month; which is equivalent to 1 day of the teacher's working hours [1]. Second is that the teachers do not master and do not use information technology in the learning process. Agree with Supangat, Amna, Sulistyawati in their research at the SHAFTA Islamic School in Surabaya, there are still many teaching staffs or teachers who still do not use technology in the learning process [2]. And third, it is often found that teachers are unable to make Lesson Plans (RPP) in the learning process, which appears in Kusumawati's research at SDIT Al-Fallah Simo Surabaya, which found the results in the preliminary study, that the score of the teachers who prepared lesson plans before the learning process was only 59%, which means that 41% of the teachers never made the lesson plans [3].

As shown in below table, the researchers in this research, observing at the results of some previous studies, such as Wattimena and Byrne & Hochwarter's research, which found Perceived Organizational Support insignificant with the Teacher's Performance. While Ahmed, Redmond, Hamad and Hammadim, and Ali, found that the independent variables is significant with the dependent variable. Researchers determined the location of the research in Surabaya, and the respondents of this research were Teachers of Christian Religion in Surabaya, which is the novelty in this research, unlike the other researches which has done in some different locations.

This research is supported by several theories used to develop research instruments, among others: Teacher's Performance is indeed a complex individual action and can be understood in several factors, such as 1) ability, 2) motivation, 3) received support, 4) job availability and 5) the relationship with formal and informal educational institutions [10]. Rhoades & Eisenberger argued that Perceived Organizational Support (POS) is the institutional support that perceives with global beliefs about how far the institution assesses contributions,

pays attention to welfare, listens to complaints, pays attention to the teacher's life, and considers goals to be achieved, and also can be trusted to treat teachers fairly [11]. Novauli explained that teacher's competence is knowledge, skills and attitudes that are displayed in an intelligent behavior and the responsibility of a teacher, in carrying out his profession, which can be understood in the ability to master the subject matter, the ability to interact socially with both students and with fellow teachers, principal, and also in society [12].

The formulation of the problem on this research, is how big the influence of a Teacher's Competence and Perceived Organizational Support towards the Performance of Christian Religion Teachers in Surabaya. While the purpose of this study is to find out how big is the influence of Teacher's Competence and Perceived Organizational Support towards the Performance of Christian Religion Teachers throughout the city of Surabaya.

This research was supported by several previous studies of each variable that appears in the following table:

TABLE 1. RESEARCH ACCOMPLISHED

No	Researcher	Research Variables		Outcomes	
		Teacher's Competence	Perceived Organizational Support	Teacher's Performance	
1	(Ahmed et al., 2014) [4]		√	√	Significant
2	(Wattimena, 2010) [5]	√	√	√	Not Significant
3	(Redmond, 2011) [6]	√	√	√	Significant
4	(Hamad & Hammadim, 2011) [7]	√		√	Significant
5	(Ali, 2015) [8]	√		√	Significant
6	(Byrne & Hochwarter, 2008) [9]		√	√	Not Significant

II. METHOD

This research using Quantitative Methods with three variables, consisting of two independent variables, which are Teacher's Competence and Perceived Organizational Support; and one dependent variable, which is Teacher's Performance. This research was conducted in the Christian Religion Teacher Working Group (KKG) throughout the city of Surabaya, which consisted of 293 Christian Religion Teachers, who subsequently became the sample in this study.

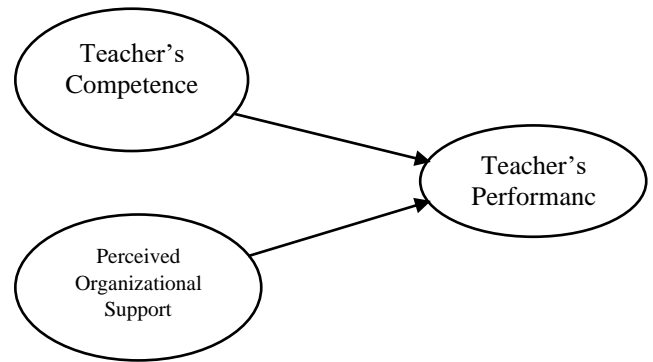


Figure 1. Research Model

The hypothesis in this research is that there is an influence between Teacher's Competence and Perceived Organizational Support on the Performance of Christian Religion Teachers in Surabaya. The results of the research analysis on 293 Teachers of Christian Religion subject in Surabaya, found the R value was 0.423 with a positive value; which means that the variables of Teacher's Competence and Perceived Organizational Support proved to have an effect on the Performance of Christian Religion Teachers in Surabaya, with a magnitude of 0.423 or 42.3%. This can be seen in Table 2. The R Square value of 0.179 indicates the contribution of the Teacher's Competence and Perceived Organizational Support towards Teacher's Performance is 0.179 or 17.9%, means another 82.1% influenced by other variables outside of this study.

The results of linear regression analysis between Teacher's Competence and Teacher's Performance were found in R = 0.365 with a positive value; which means that the Teacher's Competence variable had a positive effect on Teacher's Performance with a magnitude of 0.365 or 36.5%.

The results of linear regression analysis between Perceived Organizational Support on Teacher's Performance are found in the R of 0.405 with a positive value; which means that the Teacher's Competence variable has a positive effect on Teacher's Performance with a magnitude of 0.405 or 40.5%.

The results of the analysis of Multiple Regression and Linear Regression from each variable of 293 teachers are shown in Table 2.

TABLE 2. CORRELATION TEST RESULT

Variable X	Variable Y	N	r	R Square	P
Competence	Teacher Performance	293	0.365	0.125	0.000
Perceived Organizational Support	Teacher Performance	293	0.405	0.162	0.000

Competence and Perceived Organizational Support for	Teacher Performance	293	0.423	0.179	0.000
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Organizational Support is increased once, then the Teacher's Performance will increase by 0.790 times.

III. FINDINGS AND DISCUSSION

From the findings, the researchers conclude that there is a correlation between Teacher's Competence towards the Performance of Christian Religion Teachers in the city of Surabaya, with a magnitude of $r = 0.365$. This illustrates that the Teacher's Competence has a moderate effect on Teacher's Performance. Likewise, Perceived Organizational Support has an effect on the Performance of Christian Religion Teachers in the City of Surabaya, with the value of $r = 0.405$. This proves that Perceived Organizational Support has a more dominant influence than the Teacher's Competence towards the Performance of Christian Religion Teachers in the city of Surabaya.

The researchers also found that when the Teacher's Competence was applied together with Perceived Organizational Supports, it resulted in an even greater effect, which is the value of $r = 0.423$. And this proves that the Teacher's Competence if carried out together with Perceived Organizational Support will produce a greater effect.

IV. CONCLUSION

This research reveals that: (1) Teacher's Competence if supported by Perceived Organizational Support will have a greater influence. This should be a stimulant factor for schools in Surabaya to pay attention to the supporting factors for teachers, so they will feel that there is a school support in their profession. Because the Teacher's Competence if accompanied by Perceived Organizational Support will produce greater Teacher's Performance, which will give benefit for the institution. (2) Perceived Organizational Support was found to have a more dominant influence in shaping the Performance of Christian Religion Teachers throughout Surabaya. This shows that psychological factors on school support have a stronger influence on the Teacher's Performance than the Teacher's Competence. This finding also provides an input for institution to pay attention to the relationship factors with every teacher in the school, so that they will feel that they are needed in that place. (3) The Multiple Regression Line Equation in this study is $Y' = 26,148 + 0,553 X_1 + 0,790 X_2$. This means that if the Teacher's Competence is increased once, then the Teacher's Performance will increase by 0.553 times. And if Perceived

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