Teacher Performance of The State Vocational High School Teachers in Surabaya

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Article Info	ABSTRACT
	This research talked about Analysis of Teacher Performance Through Competence, Compensation, and Job Satisfaction of the State Vocational High School Teachers in Surabaya.State Vocational High School Teacher is a professional educator with major duties to educate, teach, build, direct, coach, assess and evaluate learners on the vocational high school education. Teacher as a professional educator should has the academic qualification. Academic qualification required for a teacher is he or she at least should be educated of bachelor degree or diploma four.Fundamentaly, teacher performance is determined by the expertise and ability of teacher concerned. These achievement factor is so thick and so critical in its relation to competence, compensation, and also job satisfaction that may become the obstacle in the enhancement of teacher performance. Population in this research was the teachers of the State Vocational High School Teachers in Surabaya, amounted to 317, educated in bachelor degree or diploma four, had have service of minimal 5 years. Data analysis used the simple random sampling, structural equation model (SEM) analysis, by the assistance of *Partial Least Square* (PLS) software, conducted on 92 respondents and able to explain the effect of competence and compensation on the job satisfaction and the performance of the State Vocational High School Teachers in Surabaya.The results of researh indicated that: Competence and compensation significantly influential on teacher job satisfaction ;Competence and compensation significantly influential on teacher performance; Job satisfaction signifiacntly influential on the performance of the State Vocational High School Teachers in Surabaya. *Copyright © 2015 Institute of Advanced Engineering and Science.* *All rights reserved.*

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1. INTRODUCTION

Education has a very strategic role in the development of a nation. Various kinds of studies in many countries indicate the strength of correlation between education and developmental level of the nation which indicated by various economic, social and cultural indicators. The education that able to facilitate changes is one that spread evenly, quality and relevant to the societal needs.

Realizing the strategic role of education, Indonesia government always support an idea putting the education sector, particularly the secondary education, as priority in national development, even in the critical period of economy even though the education constantly get critical attention although its focus is confined in the effort of coping with the impact of economical crisis to education.

In order that the education development may contribute to the improvement of human resources quality, to the three main requisites it should be noted, they are: (1) The building facilities, (2) The sufficient and quality books, and (3) The professional teacher and education staffs [1].

One of very important education components in the framework of the strategic plan implementation is teacher. Teacher is the very determinant education component in the shape of education face in Indonesia. The lance tip of all educational policies is teacher. Teacher is who will shape the character and spirit of nation, thus the good and bad of this nation is highly depend on teacher. Due to the so large role of teacher, then, it is needed the teacher who professional, creative, innovative, has high will for keep learning, be aware of the technology and information, thus capable to follow the age development. The demand of teacher professionalism keep to be buzzed by various circles in our society, include the circle of teachers themselves through the existing various teachers organizations, beside of the demand of teacher life standard improvement. The hope, to increase the quality of education in Indonesia, it is needed a professional teacher in educating his or her students in school.

The Vocational High School teacher is a professional educator with the main task to educate, to teach, to build, to direct, to coach, to assess, and to evaluate the protégés (education participants) in the vocational high education. The academic qualification presupposed for a teacher is he or she should has educational degree in scholar or diploma four, minimum.

Fundamentally, teacher performance is determined by the expertise and ability of the teacher concerned. This achievement factor has so thick and so critical correlation to competence, compensation, and also job satisfaction that can becomes the constraint in the improvement of teacher performance. Based on the background, then this research topic was composed with the title of: Analysis of teacher performance throughcompetence, compensation, and job satisfaction of the State Vocational High School teacher in Surabaya.

1.1. Competence

Competence is an individual basic characteristic influencing the thinking and acting manners, making generalization to all situations faced, and long lasting enough in human self [2]. In line with the above definitions, the elements shaping a competence are: motives, traits, knowledge and skills. Competence is ability and will to do a task with the effective performance. Competence is individual knowledge, skill and quality [3]. Whereas, Watson Wyatt defined competence as the combination of skill, knowledge, and behavior that can be observed and applied critically for the success of organization and the job achievement and the personal contribution of employee to his or her organization [4].

1.2. Compensation

Compensation is a part of reward system that related only to the economic part, nevertheless, since the existence of conviction that individual behavior influenced by system in the wider spectrum then competence system cannot be separated from the whole reward system prepared by organization. While, reward itself is all things prepared by organization for satisfying one individual needs or more. While, two kind of the rewards are: Extrinsic compensation, and Intrinsic compensation. Handoko, said that: Compensation is everything the employees accepted as re-compensation for their work [5]. Thus, through the compensation employees may improve work performance, job motivation and satisfaction and improve their life needs.

