

IMPROVEMENT OF TEACHER SCHOOL COMPETENCIES THROUGH TEACHER PERFORMANCE MANAGEMENT, ORGANIZATIONAL CULTURE, SELF-DEVELOPMENT, WORK MOTIVATION, AND INTERPERSONAL SKILLS IN YOGYAKARTA CITY

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ABSTRACT:

This study aims to examine the relationship model of a variable that affects teacher competencies, to measure the direct and indirect effects of teacher performance management, organizational culture, self-development, work motivation, and interpersonal skills on elementary school teacher competencies at Yogyakarta city, and to measure the influence of variables that affect teacher competencies.

Keywords: Teacher Performance Management, Organizational Culture, Self-Development, Work Motivation, Interpersonal Skills, Teacher Competence

INTRODUCTION

The human qualities needed by the Indonesian people in the future can face increasingly fierce competition with other nations in the world. The quality of Indonesian people is produced through the provision of quality education by professional educators or teachers. Quality teachers have become a global demand as stated in the 2015-2020 United Nations Sustainable Development Goals document which reminded that by 2030, all governments in the world must be able to guarantee that students must be educated by qualified, trained, and professional teachers and good motivators.

In education scope, the existence of the role and function of teachers is one of the very significant factors. The existence of teachers for a developing nation like Indonesia is very urgently needed. The more existing teachers in carrying out their duties and functions are expected to create a community that has high development of human resources (HR). Improving education cannot only be solved by improving teacher quality. Therefore, efforts to improve the quality of education must be started by improving teacher competencies.

Competencies for teachers are the main capital to carry out the noble task of educating the lives of the children's nations. Teacher competencies have impact on the quality of education. This is line with Sukmadinata's (2006) opinion that the quality of education has not been as

expected because teachers have not worked seriously yet and the professional abilities of teachers are still low. Professional skills of teachers are part of the competencies that must be possessed by teachers, both those who have already or who are not certified yet. The reality in the field shows that not all certified teachers are able to demonstrate their competencies that they should have.

Schools as educational organizations want their human resources to be able to contribute as much as possible to the school. Human resources in carrying out their duties still always face problems that cannot be solved by their selves. It happens because the ability of human resources has not met school expectations. The learning process at school is considered as a routine repetition and delivery of knowledge content that does not force students to develop creativity, taste, initiative, work, and social care.

Conditions that have not been better for teachers' competencies have been realized by the Ministry of Education and Culture and appointed in national education and Culture Rembug 2018. National Education and Culture Rembug 2018 has resulted in recommendations on increasing the quantity and quality of teachers regarding to availability, increased professionalism, protection, and appreciation to the teachers. These efforts are expected to give benefits to the improvement of teacher competence.

In the current era of the industrial revolution 4.0, efforts to improve education through increasing teacher competencies are considered quite heavy. In this era, the task of the teacher in addition to carrying out the task of planting noble minds and character to students, teachers are also required to master the digital economy, artificial intelligence, big data, and robotic. Teachers in the 4.0 era are teachers who are familiar with innovation and excellence in education and learning creations (Kedaulatan Rakyat, 2018: 1).

The above problems are a challenge for the implementation of teacher performance management, especially at the elementary level. The performance management of elementary school teachers, which has so far been based on the principle, as usual, needs to be changed to what it should be so that improving the quality of performance of elementary school teachers is not only formal. At present, the problem of teacher performance management tends to be avoided by principals and teachers. According to the principal's opinion, performance management is an additional workload, while there are still many doubts that mentioned by the teachers because they do not fully understand the benefits of performance management for themselves. Therefore, the implementation of teacher performance management needs to be changed from the principle as usual to what it should be. As a result, the management of teacher performance based on the principle as it should bring effective and efficient teacher performance improvement systems, so that teacher performance improvement will continue and have an impact on the improvement of teacher competence.

Teachers who have competencies will produce qualified educational processes and results to realize intelligent and competitive Indonesian people, namely, people who believe in and fear God Almighty, have good character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Related to competencies, several aspects have adhered to teacher competencies. Factors supporting internal teacher competencies include work motivation, commitment, job satisfaction, and interpersonal skills.

