Competency Effect Analysis, Compensation And The Working Environment On Performance

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Abstract— **This research approach is quantitative with inferential statistical analysis using teachers and supervisors at ICM Boarding School, South Tangerang as the population in the study and the sampling technique used saturated sampling. and using survey data collection methods by distributing questionnaires using interval data and Likert scale. Test the validity of the questionnaire using Pearson Correlation or Product Moment, while the reliability test using Cronbach (Alpha). The hypothesis was tested using standardized regression weight criteria, the value of the Critical Ratio and the significance of the probability of Structural Equation Modeling (SEM) with AMOS 21 software. Based on the results of data processing, there is a direct and positive influence between teacher competence on teacher performance. This means rejecting the null hypothesis and accepting the alternative hypothesis. Testing the effect of compensation on teacher performance, the results show that there is a direct and positive influence between compensation on teacher performance. This means that the proposed null hypothesis is rejected and the alternative hypothesis is accepted. There is a direct and positive influence between the work environment on the performance at ICM Boarding School. This means that the null hypothesis is rejected, and accepts the alternative hypothesis which states that there is a direct and positive influence between the work environment on teacher performance at ICM Boarding School.**

Keywords: teacher competence, compensation, work environment and teacher performance.

I. INTRODUCTION

The causes of the low quality of education in Indonesia include problems of effectiveness, efficiency and standardization of teaching. There are special problems in the world of education, namely low physical facilities, low quality of teachers, low welfare of teachers, low student achievement, low opportunities for equal distribution of education, low relevance of education to needs and high cost of education. (meilanikasim.wordpress.com). The key element in education is the teacher. Then the teacher's performance must really be considered because individual performance is influenced by many factors. The model developed in this study concerns external factors, namely the work environment and internal factors, namely teacher competence and compensation.

Competence is a professional competency standard that teachers must possess, namely learning management, potential development, and academic mastery. Teacher performance is the result of work that can be seen from a series of abilities possessed by a teacher by profession. The abilities that must be possessed by teachers have been mentioned in the Indonesian government regulation no. 19 of 2005 concerning the National Education Standards for Pedagogic Competencies, Personality Competencies, Professional Competencies, Social Competencies.

For two decades, the school work environment has been identified as one of the determining factors for the effectiveness of a school (Creemer et al., 1989). Fisher and Fraser (1990) also stated that "improving the quality of the work environment in schools can make schools more effective in providing a better learning process". Freiberg (1998) asserts that "a healthy school environment in a school makes a significant contribution to an effective learning process". and the establishment of a conducive school work environment to make all school members perform their duties and roles optimally ".

While compensation is the reward received by the teacher in the form of direct financial rewards, indirect financial rewards and non-financial rewards. Martoyo, (2000) states that factors that can affect employee performance or performance include: motivation, job satisfaction, stress levels, physical conditions, work, compensation systems and economic aspects.
Competency is a combination of skills, knowledge, and attitudes that can be observed and applied

critically for the success of an organization and work performance and employee personal contributions to the organization. Rampersad (2006) states that job-oriented competencies are abilities, behaviors or skills that have been shown to generate or predict superior performance in certain jobs.

Competence as a learning agent at the primary and secondary education levels as well as early childhood education includes (RI Government Regulation No. 19 of 2005):

1. Pedagogic Competence.
   Pedagogic Competence is about how the teacher's ability to teach, this ability includes the ability to manage learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.
2. Personality Competencies
   Taking the role of a teacher requires a unique personality. The personality of this teacher includes the ability of a personality that is steady, stable, mature, wise, and dignified, is a role model for students, and has noble character.
3. Professional Competence
   The job of a teacher is a profession that cannot be done by just anyone. Profession is a job that requires special skills and is usually proven by certification in the form of a diploma.
4. Social Competence
   Social competence is related to one's ability to face other people. Social compensation is the ability of educators as part of society to communicate and socialize effectively with students, fellow educators, educational staff, parents of education participants, and the surrounding community.

Dessler (1997) states that: "Compensation is a form of payment or compensation given to employees and arises from the employee's employment.

