"IMPROVING TEACHER PERFORMANCE THROUGH STRENGTHENING ORGANIZATIONAL CLIMATE, SERVING LEADERSHIP AND COMPENSATION (EMPIRICAL STUDY USING CORRELATIONAL APPROACH AND SITOREM ANALYSIS ON PUBLIC ELEMENTARY SCHOOL TEACHERS IN BEKASI CITY)"

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ABSTRACT:

This research was conducted in an effort to improve teacher performance by conducting research on variables related to improving teacher performance. The related variables are organizational climate, servant leadership and compensation.

This research is a correlational study to determine whether the variables of organizational climate, servant leadership and compensation can improve teacher performance. The SITOREM method is used to determine the order of priority and recommendations for improvements that need to be done.

The study population was 408 public elementary school teachers in Bekasi City. The research sample was 202 respondents who were determined by the Slovin formula. Sampling was done by means of multistage random sampling.

This study aims to: (1) identify efforts to strengthen organizational climate to improve teacher performance, (2) identify efforts to strengthen servant leadership to improve teacher performance, (3) identify efforts to strengthen compensation to improve teacher performance, (4) identify efforts to strengthen compensation to improve teacher performance. efforts to strengthen climate organization and servant leadership together to improve teacher performance, (5) know efforts to strengthen servant leadership and compensation together to improve teacher performance, (6) know efforts to strengthen organizational climate and compensation together to improve teacher performance, and (7) know the efforts to strengthen the organizational climate, servant leadership and compensation together to improve teacher performance.

The results of quantitative research found that all independent variables can improve teacher performance. According to the order of the strength of the strongest correlation, namely servant leadership (ryx2) 2 = 0.6336, organizational climate (ryx1) 2 = 0.5520, and compensation (ryx3) 2 = 0.5446. Consistent with this quantitative analysis, the results of qualitative data analysis also show that teacher performance can be improved through strengthening organizational climate, servant leadership and compensation.

The results of the SITOREM analysis show that the components of teacher performance, organizational climate, servant leadership and compensation. Organizational climate and compensation components that require improvement are: (1) Tolerance; (2) Policy; (3) Constraints; (4) Work environment. Meanwhile, the components that need to be maintained and improved include: (1) Learning media; (2) Methods; (3) Results of training; (4) Work complexity; (5) Teacher duties; (6) Responsibility; (7) Communication; (8) Self-motivation; (9) Conflict; (10) Management; (11) Challenge; (12) Feelings; (13) Listening; (14) Serving; (15) Emotion; (16) Healing; (17) Consciousness; (18) Empathy; (19) Empowerment; (20) Conceptual; (21) Commitment; (22) Communication; (23) Basic payment; (24) Protection program.

INTRODUCTION

The teacher is a central factor in the learning system in schools. The role of teachers is very important in transforming educational inputs, so that it can be ensured that in schools there will be no change or increase in quality without changes and improvements in teacher quality. The quality of teachers will affect the success of students in learning, which will lead to an increase in the quality of education. Therefore, teachers are required to be more professional in carrying out their duties. The main task of the teacher which is manifested in learning activities as well as tasks in institutions is a form of teacher performance. Teacher performance will be good if the teacher has implemented the elements consisting of high loyalty and commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks, creativity in the implementation of teaching, cooperation with all school members, leaders who become role models for students, good personalities, honesty and objectivity in guiding students, and responsibility for their duties. If teacher performance increases, it will affect the quality of the output, therefore it needs support from various schools to improve teacher performance.

Based on UNESCO data in the 2016 Global Education Monitoring (GEM) Report, education in Indonesia is ranked 10th out of 14 developing countries and teacher quality ranks 14th out of 14 developing countries in the world, while teacher quality is measured from the Teacher Competency Test results. In 2017, the highest average UKG score was obtained by high school (SMA) teachers, namely 69.55, while the lowest score was achieved by elementary school (SD) teachers, namely 62.22, meaning that the average score achieved at the UKG did not even reach number 70. Therefore, efforts are made to improve the quality of teachers maximally so that the achievement of the overall educational goals can be realized.

Improving the quality of teachers is important because no matter how good the planned curriculum is, it will not run well without the support of qualified teachers.