Furthermore, external factors include compensation, organizational culture, and teacher performance management.

Basically, the improvement of teacher competencies will be successful if it is supported by good performance management, high work motivation, active in self-development, interpersonal skills, and organizational culture. Furthermore, professional allowances that have been obtained can be used to buy books, subscribe to newspapers, magazines, and journals, conduct classroom action research, participate in scientific activities such as seminars, workshops, another academic agenda, and continue to study at a higher level of education. In real condition, most teachers have not utilized the teacher's professional allowances for the things mentioned above. Therefore, the provision of professional allowances has not been able to improve teacher competencies which have an impact on the improvement of education quality.

Teacher competencies in carrying out their duties as mentioned above, they need to be continuously improved through various career development programs such as pre-service and in-service training through various equalization programs to improve teacher qualifications and increase special abilities through upgrading, education, and training, seminars, workshops, or teacher creativity competitions. However, not all teachers can participate in various activities which followed by various considerations. Therefore, these influences will also affect the quality of teachers that affect the competencies of the teachers themselves.

The above efforts are an effort to develop teacher professionalism which determines the quality of teacher competencies. In its implementation, it is still considered to be sporadic and seemingly careless. It is mentioned as because the various teacher development efforts have not been carried out on an ongoing basis lately and have not been systemically and planned evaluations. The impact of all this is that no continuous improvement has been produced.

The above description becomes the framework for researching teacher competencies that are influenced by performance management, organizational culture, self-development, work motivation, and interpersonal skills, especially at the elementary school level. This research was conducted at the elementary school level because the competence of elementary school teachers had generally not achieved good results. This could be seen from the teacher performance assessment score which was quite good, but the performance in the field had not been satisfactory. Then, there were still elementary school teachers in Yogyakarta city who had an inappropriate educational background because of the teachers' transfer function program. This research was conducted in the city of Yogyakarta because the average value of teacher competency tests in 2012 and 2015 was ranked highest nationally.

METHOD

The following is a summary of the factors influencing elementary school teacher competencies in Yogyakarta City as follows:

1. Teacher performance management did not directly affect teacher competencies, but it is through work motivation and interpersonal skills variables.
2. Organizational culture did not directly affect teacher competencies, but it was through work motivation and interpersonal skills variables.
3. Personal development did not directly or indirectly affect teacher competencies, either work motivation or interpersonal skills.

4. Work motivation had a direct effect on teacher competencies.
5. Interpersonal skills had a direct effect on teacher competencies.

Significance of the coefficient of influence between latent variables both direct (DCE), indirect (ICE), and total influences (TCE) could use the Completely Standardized Solution output.

MKG → KG paths, had a direct influence (DCE) of 0, indirect effect (ICE) through work motivation of $(0.28 \times 0.46) = 0.1288$, and ICE through interpersonal skills of $(0.31 \times 0.63) = 0.1953$, so $\Sigma \text{ICE} = 0.3241$. Thus, the total effect (TCE) of teacher performance management on teacher competence was $= \text{DCE} + \Sigma \text{ICE} = 0 + 0.3241 = 0.3241$.

BO → KG paths had a direct influence (DCE) of 0, an indirect effect (ICE) through work motivation of $(0.53 \times 0.46) = 0.2438$, and ICE through interpersonal skills of $(0.49 \times 0.63) = 0.3087$, so $\Sigma \text{ICE} = 0.5525$. Thus, the total effect (TCE) of organizational culture on teacher competence was $= \text{DCE} + \Sigma \text{ICE} = 0 + 0.5525 = 0.5525$.

The MOT → KG paths and the KI → KG paths were pathways that only had a direct influence (DCE), namely, work motivation which influenced teacher competence of 0.52 and the effect of interpersonal skills on teacher competency of 0.60.

At this moment, self-development does not influence teacher competence either directly or indirectly through work motivation and interpersonal skills. This happens because of the big influence of self-development on work motivation, interpersonal skills, and competencies of small teachers. Also, the T-values are less than 1.96, so they are not significant.