In addition to the factors that support teachers to work (performance) well apart from being professional, teacher welfare and job satisfaction. This means that teachers are satisfied with organizational behavior and fulfilled all their rights, so they are expected to work with enthusiasm and responsibility.

According to Sukidjo (2003), compensation in an organization must be arranged in such a way that it is a good system in the organization. With a good system goals will be achieved, including the following:

a. Appreciate Job Performance
b. Guarantee Justice
c. Retaining Employees
d. Obtaining Quality Employees
e. Cost Control
f. Meeting the Rules

Mondy (2008) states that there are 3 (three) dimensions / categories used to measure individual compensation, as follows:

1) Direct Financial Compensation
   The direct compensation provided can be in the form of salaries, wages and incentives. Direct financial compensation consists of two forms of payment, namely:
   a. Basic payment consisting of wages and salaries.
   b. Incentive payments consisting of bonuses, commissions, profit share and stock options.
2) Indirect Financial Compensation,
   Direct financial compensation. Samsudin (2005) classifies allowances into four forms, namely: Supplemental Wage Allowance, Insurance Allowance, Pension Allowance, Expensive Allowance, Job Allowance, Transport allowance, Housing allowance, wife or husband allowance, child allowance, maintenance allowance or health insurance, leave and allowances for religious days (allowances for holidays)
3) Non-Financial Compensation
   Mondy (2008) states that non-financial compensation consists of satisfaction received both from the job itself, such as responsibility, opportunities for recognition, opportunities for promotion, or from the psychological and / or physical environment where the person is, such as colleagues. fun, healthy policies, and job sharing.

According to Sukanto and Gitosudarmo (1998), the work environment is everything that is around the worker that can influence employees at work, including lighting arrangements, controlling noise, setting workplace cleanliness and setting workplace security. According to Alex S. Nitisemito (2002) the work environment is everything that is around workers and can affect performance.

According to Stewart in Prissilia (2014), the physical condition of the work environment around employees really needs to be considered by the company, because this is one way that can be taken to ensure that employees can carry out tasks without experiencing interference.

According to Sofyan (2013) which states that in general, indicators in measuring the work environment are as follows:

1. Work facilities, including lack of work tools, stuffy workspaces, inadequate ventilation and unclear procedures;
2. Employment relationship;
3. Factors of the physical work environment include: noise, workplace lighting, humidity and air temperature, service to employee needs, use of colors, environmental cleanliness, completeness of work facilities and infrastructure.

In school organizations, what is meant by the performance of a teacher is the result achieved in teaching and learning activities carried out by a person or group of teachers in carrying out the tasks achieved by their students. The success or failure of school goals is largely determined by the performance of the teachers. As stated by Sanusi (1991) states: The performance of the teacher as a teacher includes three aspects of

ability which include: (1) Professional ability which consists of: mastery of subject matter, mastery and appreciation of the educational and teacher foundations, as well as mastery of the education process, teacher training and student learning. (2) Social ability, namely the ability to adapt to work goals and the surrounding environment when carrying out duties as a teacher, (3) Personal abilities which include a positive appearance to the situation, understanding and living the teacher's values in each appearance so that they become role models for students . In its implementation, the performance of teachers or education personnel can be measured using five aspects that can be used as measurement dimensions conveyed by Mitchell, quoted by Mulyasa (2009), namely:

1. Quality of Work (quality of work)
2. Promtness (timeliness)
3. Initiative (initiative)
4. Capability (ability)
5. Communication (communication)

Influence Between Variables

1. Lowler (1984) states that teacher performance is related to the ability and ability to do something. Furthermore, Kast and Rosenzweig (1979) supported by Hoy and Miskel (1978) stated that teacher performance is an ability to carry out tasks or jobs that are in accordance with attitudes, knowledge, skills and motivation.
2. One of the elements that influence teacher performance is service fees in the form of salaries / compensation and other allowances that teachers receive. Because indirectly the salary / compensation is related to teacher performance. This is in line with research conducted by Sri Kustilah (2004).
3. 3.Odger (2005) defines an ergonomic work environment, as an applied science that studies things related to the level of comfort, efficiency, and safety in designing workplaces to satisfy the physical and psychological needs of employees in the workplace. Because a comfortable work environment affects employee work.

