

## The Influence of Competency, Organizational Commitment and Non Financial Compensation on Teacher Performance in SMAN 29 Jakarta

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**Abstract:** This research aims to examine and analyze the influence of competence, organizational commitment, and non-financial compensation on teacher performance in SMAN 29 Jakarta both partially and simultaneously. The sampling method used is saturated sampling method that is using all population amounts as research sample. The data were taken directly by using questionnaires on 47 teacher respondents at SMAN 29 Jakarta and 47 questionnaires were accepted and used for analysis. The method of analysis used in this study is multiple linear regression to test the relationship between dependent variable and independent variable by using significant level  $\alpha = 0,05$ . SPSS version 23 program is used as a statistical data analysis tool. The results showed that competence, organizational commitment, and non-financial compensation significantly influence the performance of teachers at the level of SMAN 29 Jakarta. The results of further research indicate that the competence variable is the more dominant variable in affecting teacher performance then non-financial compensation and followed by organizational commitment variable. The conclusion in this study based on R square value obtained the number 0.662 which means the teacher's performance of 66.2% influenced by competence, organizational commitment, and non-financial compensation and the rest is influenced by other variables not examined in this study.

**Keywords:** Competency, Organizational Commitment, Non-financial Compensation, Teacher Performance.

## INTRODUCTION

Human resources have an important role for the growth and development of the organization. The effectiveness of the organization in achieving its goals is strongly influenced by the quality of human resources owned. The organization must have competent and effective employees to achieve its objectives.

Education as an organization in the form of institutions is very important and occupies a central position in development because it is oriented to improving the quality of human resources. Education is a process of transforming cultural values as cultural heritage activities from one generation to another generation. Cultural values undergo a process of transformation from previous generations to present and future generations. Quality and quality education will certainly produce human resources that can optimize the potential of other resources. In the development in Indonesia in the future education is a key point where education is expected to be a driver of Indonesian society to improve the quality of its existence and able to participate in the movement of development.

Teachers are the most important component in creating quality human resources in accordance with the noble ideals of the nation as stipulated in the objectives of national education. Therefore, it takes a professional attitude of teachers in the learning process. Without the professional attitude of an institution such as educational institution will not get maximum results, in other words the teacher is one key to the success of an educational institution. Teacher performance is the result of quality and quantity achieved by a teacher in carrying out its duties in accordance with the responsibilities given to him starting from planning the learning process, implement and develop the learning process, evaluate the learning process and guide and train students.

The performance of teachers in SMAN 29 Jakarta can be seen from the number of outputs of the number of students received in the college through the selection of invitees which one of the criteria of acceptance criteria is seen from the value of their report cards from the beginning of the semester until the final semester. The following is the number of students who

received the state university with the selection line invitation at SMAN 29 Jakarta as the table below:

**Table 1: Number of Students who received state university selection invite line year 2015-2017**

Year	Number of students a	Number of students who register	Number of students accepted	% Number of students accepted	Information	
2015	763	702	32	4,56 %		
2016	745	559	32	5,72 %	2,5%	Decrease 2,5%
2017	747	373	12	3,22 %		

Source: Data SMAN 29 (2017)

From the above data obtained information on the number of students received in public universities in 2017 through the selection of invitees one of the requirements of the acceptance criteria seen from the value of their report cards from the beginning of the semester until the final semester decreased by 2.5% when compared with the previous year which can also be interpreted that the performance of teachers in

generating the output of the number of school graduates who can enter the state college selection invite line in 2017 decreased.

Based on the data that the authors obtain, the authors get the data values of teacher acquisition in teacher performance appraisal as follows:

**Table 2: Rating of teacher performance appraisal (PKG) 2015-2017**

Grade of PKG	2015	2016	2017
85,71	1	2	2
87,50	3	0	0
88,24	0	0	2
89,29	9	0	3
89,71	1	3	1
91,07	4	21	17
91,18	3	4	2
92,65	1	2	2
92,86	3	3	12
94,64	0	2	5
96,43	9	6	1
98,21	7	2	0
Total	41	45	47

Source: Data SMAN 29 (2017)

From teacher performance appraisal data (PKG) that writer get then get information that teacher performance at SMAN 29 Jakarta has not run with maximal this is known from data that value obtained by teacher decrease.