1.3. Job Satisfaction

Job satisfaction as the positive pleasure or emotion resulted by work measuring or work experience. Job satisfaction is the perception result of the worker about how good the work prepares everything viewed as important [6]. In general, it is recognized in the organizational behavior field, that job satisfaction is the whole affective reaction of a person to the entire collection of work factors and the factors related to the job. The job satisfaction aspects are, among other, the feeling of employees to the various dimensions of job and work setting [7].

1.4. Performance

Performance is result or success level of a person as a whole during a given period in implementing tasks if compared to various possibilities, such as work results, target or goal or criteria have been determined first and have been agreed together [8]. Performance is the preparedness of a person or people group to do an activity and complete it correspond to their responsibility with the result as they expect.

1.5. Relation between Competence and CompensationWith Satisfaction

In principle, competence focused on ability and will to do a task with the effective performance. It is a rational behavior to achieve goal presupposed appropriate with the condition expected. Marzuki (2010), in his research stated that there is the quite strong, significant correlation between competences to responsibility, with the positive correlation direction [9]. Rosidah (2003) also found any quite large correlation between competence and satisfaction variables, this case indicated that a person shall be satisfied if can and able to make task put upon him or herself [10].

Compensation is everything the individual accepted as re-compensation for their work result. Aritonang, Keke T., (2005), stated that compensation is one of means that can be used to increase performance through satisfaction [11]. Aritonang showed any significant correlation between compensation variable and satisfaction variable. Satisfaction will be felt if the effort have already been done appreciated and given with the fair compensation. Supriyanto (2005) also informed any significant effect between compensation and employee satisfaction [12].

1.6. Relation between Competence and Compensation With Performance

Fitriyadi (2001), found any significant effect between competences to performance increase, with the positive correlation direction [13]. Marzuki (2010) also found any quite large correlation between competence variable and teacher performance variable [9]. Ikin (2010) also showed any significant correlation between compensation and performance, and also correlation between teacher performance and student learning achievement [14]. With the competent teacher it will impacted on performance increase, which furthermore will increase student achievement.

Supriyanto (2005) stated that compensation has positive and significant effect on performance [12]. The research results of Widyatmini, and Luqman Hakim (2010) also showed that leadership, compensation, and competence have correlation to the performance of employee [15]. The result of Widyatmini's research, affirmed the statement that the inappropriate compensation is not only due to the amount, but it should be appropriate with the rights. For that reason, in providing compensation to employees every company should try to be as fair as possible.

1.7. Relation betweenSatisfaction With Performance

Chance and Green (2001), Robins (2006), stated that the job satisfaction caused by the character ability to accomplish the job and to challenge the empowerment, training, development, communication, acknowledgment, and reward will have positive effect on performance [16],[4]. The research of Thornhill, and Sanders (1998); Tubs *et al.*, (1993), also concluded that: reward and autonomy giving related to the job shall increase work motivation, and job satisfaction that eventually the work quality also increased [12],[6]. Innovation, that dynamically integrated to personal ability can increase employee performance, this case is integration of applied psychological approach, innovation and cognitive ability. Employee performance increase can also be done by the giving of bonus or reward appropriate to the work achievement achieved.

1.8. Conceptual Model

In this research, there were four variables would be researched, namely: competence variable (X1), compensation variable (X2), teacher job satisfaction variable (Z), and teacher performance variable (Y). The research conceptual model can be depicted as Figure 1.
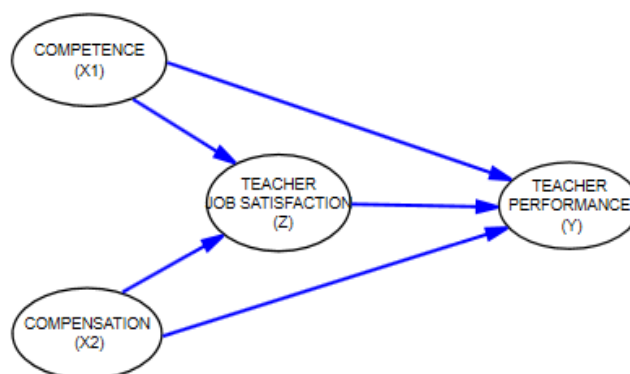

Figure 1. Research Conceptual Model

2. RESEARCH METHOD

2.1. Research Design

This research about the State Vocational High School teachers in Surabaya Indonesia, constituted analysis on teacher performance through competence, compensation, and job satisfaction in State Vocational High School in Surabaya. This research used multivariate analysis. The research type was explanatory research, in which it will be studied the causal correlation among variables by means of hypothesis testing have been determined before. The main method of this research was the research of survey results, that is, a research conducted by taking sample of population using questionnaire as the tool of main data collector. To measure data it was done by Likert scale. This research was implemented in the State Vocational High School setting in Surabaya Indonesia, on October up to December 2014.