II. RESEARCH METHODS

This research is a causal explanatory relationship in the form of a survey which aims to determine the pattern of causal relationships between exogenous variables which in this study are limited to only three variables, namely teacher competence, compensation and work environment with endogenous variables, namely teacher performance within the framework of the grand theory of Human Resource Management (MSDM), Organizational Behavior (PO), and Psychology. To find out the relationship between some exogenous or independent variables to the endogenous or bound variables, after testing the

validity of the data, it then continues to test the model's feasibility measurement and hypothesis testing or model testing of the relationship between research variables.

From the research variables, an indicator as an abstract variable can be determined measured based on existing application theory, research instruments and sample design used.

The next step is to collect data, either through observation, interviews and distributing questionnaires. The data that has been collected is then processed using validity and reliability tests. The quantitative analysis technique used is the Structural Equation Modeling (SEM) analysis technique.

The operational definitions of the latent variables and indicators and measurement scales used in the study are as follows:
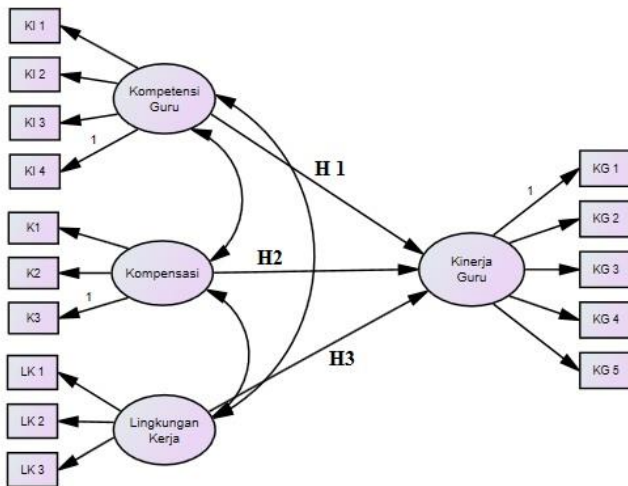
1) Teacher Competence, Competence is a standard of professional competence that teachers must possess, namely learning management, potential development, and academic mastery. RI government regulation No. 19 of 2005 in Saiful Hadi (2007) there are 4 (four) indicators of Teacher Competence (KI), namely: Pedagogical Competence (KI1), Personality Competence (KI2), Professional Competence (KI3), Social Competence (KI4) . Measurement scale: 1 to 5 Likert scale. Likert scale in the form of ordinal scale then converted into interval scale.

2) Compensation, is a form of payment or compensation given to employees and arising from the employment of the employee. According to Mondy (2008) there are 3 (three) dimensions / categories used to measure compensation individually, namely direct financial compensation (K1), indirect financial compensation (K2), and non-financial compensation (K3).
Measurement scale: 1 to 5 Likert scale. Likert scale in the form of ordinal scale then converted into interval scale.

3) Work environment, work environment is everything that is around workers that can affect employees in their work, including work facilities (including work tools, work space, ventilation and work procedures), work relations (work relations between workers, workers and superiors) , physical work environment factors (including noise, workplace lighting, humidity and air temperature, service to employee needs, use of colors, environmental cleanliness, completeness of work facilities and infrastructure). According to Sofyan, 2013) three indicators of the work environment are; 1) Work Facility (LK1); 2) Employment Relations (LK2); 3) Physical Environment (LK3).
Measurement scale: 1 to 5 Likert scale. Likert scale in the form of ordinal scale then converted into interval scale.

4) Teacher performance, is the result achieved in teaching and learning activities carried out by a person or group of teachers in carrying out the tasks achieved by their students. The indicators

used according to Mitchell are quoted by Mulyasa (2009), namely,
1) Quality of Work (KG1); 2) Promtness / timeliness (KG2); 3) Initiative / initiative (KG3); 4) Capability (KG4); 5) Communication / communication (KG5).
Measurement scale: 1 to 5 Likert scale. Likert scale in the form of ordinal scale then converted into interval scale.