The profession of teachers always gets the spotlight from the community, if the maximum work performance of the teacher, the community gives a reasonable appreciation, but if there are negative things that intersect with the teaching profession, the community will crowd to judge teachers on a large scale, this is understandable , because the teaching profession is closely related to morals. For this reason, in this study, teacher performance should be improved to provide an overview to the community that the output achieved by the teacher is very large, one of which is the success of teachers who can change students both in terms of knowledge and attitudes and morals, students from not knowing to knowing so that The ability, expertise and skills of students increase, so do the morale, morals, attitudes and actions of students to become better.

A hard effort in achieving performance cannot be separated from the conditions and situations in the environment, with a cool atmosphere that takes place in a conducive atmosphere in the work environment and a healthy atmosphere in the work system, which is expected to encourage and assist in improving the expected performance. The SD Negeri organization in Bekasi City, Bekasi, needs serious improvements to boost the morale of the SD Negeri teachers so that they can further improve their performance optimally. The manifestation of the teacher's performance has made a real contribution which can improve the quality and quantity as well as the morale of the teacher. Currently, in the work environment of teachers it is necessary to make changes in various aspects of changes which are expected to provide hope for increased performance.

Another problem with teacher performance is the level of education that has not reached the undergraduate (S1) requirements which can be an obstacle in carrying out teaching assignments and even when applying for teacher certification allowances. Teacher performance in reality is simple, namely teachers have the ability and skills in the learning process in the classroom, are

skilled at using various educational facilities and the ability to use technological sophistication such as making learning powerpoints, making animation and learning design.

The ability and skills in guiding students are needed considering the age of students in the range of 7 years to 12 years who can be said to be children. And this becomes an obstacle when the teacher does not have the discipline of child psychology where in the learning process there is a special approach in educating their students.

Based on the background description above, it is necessary to conduct in-depth research to assess teacher performance in relation to the factors that are thought to be related.

THEORITICAL REVIEW

A.　　Teacher Performance

According to Anderson (2011: 114) states that the dimensions of job performance could be assessed in terms of six dimensions: quality, quantity, timeliness, cost-effectiveness, need for supervision, and interpersonal impact. Some of these dimensions may not be relevant to all job activities.

The quotation above can be interpreted that to measure the success of an employee's performance can be measured through six dimensions: quality, quantity, timeliness, cost effectiveness, need for supervision, and interpersonal impact, if these six dimensions can be implemented correctly, it can be said that employees has achieved the performance desired by the organization.

The achievement of organizational goals can be determined by the level of success through evaluation or assessment (Maseleno et al., 2019), both individual assessments and group assessments. Evaluating a person's performance cannot be separated from assessing the merits of that person's performance. Performance evaluation is a performance appraisal that is compared with agreed plans or standards in a certain period. So that evaluating one's performance is assessing the overall work result of

a person during a certain period. This performance evaluation is carried out periodically, meaning that it is carried out within a certain period of time, for example every month, every quarter, or every semester and some also carry out performance evaluations every year.

George and Jones (2012: 217) state that performance appraisal gives employees feedback that contributes to intrinsic motivation. (Performance appraisals provide employee feedback that contributes to intrinsic motivation). This quotation can be interpreted that the performance assessment is very important in order to see the level of progress of an employee after carrying out his work within a certain period, other things can also see the readiness of the organization in carrying out its function as an organization that can guide its employees. The same thing is expressed by Mathis and Jackson (2011: 329) that Performance appraisals are used to assess an employee's performance and provide a platform for feedback about past, current, and future performance expectations.

According to Rivai (2008: 324) that the aspects assessed in the performance appraisal are:

a.　　Technical ability, namely the ability to use the knowledge, methods, techniques and equipment used to carry out tasks as well as experience and training gained.

b.　　Conceptual ability, namely the ability to understand the complexity of the company and the adjustment of the field of motion of each unit into the operational field of the company as a whole, which in essence understands the individual's duties, functions and responsibilities as an employee.

c.　　Interpersonal relationship skills, among others, to cooperate with others, motivate employees / colleagues, conduct negotiations and so on.

According to George and Jones (2012: 217) that the performance appraisal has two overarching goals: (1) to encourage high levels of employee motivation and performance. (2) to provide accurate information to be used in managerial decision making. The purpose of performance

appraisal is to encourage high levels of motivation and performance, as well as to provide accurate information for decision making. Thus that performance appraisal needs to be carried out by the organization if organizational goals are to be realized.

Luthan and Rivai's opinion, each of which gave a different assessment of Luthan's performance, gave the point that accuracy and work safety were more important, while Rivai gave the point that performance evaluation would be valid if it was done independently.