2.2. Population and Sample of Research

Population in this research was the teachers of the State Vocational High Schools in Surabaya, amounted to 317, with education degree of scholar or diploma four, and have had the year of service minimal 5 years. Sampling method used was the Accidental Sampling method. Estimation used was the Partial Least Square (PLS) and sample numbers researched was of 92 respondents.

2.3. Classification and Definition of Operational Variable

Variable Classification

The research variables were determined and classified in accordance with the hypotheses have been formulated. Competence (X1) and compensation (X2) variables were used as exogenous variables, teacher performance variable (Y) as endogenous variable, while, job satisfaction variable (Z) acted as intervening variable.

Definition of Operational Variable

a. Teacher competence

Teacher competence is the basic characteristic of teacher influencing the manner to think and to act, to make generalization to all situation faced, and to last quite long in the self of employee. Competence was measured based on three indicators involving: knowledge, skill, and self concept [2].

b. Compensation

Compensation is a part of reward system that only related to the economic part, nevertheless, since the existence of conviction that the individual behavior was affected by system in the wider spectrum then the compensation system could not be separated from the whole reward system supplied by organization. While, reward itself is all things supplied by organization for satisfying one individual needs or more. The compensation variable is, operationally, measured by using three indicators [5], namely: basic pay (based pay), performance based pay (performance related pay), and indirect pay (employee benefit).

c. Teacher Job Satisfaction

Teacher job satisfaction is as a general attitude of an individual to his or her occupation. Satisfaction can be seen from the loyalty of the related employee to the type and condition of work, the reward for work achievement, the challenge, and the consequence of management style. Job satisfaction variable, operationally, is measured by using four indicators [4], namely: Satisfaction to pay or incentive, Satisfaction to work type, Satisfaction to equity, and Satisfaction to co-workers.

d. Teacher Performance

Teacher performance is as a work result, according to quality and quantity that can be achieved by an employee in conducting duty consistent with the responsibility assigned to him or her. Operationally, performance variable is measured by using three indicators [17], namely: Work result quality, Work time punctuality, and Work result quantity.

3.   RESULTS AND ANALYSIS
3.1. RESULTS

3.1.1. Measurement Model Research
Table 1 and Table 2 show the whole results of measurement model research.

Table 1. Outer Loadings and Cross Loadings

	Satisfaction (Z)	Performance (Y)	Compensation (X2)	Competence (X1)	Satisfaction (Z)	Performance (Y)	Compensation (X2)	Competence (X1)
x1.1				0.746359	0.556554	0.407215	0.648992	0.746359
x1.2				0.587335	0.371284	0.338732	0.406805	0.687335
x1.3				0.814704	0.486747	0.492504	0.505062	0.814704
x2.1			0.205210		0.239123	0.062244	0.705210	0.108795
x2.2			0.755955		0.486151	0.250147	0.755955	0.587936
x2.3			0.680511		0.451480	0.373911	0.680511	0.478072
y1		0.827928			0.439964	0.827928	0.274945	0.375447
y2		0.583514			0.499618	0.683514	0.422534	0.469817
y3		0.902403			0.450817	0.902403	0.290115	0.477405
z1	0.742724				0.742724	0.437044	0.517060	0.470281
z2	0.716835				0.716835	0.430722	0.531011	0.526295
z3	0.824440				0.824440	0.514605	0.523412	0.488829
z4	0.60640				0.750640	0.064365	0.046173	0.223038

Table 1 shows Outer Loadings depict the loading factor values **(convergent validity)** of each indicator. From this table it known that all of loading factor values of the research indicators (compensation, competence, satisfaction, and performance) larger than 0.5. This case shows that all of indicators are valid.

Cross Loadings depict the **discriminant validity** of each indicator. From this table it known that all loading factor values of the research indicators able to predict the loading factor value of each variable.