Overall Research Model Framework and Hypotheses

The relationship between exogenous and endogenous variables can be seen from the framework of the research model with the following hypotheses as follows:
Source: Processed from: PP RI No 19, 2005; Mondy (2008); Musanef, (2000); Sukanto and Gitosudarmo (1998): Nitisemito (2002): Stoner (1989); Prissilia (2014); Sofyan (2013); Mulyasa (2009); Lowler (1984); Bolton (1973); Mulyana (2008); Soekidjo, 2003; Sri Kustilah (2004); Odger (2005);

A Tabrani Rusyan et al (2007)

Hypothesis 1:
Teacher competence directly has a positive effect on teacher performance at ICM Boarding School.

Hypothesis 2:
Compensation directly has a positive effect on teacher performance at ICM Boarding School.

Hypothesis 3:
The work environment directly has a positive effect on teacher performance at the ICM Boarding School.

1.1. Population and Sample
1) Total teachers and supervisors at ICM Boarding School are 107 people
2) The technique to be used in selecting the sample is saturated sampling technique, so the number of samples to be used is 107 teachers.,

1.2. Methods, Data Collection Procedures, and Analysis Techniques

1.2.1. Data Collection Methods and Procedures
Data collection methods used in this study:
1) Individual questionnaire to ICM Boarding School teachers and supervisors.
   The scale used is the Likert scale, which contains five levels of answers (weighted scores) from 1 to 5. The ordinal scale obtained through the Likert scale with the method of successive interval (Method of Successive Interval / MSI) is converted into interval data.
2) Interview, namely the method of data collection using questions and answers with elements of leadership and several respondents
.
1.2.2. Analysis Technique
The inferential analysis technique uses the structural equation modeling (SEM) method from the AMOS 21 statistical software package, namely in the formation of models and hypothesis testing. The parameter estimation used is the maximum likelihood (ML) method, among others, with the consideration of being more efficient (Imam Ghozali, 2013).

1.3. SEM Modeling (Flowchart) and Structural Equations
Flowcharts, which make it easier to see the causality relationship you want to test. Furthermore, the equation obtained from the converted flow diagram consists of a structural equation which is formulated to state the causality relationship between various constructs. Endogenous variable = exogenous variable + endogenous variable + error. Based on the theoretical model, a structural equation model can be built as follows:
$$KG = \gamma 1.1\ KI + \gamma 1.2\ K + \gamma 1.3\ LK + \zeta$$

1.4. Goodness-of-Fit evaluation
The fit of the model in this study refers to the opinion of Ghozali (2011) which provides a limit of Goodness of Fit.

1.5. Testing Aspects of Research
There are two types of analysis tools used in this research, namely to test the data and the second to test the model.
Test Data
a. Normality test
b. Univariate / Multivariate Outliers Test
Model Test
a. Measurement Model Test (Goodness of Fit Test)
   b. Structural Model Test

III. RESEARCH RESULTS AND DISCUSSION

To produce output that has added value, ICM, which since 2013 has accredited A for SMP and SMA, in addition to implementing the National Curriculum which is the reference and standard of the Government also applies the Cambridge Curriculum which has several advantages, both in the development of reasoning and concepts. , as well as international networks (international networking).

The vision of ICM is to become a leading school that develops uniqueness of students to produce leaders with Islamic character and to be responsible for the realization of civil society.

In order to improve the quality of ICM Boarding School graduate students above average, a series of programs and activities are carried out, including: 1) Implementing the Cambridge curriculum; 2) Teachers and coaches who have a good reputation; 3) Establishing a Learning Support Center for Special Needs Children to monitor, raise, maintain and develop student potential; 4) Establishing C2-RED as an institution for the development and advancement of teachers and students; 5) Optimization of the large ICM area is deliberately designed to create a conducive teaching and learning environment, and so on.