Based on the description above, it can be synthesized that teacher performance is the work that can be achieved by a teacher in an organization, in accordance with their respective authorities and responsibilities in an effort to achieve educational goals legally, does not violate the law and is in accordance with morals or ethics. Performance measurement is done through indicators; (1) skilled in using learning media, (2) skilled in choosing methods, and (3) developing knowledge of the results of training, (4) work complexity, (5) teacher function assignments, and (6) responsibility for their work, and (7) communicating, (8) self-motivation, and (9) conflict and solutions.

B.　　Organizational Climate

An organization if it wants to be successful in realizing its goals, it takes reliable individuals as a resource who will take control of the organization. In order for human resources in the organization to work optimally, the organization must be able to create a good and pleasant climate. So that human resources whose quality has been formed can be maintained and have high work performance.

According to Mary Uhl-Bien, Schermerhorn, Jr., & Osborn (2014: 13) organizational climate represents shared perceptions of members regarding what the organization is like in terms of management policies and practices. (Organizational climate represents members' shared perceptions of what the organization looks like in terms of management policies and practices) with factors including;

a.　　superior-subordinate relationship,

b.　　communication between members of the organization,

c.　　members' perceptions of organizational policies and

d.　　members' perceptions of management practices (fairness).

Adenike (2011: 151) organizational climate defined as employees 'perceptions of the work environment and how these perceptions influence individuals' work- related attitudes and behaviors. (Organizational climate is defined as employees' perceptions of the work environment and how these perceptions influence individual work-related attitudes and behavior).

Adenike (2011: 151-165) further states that organizational climate can be measured by indicators:

a.　　management and leadership style,

b.　　participation in decision making,

c.　　challenging work,

d.　　boredom and frustration,

e.　　fringe benefits

f.　　staffing policy,

g.　　working conditions

h.　　suitable career ladder.

Belausteguigoitia, Patlán, and Navarrete J. (2007: 5) state that organizational climate understood as the employees' interpretation of the work environment. (Organizational climate is understood as employees' interpretation of environmental work) with the dimensions of organizational climate as follows:

a.　　supportive management,

b.　　clarity (policy)

c.　　self-expression (freedom).

d.　　contribution (performance),

e.　　recognition (of position, achievements, etc.)

f.　　work as a challenge

The opinion of Mary Uhl-Bien, adenike and Belausteguigoitia's opinion can be seen from the points of mutual support and strengthening that the organizational climate will multiply if it is

supported by good management and leadership and a conducive environment.

C.   Servant Leadership

A leader in carrying out his leadership must have the expected criteria, in the sense that a leader must have more criteria than his subordinates, for example being honest, fair, responsible, loyal, energetic, and several other criteria. Leadership is a complex relationship, because leaders will face economic conditions, social values and political considerations.

According to Wahjosumidjo (2010: 349) leadership has the connotation of moving, directing, guiding, protecting, fostering, giving examples, providing encouragement, providing assistance, and so on. The leader is responsible for moving every effort and obstacle to ensure clarity of the vision. Leaders must be able to create an organizational climate where employees feel free but full of responsibility.

A successful leader is able to act as a strong driver and driver and is goal-oriented. Robbins (2006: 413) states that "leadership as the ability to influence a group toward the achievement of goals. The above quotation can be interpreted that leadership is the ability to influence a group towards the achievement of goals, or in other words a leader must have the power to influence his subordinates to want and participate in realizing organizational goals.

According to Winardi (2008: 36) leadership is a relationship in which one person, namely the leader, influences other parties to work together voluntarily in an effort to carry out related tasks to achieve what the leader wants. Wirawan (2007: 35) states that leadership is the ability to influence a group towards achieving goals. Influencing is an attempt to create changes in attitudes, behavior, values, beliefs, motivation, performance, income, goals and so on.

The opinion of Wahjosumidjo, Winardi and Wirawan is that the characteristic of a leader is that he can influence his subordinates so that he wants and follows what his leader wants so that he can change the behavior of his subordinates.

Good leadership is leadership that integrates task orientation with orientation between human relationships. By integrating and improving both the leadership will be effective, namely able to achieve organizational goals on time, because effective leadership can carry out management functions well, including carrying out planning well too. Wirawan (2007: 19) explains that leadership is the process of a leader creating a vision, influencing the attitudes, behavior, opinions, values, norms and so on of followers to realize the vision.