In fact, this is not under the purpose of self-development. The teachers' self-development aims to improve their professionalism so that they have professional competence in accordance with the laws and regulations. The self-development activities consist of functional training and teacher collective activities that aim to achieve and increase teacher competencies.

Correspondingly, Utomo & Sugiarto (2007: 91) mentions that the purpose of the training is to; (1) eliminating the gap between employees' skills and the qualifications needed for a particular position, (2) developing employees' expertise so that work can be completed more quickly and effectively, (3) developing knowledge so that work can be completed rationally, (4) developing attitudes that cause willpower cooperation with colleagues and leaders, (5) preventing employees from work boredom.

Based on this explanation, self-development activities should be able to improve teacher competencies, which are related to improvement of the skills, expertise, and knowledge needed to carry out the task. While self-development also influences work motivation related to goals number (4) and (5), which is to develop attitudes that cause willingness to cooperate and avoid boredom. Furthermore, the influence of self-development on interpersonal skills is in accordance with the training objective number (4), which is to enhance attitudes that evolve willingness to cooperate with colleagues and leaders.

Thus, some problems occur in the field. Based on the teachers' answers, most elementary school teachers in the city of Yogyakarta rarely participate in self-development activities. This happens because of limited access and opportunities for teachers to participate in self-development, both in the form of functional training and teacher collective activities.

RESULTS AND DISCUSSION

1. **Teacher Performance Management:** Teacher performance management in schools is a process designed to improve teacher performance. Based on the results of this study, the implementation of teacher performance management had not run optimally yet. This caused the teacher performance management did not have a direct influence on teacher competence. Performance management is influenced by the understanding of performance management, systems used for performance management, and the relationship between the principal and Agent (Rogan, & Boaden, 2017:14). Thus, performance management is influenced by three factors namely understanding performance management, performance management systems, and relationships between leaders and members. Therefore, the implementation of performance management in schools needs to be continuously improved. One of the ways that can be done is implementing MBO or goal-oriented management. An example of the material in performance management is the creation of employee performance goals (SKP). In the making of it, there are learning activities, mentoring, and the implementation of other teachers' duties. The creation of activities has initiated by plans, actions, monitors, and reviews. Also, in the arranging process of using a target-based management process (MBO), some considerations are as follows:
 - a. The principal and teachers set performance goals in one year.
 - b. After the performance targets are made, while teachers carry out the performance according to the SKP that has been made, the principal becomes the supervisor who gives direction, encouragement, and monitoring.
 - c. After running for one year, the school principal and teachers assessed the achievement of employee work goals (SKP). Then, it would be seen which activities were achieved and not yet achieved. Based on the illustration above, the principal and the teachers communicate each other. This communication is one of the successful implementations of teacher performance management in addition to the teacher's understanding of teacher performance management and the system used by schools. By planning to assessments conducted with the school principal and teacher, the teacher will have high work motivation to be able to complete the performance according to the agreed targets. In addition, the teacher also knows the shortcomings as well as what efforts must be made to correct them. This is what causes teacher performance management to influence work motivation and interpersonal skills and have an impact on increasing teacher competency. Therefore, the implementation of MBO or target-oriented management needs to be applied in all teachers' performance management lines, namely in the learning process, mentoring, and implementation of other tasks. This target-oriented management model involves teachers in totality from planning, action, monitoring, and reviewing. With this involvement, the teachers will be motivated to perform good performances that impact the improvement of the teacher's competencies.
2. **Organizational Culture:** Organizational culture carried out in Elementary Schools of Yogyakarta City is not yet fully included in the communal culture type. According to Robbins (2001: 527), this type of communal culture habituates teachers to produce a high friendship atmosphere and high shared understanding. Thus, teachers will get used to