Test Data Validity and Data Reliability

Validity and reliability testing is intended so that the list of questions used has a level of validity and reliability that meets the required limits:

Data Validity Test (AVE)

VARIABEL	AVE (Varience Extracted)
Kompetensi Guru	0.997
Kompensasi	0.948
Lingkungan Kerja	0.778
Kinerja Guru	0.732

The questionnaire test is able to measure what should be measured (Valid). The acceptable level of validity is ≥ 0.50. Because the AVE value of each research variable is above 0.50, the questionnaire is valid.

Reliability Test

VARIABEL	Reliability
Kompetensi Guru	0.999
Kompensasi	0.981
Lingkungan Kerja	0.891
Kinerja Guru	0.919

Reliability test is a reliability test that aims to determine how reliable or trustworthy a measuring instrument is. The limitation is the reliability value ≥ 0.70. Because the reliability value of all research variables is above 0.70, the questionnaire / measuring instrument is reliable / trustworthy.

Construct Confirmatory Analysis of Exogenous and Endogenous Variables

Kriteria	Jml Variabel Laten	Jml Indikator	Tertinggi	Terendah	Cut-off (Ketentuan)
Standardized Regression Weight	4	15	0.917	0.603	> 0.4
Critical Ratio (CR)	4	15	8.183	3.852	> 2.00
Probabilitas (P)	4	15	0,000	0,000	**< 0,05**

The results of the study show that the value of standardized regression weight> 0.4, CR value> 2.00 and probability <0.05, so it can be concluded that the

15 indicators can be used as a determinant / measure of each exogenous and endogenous variables.

Testing Structural Equation Model Assumptions

Data Normality
Criteria: critical ratio (c.r.) skewness & kurtosis within the range of ± 2.58 at the 1% significance level.

In terms of skewness, there are 3 indicators that are not normally distributed, namely indicators KG5, KG3 and KG2.

From the data collision (kurtonis), there are 4 indicators that are not in the normal distribution range, namely KG5, KG3, KG1 and KI4.

The multivariate value in the table shows the number 4.069> 2.58, so that the multivariate data is not normally distributed.

Therefore, it is necessary to look at the distribution of data, whether there are outlier data or not (Santoso, Singgih, 2014).

Evaluation of Multivariate Outliers
The test results show that there are no indicators that have Multivariate Outliers because all mahalanobis distance values are below 63.876 (χ2 - Chi Square with 84 degrees of freedom & a significance level of 0.05).

A. Overall Goodness of Fit Index Testing

Goodness of fit index	Hasil	Cut-off Value	Kriteria
χ^2 – Chi Square	98.132	$\leq 63,876$	Poor Fit
Significaned Probability	0,139	$\geq 0,05$	Good Fit
DF	84	positif/OI	positif/OI
CMIN/DF	1,168	$\leq 2,00$	Good Fit
RMSEA	0,040	$\leq 0,08$	Good Fit
GFI	0,885	$\geq 0,90$	Marginal
AGFI	0,836	$\geq 0,90$	Marginal
TLI	0,967	$\geq 0,90$	Good Fit
NFI	0,846	$\geq 0,90$	Marginal
CFI	0,974	$\geq 0,90$	Good Fit
RMR	0,036	$< 0,4$	Good Fit

1. X ^ 2- Chi Square is not fit.
2. Significance Probability, RMSEA, CMIN / DF, TLI, CFI, and RMR show good fit.
3. GFI, AGFI and NFI have marginal values
   Conclusion: Model can be resulted fit (Wijayanto, 2008; Imam Ghozali, 2011).

B. Hypothesis Testing and Discussion

Criteria: p <0.05; C. R (critical ratio) of> 1.96 (The level of significance is 5%)

Hypothesis Testing 1; Effect of Competence on Teacher Performance

Variabel Endogen		Variabel Eksogen	Std Est	Estimate	S.E.	C.R.	P
Kinerja_Guru	<--	Kompetensi_Guru	0.517	0.415	0.102	4.074	***

The results showed that the p value was = 0.000 <0.05; C.R (critical ratio) is 4.047> 1.96 and the amount of direct influence (regression coefficient) is

0.415 (positive), so it can be concluded that H0 is rejected or H1 is accepted, this means that competence directly has a positive effect on Teacher Performance.