D.   Compensation

Everyone works with the aim of earning a salary so that they can meet their daily needs. For that everyone works to get reciprocity in accordance with the work done. So that employees work actively and are responsible for carrying out their duties properly in order to get an award for their work performance in the form of compensation. One way of management to increase creativity, work performance, and motivation is by providing compensation (Rahmawati, 2020)

According to Dessler (2008: 390) compensation (program) refers to all forms of pay or rewards going to employees and arising from their employment. (Compensation programs are all forms of payment or benefits given to employees in connection with their employment). With dimensions

a.   *Direct Finacial Compensation: Wage / salary, incentives, commissions, and bonuses.*

b.   *Indirect Financial Compensation: insurance, pay-vacations*, etc

Ivancevich (2010: 294-295) states that the compensation program is the human resource management function that deals with every type of reward individuals receive in exchange for performing organizational tasks. (Compensation Program is an HR management function that regulates the forms of compensation given to employees as compensation for employee performance in carrying out company duties). With the following dimensions:

a.   Dimensions of "Direct Financial Compensation": (a) Salary / Wages, (b) Bonuses, (c) Commissions, etc.

b.   Dimensions of "Indirect Financial Compensation": (a) insurance, (b) health-care, (c) pay-leave, etc.

c.   Non-Financial Compensation Dimensions: (a) awards, (b) promotions, (c) training, etc.

Richard L. Daft (2010: 329-330) states that compensation (program) refers to (1) all monetary payment and (2) all goods or commodities used in lieu of money to reward employees. (Compensation is all payments of money and all commodities / goods used as rewards for employees) with the indicators:

a.   *Wages and Salary, including bonus and commissions*,

b.   *Benefits: health-insurance, paid vacation*, etc.

The opinion of the experts above agrees that compensation must have elements of salary, commission, and bonuses, awards, etc., which can affect the performance of employees in a company.

According to Hasibuan (2010: 54) compensation is all income in the form of money, direct or indirect goods received by employees as compensation for services provided to the company. With the following dimensions:

a.   Direct financial compensation in the form of; basic payments (salaries and wages), performance fees, incentive payments (bonuses, commissions, profit / profit sharing and stock options) and deferred payments (savings programs and share purchase annuity).

b.   Indirect financial compensation in the form of; protection programs (health insurance, life insurance, pension, labor insurance), pay outside working hours (holidays, holidays, annual leave and maternity leave) and facilities such as vehicles, office space and parking lots.

c.   Non-financial compensation, in the form of work (interesting tasks, challenges, responsibilities, recognition and a sense of accomplishment). Work environment (healthy policies, competent supervision, pleasant relatives, comfortable work environment).

According to Handoko (2014: 160) compensation is anything that is received, whether physical or non-physical and must be calculated and given to someone who is generally an object exempted from income tax. Compensation is a complex and difficult thing, because it involves the basis of feasibility, logic, rationale, and can be accounted for and involves emotional factors from the aspect of labor. Compensation is given with the aim of providing stimulation and motivation to the workforce to improve work performance, as well as production efficiency and effectiveness. Therefore, if the compensation is given correctly, employees will be more satisfied and motivated to achieve organizational goals. with the following dimensions:

a.   Get quality employees. To meet the standards demanded by the organization. In an effort to attract prospective employees, organizations must stimulate potential applicants with a compensation level that is quite competitive with other organizations' compensation levels.

b.   Retaining existing employees. With competitive compensation, organizations can retain potential and qualified employees to keep working. This is to prevent high employee turnover and cases of employee hijacking by other organizations.

c.   Guarantee justice. The existence of compensation administration guarantees the fulfillment of a sense of justice in the relationship between management and employees. With a work binding, in return for organizational services for what employees have served in the organization, fairness in providing compensation is absolutely considered.

d.   Changes in attitude and behavior. The existence of adequate and fair compensation for employees should be able to correct attitudes and behaviors that are not profitable and affect performance. Good job performance, experience, loyalty, new responsibilities and other behaviors

can be rewarded through an effective compensation plan.

e. Rational cost efficiency compensation helps organizations to acquire and retain human resources at a reasonable cost level. With competitive wages, organizations can get a balance from the increased work ethic of employees. Without a systematic wage and payroll structure an organization can underpay or overpay its employees.

f. Legality administration. In the administration of compensation there is also a legality limit because it is regulated by the government in a law. The goal is that the organization does not arbitrarily treat employees as company assets.