being very friendly with each other and getting along well. These are all a reflection of the implementation of the teacher's interpersonal skills. In the daily implementation of the school environment, the type of organizational culture that is applied still varies between networked culture and mercenary culture. Some schools have high friendship cultures but they share a low understanding with them. Conversely, there are schools with low friendship cultures but having a high mutual understanding. Therefore, schools can create a communal culture. This type of culture can improve teacher competency. This is by the function of culture according to Robbins (2001: 528) as follows: (1) having boundary-defining roles, namely creating differences between one organization and another, (2) conveying a sense of identity for organizational members, (3) facilitating the rise of commitment to something greater than individual self-interest, (4) increasing social system stability, (5) serving as sense-making and control mechanisms that guide and shape workers' attitudes and behavior. Organizational culture contributes to performance which is related to the process of cohesiveness and cooperation within the organization. This is following the opinion which says that "organizational culture has been described as the shared values, principles, traditions, and ways of doing things that influence the way organizational members act" (Robbins & Coulter, 2013: 80). Organizational culture is the values, principles, traditions, and ways of doing things that can influence the members of the organization to act. In practice, the school implements organizational cultural values in daily life such as sincere, good soul, transparent of discipline, professionalism, teamwork, service, hard work. Schools that have organizational cultural values like mentioned earlier, these will become superior schools. This happens because school members actively carry out the cultural values of sincere, clean soul, discipline, transparent, professional, teamwork, service, and hard work. Teachers as part of the school community will also have good performance and can improve the competence of these teachers. For example in the application of professional value, public elementary school teachers in Yogyakarta City had not all tried to improve their abilities. Teachers also have innovations and creations that were still low, although the Education Office of Yogyakarta City also routinely holds learning innovation competitions. In this case, teacher participation was still low. The application of professional values gave a sign that the organizational culture implemented in public elementary schools in Yogyakarta city had not been able to influence teacher competency improvement. The analysis is that teachers who have innovations will certainly always improve themselves. The results of innovations and efforts to improve self-ability by the teachers will certainly have an impact on the teachers themselves, namely competence improvement. To increase teacher competencies through organizational culture, schools as educational organizations need to improve in developing a conducive culture. Schools need to build a communal culture that teaches friendship and cooperation among teachers that encourages teacher competency improvement. With this communal culture, if there is a teacher with good competence in a school, it will encourage other teachers to improve their competencies.

3. **Self-development:** Self-development is an activity carried out by the teachers to improve self-professionalism to have professional competence in accordance with law regulations. The results of this study indicate that the direct effect of self-development on teacher

competence did not significant because it had a T count - 1.40 which was smaller than t table 1.96. This happens because most public elementary school teachers in Yogyakarta city rarely get the opportunity to participate in self-development, both in the form of functional education and training (teacher training) and teacher collective activities. The current self-development activities are dominated by junior teachers who assume that they still need grades for promotion. This brings the effect that teachers who often participate in self-development often leave school, while teachers who rarely follow self-development must be patient in staying at school. This culture must be changed so that all teachers in schools feel that they have participated in self-improvement even though only once a year. In addition to the above reasons, these self-development activities usually also come from the Department of Education or other agencies. Self-development activities like this are usually by name. It means that self-development activities have already indicated the name by the Department of Education. If the invitation for self-development does not have a listed name, the school will appoint a teacher to participate in the activity. Related to improving teacher competency through self-development, several things can be done as follows:

- a. Schools create self-development programs independently and send teachers to participate in self-development programs organized by other parties. In the context of improving teacher competencies, schools can develop self-development programs independently. This means that schools need to create self-development programs that are carried out in their schools involving all teachers. The program is started by need analysis which requires coordination with the teachers. This independent self-development program should be done once in every semester, but if it is considered a heavy way, it can be done annually. Schools can make plans for teacher competency improvement programs by inviting the keynote speakers both school supervisors, education offices and the **Educational Quality Assurance Agency (LPMP), Center for Development and Empowerment of Educators and Education Personnel (P4TK)** or university academics. To prepare this program, schools need to create a special team. This team will be responsible for planning, organizing, implementing, evaluating, and following up. With the preparation of this independent self-development program, self-development activities become the agenda in school programs. Furthermore, all teachers have the opportunity to participate in self-development that can increase knowledge and skills that lead to the improvement of teachers' competencies. Besides conducting independent self-development, schools also need to program self-development activities by delivering teachers to attend training, workshops, seminars organized by other parties. In this case, if the invitation for self-development is not by name, the scheduling should be arranged so that there is an even distribution of teachers in participating self-development.
- b. Teachers develop self-development through the Teacher Working Group (KKG) In addition to efforts done by schools, teachers also need to make efforts to improve competence through self-development. One of them is a teacher working group (KKG). This forum has the task and function to discuss the problems faced in learning, mentoring, and implementing other tasks by creating a conducive climate so that teachers can be creative in it. Unfortunately, its activities have not been able to run as expected. If