Hypothesis Testing 2; Effect of Compensation on Teacher Performance

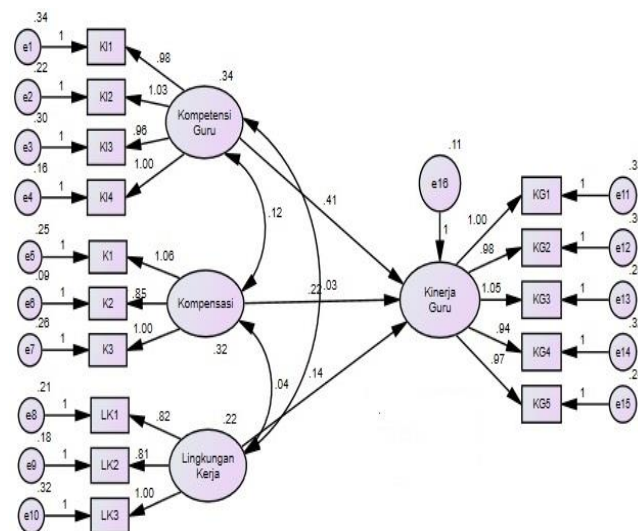| Variabel Endogen		Variabel Eksogen	Std Est	Estimate	S.E.	C.R.	P
Kinerja_Guru	<---	Kompensasi	0.261	0.216	0.094	2.289	0.022

The results showed that the p value was = 0.02 <0.05; C. R (critical ratio) is 2.289> 1.96 and the amount of direct influence (regression coefficient) is 0.216 (positive) so it can be concluded that H0 is rejected or H1 is accepted, this means that compensation directly has a positive effect on teacher performance.

Hypothesis 3 Testing; Effect of Work Environment on Teacher Performance

Variabel Endogen		Variabel Eksogen	Std Est	Estimate	S.E.	C.R.	P
Kinerja_Guru	<---	Lingkungan_Kerja	0.135	0.135	0.118	2.146	0.032

The results showed that the p value was = 0.03 <0.05; C. R (critical ratio) is 2.146> 1.96 and the amount of direct influence (regression coefficient) is 0.135 (positive), so it can be concluded that H0 is rejected or H1 is accepted, this means that the Work Environment directly has a positive effect on Teacher Performance.

C. Causality Relationship between Latent variables & Structural Equations

Structural Equations:
KG = 0.415 KI + 0.216 K + 0.135 LK + 0.115
Based on the structural equation, it can be explained that Teacher Competence, Compensation and Work Environment, respectively and together have a direct and positive effect on Teacher Performance, respectively 0.415, 0.216 and 0.135.

IV. CONCLUSION

Teacher competence has a direct positive effect on the performance of ICM Boarding School teachers and compensation has a direct positive effect on the performance of ICM Boarding School teachers while the work environment directly has a positive effect on the performance of ICM Boarding School teachers. For this reason, it can be said that the largest contribution of the antecedent variable in research to teacher performance is teacher competence, namely 17.2%, so efforts to improve the skills, knowledge, and behavior of teachers will be a critical choice. that can be taken by the management for the success of ICM Boarding School in the sense of producing outcomes, namely students who have achievements with graduation rates equal to the leading schools in Indonesia.

Good appreciation from respondents for direct, indirect and non-financial compensation policies provided by foundations / management needs to be monitored and adjusted to developments in conditions so that the objectives of compensation are met, among others, to provide job satisfaction, motivate work, and maintain the stability of teachers / coaches. especially teachers / coaches who have good talents. While the work environment in forming variations in teacher performance according to the results of the study, the improvement of work relationships, work groups with high cohesiveness and loyalty is expected to increase the productivity of teacher performance.

Although the model can be said to be fit, it is recommended for further research to modify the model to improve the quality of the model test results, especially the index value of X^2- Chi Square.

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