Table 2. Average Variance Extracted (AVE) andComposite Reliability

	AVE	Composite Reliability
Satisfaction (Z)	0.641971	0.776442
Performance (Y)	0.613428	0.821955
Compensation (X2)	0.758891	0.832554
Competence (X1)	0.521919	0.762930

Sources:analysis results

Table 2 indicates that the AVE values are same, the research variables larger than 0.5. Thus it could be concluded that model measurement evaluation by using AVE values had the good validity discrimination. Table 3: The composite reliability value of measurement result on the research model showed that all values > 0.7, thus it could be said that the construct had the good reliability.

3.1.2.   Model Estimation
In this measurement stage was conducted confirmatory factor analysis/construct validity on the measurement model of Competence (X1), Compensation (X2), Performance (Y), and Job satisfaction (Z). This case is shown on Figure 2.
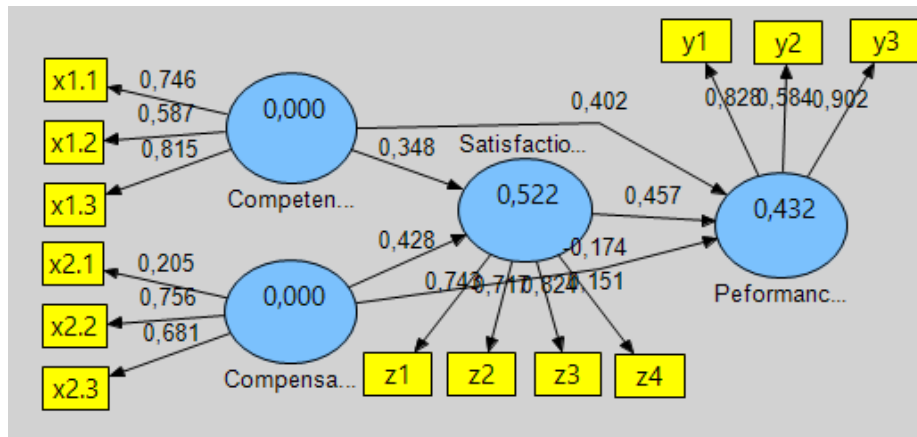
Figure 2. Research Model

3.1.3. Parameter Testing

Table 3 shows that the values of all regression coefficients were not equal to zero thereby the correlation of causality in model could be accepted.

Table 3. Model Research Parameter Estimation Path Coefficients

	Original Sampel (O)	Sampel Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (IO/SterrI)
Competence (X1)->Satisfaction (Z)	0.348354	0.349882	0.009882	0.08967	2.67312
Compensation (X2) ->Satisfaction (Z)	0.428043	0.429573	0.049573	0.06377	2.61823
Compensation (X2)->Performance (Y)	0.173882	0.175882	0.005882	0.13355	2.22034
Competence (X1) ->Performance (Y)	0.401573	0.408573	0.048573	0.07645	2.10524
Satisfaction (Z)->Performance (Y)	0.456812	0.459812	0.009812	0.04834	5.51612

3.1.4. Hypothesis Testing

Table 3, shows that there was teacher competence effect on teacher job satisfaction of 0.348, with significance of 0.000, and T Statistic value = 2.673. It meant that the existing teacher competence at this time is, significantly influential on teacher job satisfaction of 34.8%. This case meant that hypothesis 1 is accepted.

There was compensation effect on teacher job satisfaction of 0.428, with significance of 0.000, and T Statistic value = 2.618. It meant that the existing compensation at this time is, significantly influential on teacher job satisfaction of 42.8%. This case meant that hypothesis 2 is accepted.

There was teacher competence effect on teacher job satisfaction of 0.401, with significance of 0.000, and T Statistic value = 2.105. It meant that the existing teacher competence at this time is, significantly influential on teacher performance of 40.1%. This case meant that hypothesis 3 is acceptable.

There was teacher performance compensation effect of 0.173, with significance of 0.000, and T Statistic value = 2.105. It meant that the compensation received at this time is, significantly influential on teacher performance of 17.3%. This case meant that hypothesis 4 is acceptable.

There was teacher job satisfaction effect on teacher performance of 0.456, with significance of 0.000, and T Statistic value = 5.516. It meant that the existing teacher competence at this time is, significantly influential on teacher performance of 60.0%. This case meant that hypothesis 5 is acceptable.