RESEARCH METHODS

This research was conducted at Public Elementary Schools (SDN) in Bekasi City, West Java. This research method uses a correlational approach and SITOREM analysis. Information on survey results was collected from respondents using a questionnaire for all variables, both teacher performance (Y), organizational climate (X1), serving leadership (X2), and compensation (X3).

RESEARCH RESULT

Based on the quantitative research stage, namely the analysis of data processing results, statistical calculations, hypothesis testing and discussion of research results regarding the relationship between organizational climate, serving leadership and compensation with the performance of SDN teachers in Bekasi City:

1. There is a significant positive relationship between organizational climate and teacher performance with a correlation coefficient value of 0.743 and a coefficient of determination of 55.20%. Thus the higher the organizational climate, the higher the teacher's performance is predicted.

2. There is a significant positive relationship between serving leadership and teacher performance with a correlation coefficient of 0.796 and a coefficient of determination of 63.36%. Thus, the higher the serving leadership, the higher the teacher's performance is predicted.

3. There is a significant positive relationship between compensation and teacher performance with a correlation coefficient of 0.738 and a coefficient of determination of 54.46%. Thus the higher the compensation, the higher the teacher's performance is predicted.

4. There is a significant positive relationship between organizational climate and leadership serving together with teacher performance with a correlation coefficient value of 0.805 and a coefficient of determination of 64.80%. Thus the higher the organizational climate and leadership serve together, the higher the teacher's performance is predicted.

5. There is a significant positive relationship between serving leadership and compensation together with teacher performance with a correlation coefficient value of 0.804 and a coefficient of determination of 64.64%. Thus, the higher the serving leadership and compensation together, the higher the teacher's performance is predicted.

6. There is a significant positive relationship between organizational climate and compensation together with teacher performance with a correlation coefficient value of 0.769 and a coefficient of determination of 59.14%. Thus the higher the organizational climate and compensation together, the higher the teacher's performance is predicted.

7. There is a significant positive relationship between organizational climate, serving leadership and compensation together with teacher performance with a correlation coefficient value of 0.808 and a coefficient of determination of 65.29%. Thus the higher the organizational climate, serving leadership and compensation together, the higher teacher performance is predicted.

CONCLUSION

The results of this study indicate that there is a positive relationship together organizational climate, serving leadership and compensation with teacher performance. These results provide input that the performance of teachers in SDNs throughout Bekasi City can be improved by increasing the three determining variables, namely organizational climate, serving leadership and compensation.

a.   Organizational climate is a situation, conditions and characteristics of the workplace environment which are characteristic of an organization which is formed from the attitudes, behaviors and personalities of all members of the organization. Organizational climate is an important factor that determines the life of an organization and becomes one of the factors that determine employee performance, therefore improving organizational climate is one of the most effective ways to improve performance and a driving factor for the success of an organization.

In fact, what happens in the field is that the organizational climate has been improved with various attributes such as a comfortable, beautiful, quiet space, and an orderly air circulation. While the organizational climate in the form of policies can provide a sense of security for organizational members such as; school rules that apply to all school members, a system of penalties and rewards that provide a sense of security, so that anyone who violates gets a punishment that educates and who achieves an award.

b.   Serving leadership is a leadership concept that originates from a sincere feeling that arises from the heart desiring to serve. Servant Leadership is a leadership model that tries to simultaneously increase the personal growth of workers and improve the quality of service from the organization through a combination of teamwork and community development, personal involvement in the decision-making process, and caring and ethical behavior.

The facts in the field are that the principal's leadership has provided good hope for teachers, because the principal is willing to listen to the complaints of teachers in carrying out their work, for example when teachers find it difficult to get learning facilities in the form of simple teaching aids, the principal responds to these complaints by facilitating them. and meet the needs that teachers ask for.

Compensationis all compensation received by an employee for services or results of his work in an organization, the reward is in the form of money or goods, either directly or indirectly. Compensation in the form of money, paid in currency for his work. While compensation is in the form of goods, meaning that the worker is paid certain goods for his services. Compensation relates to financial rewards given to someone on the basis of an employment relationship and is given in the form of finance (money).

In fact, the compensation paid is in accordance with the rights of a teacher, for example, the payment of regular salaries, payment of teacher certification that is paid every 3 months in accordance with the Bekasi city regulation, while for activities that are basic tasks do not receive compensation, compensation for teachers who have good achievements also receive compensation. appreciation from the principal.

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