it is reactivated, it can become the teachers' tool to develop themselves. Therefore, schools need to work together with the Principal Conference (MKKS) and School Supervisors to jointly reactivate the teacher working group (KKG) forum at this sub-district levels. This forum is an effective way of increasing teacher competencies. For example, teachers who have conducted classroom action research (CAR) can conduct also a CAR seminar through a representative KKG forum because it is attended by several teachers from various schools in a cluster in the sub-district. Besides, KKG can also be used as a small seminar that raises themes around teachers' problems.

- c. Teachers carry out civil society self-development Teachers can actively look for information related to personal development activities, both in the form of seminars and training. In civil society self-development, teachers actively participate in self-development on their initiative according to their needs. In this era, there are many opportunities for teachers to participate in civil society development themselves. Teachers are able to join online training, online seminars (webinars), or be a co-speaker at a seminar on education. This needs to be done by the teacher to improve the competencies needed in carrying out the task. Teachers are professional positions that are required to support in carrying out their professions accompanied by competence. Therefore, competence is the main weapon that must be owned by teachers. Education Office in the city of Yogyakarta as an agency in charge of education, especially elementary and junior high school levels has full authority to manage the implementation of education in schools. One of the important components in education is the teacher. Teachers as the spearhead of education are resources that play a role in determining the progress of education, especially in the Yogyakarta City area as an education city. Teacher competencies need to be improved so that the quality of education always increases. Concerning increasing teacher competencies, the education authority of Yogyakarta education has the authority to provide policies. It can make plans to improve teacher competencies, both in the medium and long term. This planning can be based on data such as the results of the teacher competency test (UKG), the results of teacher performance assessments (PKG), or the results of teacher supervision by the school principal or school supervisor.

The policies can be:

1. Making operational standard procedures (SOP) related to teacher performance management carried out in elementary schools which include learning process, mentoring, and other task implementation managements. In its implementation, it can apply the MBO model or target-oriented management that involves the teacher in totality from planning, action, monitoring, and reviewing.
2. Socializing the cultural habituation of communal culture in the school environment by applying organizational cultural values; sincere, clean soul, transparent discipline, professional, teamwork, service, and hard work at school.
3. Arrangement of self-development program in the form of education, training, and teacher collective activities. The preparation of its program is also inseparable from other policies in the form of allocating the School Operational Assistance (BOS) or Regional School Operational Assistance (BOSDA) funding to increase teacher competencies. Referring to

authority, it is easier for schools to develop self-development programs according to the needs of teachers in state elementary schools in Yogyakarta city, including efforts to revive the teacher working group (KKG) as a forum to improve teacher competency.

4. Improvement of teachers' work motivation by giving rewards in the form of rewards, giving welfare, giving opportunities for the teachers to continue their further studies.
5. Improvement of teacher interpersonal skills by designing training such as Achievement Motivation Training (AMT) for teachers that includes self-management skills, actively communicating, mutual support, motivating each other, and able to carry out conflict management properly. This is under the opinion of Beenen, Picler, & Shaun (2016: 206), the interpersonal skills consist of self-managing, communicating, supporting, motivating, and managing conflict.

CONCLUSION

The Education Office Yogyakarta City in providing policies related to teacher competency improvement needs to pay attention to factors that affect teacher competencies such as teacher performance management, organizational culture, self-development, work motivation, and interpersonal skills. This is based on several factors that influence competence, Moehariono (2014: 18) explains these factors include (1) innate talents, talents that have existed and are inherent from birth, (2) high work motivation, (3) attitudes, motives and values of perspective, (4) knowledge possessed from both formal and non-formal education, (5) skills or expertise, (6) the environment of everyday life.

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