3.2. Discussion
3.2.1. Effect of Competence on Job Satisfaction

This research, found that teacher competence is significantly influential on teacher job satisfaction of the State Vocational High School in Surabaya. The findings of this research informed that the competence variable factors have the positive relation to job satisfaction, in which the competence shaping factors are: knowledge, skill, and self concept. By using factor analysis it known that the dominant factors shaping teacher competence are self concept, followed by teacher's skill, and teacher's knowledge.

In order that teacher job satisfaction increase then self concept factor in competence need to increase. This case can be done by providing construction in order that teacher capable to increase his or her

competence, thus may know the work duty put upon. Teacher construction is in order that can properly understand about the work characteristic that he or she does, always act with heart, and behave in accordance with the rules. This case can be observed and applied critically for the success of teaching process, and also to increase teacher job satisfaction.

The results of this research were in line with the research results of Widyatmini, and Luqman Hakim (2010) which found that leadership, compensation, and competence were found have correlation to employee performance [15]. Rosidah (2003) also informed that competence is very influential on employee job satisfaction [10].

3.2.2. Competence Effect on Performance

This research, found that competence was significantly influential on teacher performance. The findings of this research informed that competence variable factors have positive correlation to performance. Performance is the success rate of a person as whole during a given period within implementing task if compared to various possibilities, such as work result standard, target or goal or criteria have been determined first and have been agreed together [8].

The results of this research were in line with the research results of Widyatmini, and Luqman Hakim (2010) showed that competence was found had correlation with employee performance [15]. The results of this research were also in line with the results of research by Rosidah (2003) that indicated that competence s influential on employee performance [10].

3.2.3. Compensation Effect on Satisfaction

This research, found that competence significantly influential on teacher job satisfaction. The findings of this research informed that the compensation variable factors have positive correlation to job satisfaction, in which the compensation shaping factors are: based pay, performance related pay, and employee benefit.

The most dominant contributions in shaping compensation are performance related pay indicator, followed by employee benefit, and based pay. By the dominant of performance related pay dimension in shaping compensation variable, then the Vocational High School manager, righteously pay more attention to this compensation, due to compensation is a part of solving keys of how to make members do in accordance with the organizational desire. This compensation system will assist to create will among the quality peoples to joint with the organization and do acts the organization need.

The results of this research were in line with the research of Parwoto Widodo (2012), which showed that compensation have positive effect on job satisfaction [18]. The research results were also in line with the findings results of Tri Budi Marwanto (2014), showed that competence is significantly influential on job satisfaction [19]. The research results of Widyatmini, and Luqman Hakim (2010) also showed that compensation is related to employee satisfaction [15].

3.2.4. Compensation Effect on Performance

This research, found that compensation is significantly influential on the performance of the State Vocational High School teachers in Surabaya. The findings of this research informed that compensation variable factors have positive correlation on performance. This case showed that to increase teacher performance, then it first necessary to provide the reasonable compensation for teacher. These findings also showed that the better compensation the teacher receive, it will the higher the teacher performance. This case showed that compensation is so necessary to get attention, due to, eventually, teacher performance highly affected by compensation.

Widyatmini, and Luqman Hakim (2010) in their research results showed that compensation and competence have correlation to employee performance [15]. The results of this research were in line with the findings of Supriyanto (2005), which showed that compensation significantly influential to performance [12].

3.2.5. Job Satisfaction Effect on Performance

This research, found that job satisfaction significantly influential on teacher performance. The findings of this research informed that job satisfaction variable factors have positive correlation on performance; this case showed that by increasing satisfaction, then it will boost the increase of teacher performance.

By using factor analysis it known that the dominant factor shaping teacher satisfaction is the satisfaction to equity, followed by the satisfaction to salary, satisfaction to co-workers and satisfaction to occupation type. Teacher job satisfaction caused by success in implementing his or her tasks, the performance will be higher than teacher who does not satisfied of his or her occupation. In this research it also known that the increase of added value is the behavior characteristic to be the measure of increase or not

the teacher performance. The results of this research were in line with the findings of Supriyanto (2005), which showed that job satisfaction significantly influential on performance [12].

4. CONCLUSION AND SUGGESTION

Based on analysis have been conducted then from this research it could be concluded as follow:
1. Competence significantly influential on teacher job satisfaction.
2. Competence significantly influential on teacher performance.
3. Compensation significantly influential on teacher job satisfaction.
4. Compensation significantly influential on teacher performance.
5. Teacher job satisfaction significantly influential on teacher performance of the State Vocational High School in Surabaya.

Related to the roles of competence and compensation on performance, indirectly, by means of job satisfaction, not yet including being the study in this research, then this case can be study for subsequent research.

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