Teachers in the implementation of their duties are required to have a commitment to the organization with a professional attitude and uphold values that has

been agreed as one form of attachment to the organization in this case the school so that teachers will try to maximize its performance for school goals achieved. Given the high organizational commitment of the teacher will make the teacher avoid negative organizational behaviors such as ditching, loss to follow-up, leaving work hours, and so on. Researchers get data about teacher absence in SMAN 29 Jakarta as follows:

**Table-3: Teacher Attendance at SMAN 29 Jakarta 2016-2017 months (January - July)**

Year	Number of delays		The number of returns is fast	
	Year 2016	Year 2017	Year 2016	Year 2017
Jan	35	28	12	10
Feb	27	34	6	12
Mar	23	27	8	5
Apr	27	15	8	5
May	11	13	1	3
Jun	28	15	5	4
Jul	21	14	6	5

Source: Data SMAN 29 (2017)

Based on the above table, the authors see that still not good commitment of teacher organization in giving best to school as one form of attachment to organization. This can be seen from the continuing increase in the number of delays in the same few months in 2017 compared to the year 2016 i.e in February, March and May. The number of return home quickly in 2017 increased compared to the same month in 2016 i.e in May and May.

Teachers are one of the professions that have a noble purpose to educate the nation's children through the world of education. The contributions and services of teachers in the education world are so great that the government makes every effort to compensate teachers for better teachers' welfare from year to year so that teachers can focus more on their noble tasks and deliver their best performances.

Compensation can also be said of the award, in this case the compensation given to the teacher is an award received by the teacher because of the contribution of their services to the school and the world of education where the compensation provided is expected teachers can meet their needs in terms of physiology, the need for security and protection physical and psychological, the need for self-esteem and feelings appreciated by others and the recognition of others and the need for actualization so that teachers will be more focused in the work so that the performance of teachers will be better again further.

Teachers need not only material to meet their needs, but more than mere material such as rewards or non-financial rewards are the satisfactions received by a person from the work itself as well as the psychological environment and the physical environment in which a person works and contributes to achieving the goals of the so-called organization with nonfinancial compensation.

Non-financial compensation can be seen from the satisfaction of the profession of his work. Teachers will feel comfortable and enthusiastic when doing work that match their interests, talents, or abilities. Teachers will feel the freedom of working or how the work of the teacher is very important or beneficial to others make the profession of the teacher into attraction or in other words psychologically provide benefits and satisfaction or non-financial rewards that can be felt by the teacher such as a comfortable feeling and likes to do challenging work or requires some creativity or skill.

Other forms of non-financial compensation for example related to the work environment. Teachers feel calm, happy, comfortable, or other positive psychological or social atmosphere if working in a work environment that implements clear policies or regulations, working with other highly competent employees, a hostile free environment, co-workers

which is compact, or work with work facilities (office, ATK, or office facilities) that is comfortable and fun.

Non-financial compensation in the form of awards or non-financial rewards such as satisfaction of the profession or work of teachers, working environment conditions that provide a sense of comfort and security through existing regulatory policies that should be obtained by teachers in carrying out their duties in reality is still not running properly. Based on the above description, the writer is very interested to conduct research on: "Influence of Competence, Organizational Commitment, Non Financial Compensation to Teacher Performance at SMAN 29 Jakarta".

Based on the back of the problem then the purpose of this research is to know and analyze:

- Effect of competence on teacher performance in SMAN 29 Jakarta partially.
- Influence of organizational commitment to teacher performance in SMAN 29 Jakarta partially.
- The influence of non-financial compensation on teacher performance in SMAN 29 Jakarta partially.
- The influence of competence, organizational commitment, non-financial compensation on teacher performance at SMAN 29 Jakarta simultaneously.

## LITERATURE REVIEW

### Competence

Competence is the ability of a person to complete a job. Rivai and Sagala [1], competence is defined as an observable ability that includes knowledge, skills and attitudes in completing a job or task in accordance with the specified performance. Competence is also said to be the ability or skill of a person to meet the demands of work defined by the organization. Judisseno [2], competence shows a person's ability or ability (task characteristics) to be able to meet the demands of work, so as to produce output according to standards established by the organization.

Competence in the form of knowledge, skills, personality traits and attitudes required employees to perform tasks and roles in the work. This is argued by Marwansyah [3] that competence is the knowledge, skills, personality characteristics, and attitudes that enable employees to perform tasks and roles in their work. Competence referred to in this research is teacher competence. According to the Government of Republic of Indonesia's Regulation No. 74 of 2008 on the teacher of article 1 clause (1) in R. Payong [4], the meaning of Master is a professional educator with the main task of educating, teaching, guiding, directing, assessing, and evaluating learners in early childhood education on formal education, primary education, and secondary education.

From the above definition, it can be concluded teacher competence is a set of skills, knowledge, skills and behaviors that must be owned and mastered by teachers in carrying out their professional duties. Judisseno [2], the competence dimension is divided into two approaches: behavioral approach (personal characteristics) and task approach. The view of the word competence from the point of personal characteristics refers to the notion of "the person with what character can show the best work". This view is born from business organizations for the benefit of the process of acceptance and selection of employees, while the views of task characteristics refer to the notion of "what elements of competence that must be fulfilled by someone to do their job well".

### Organizational Commitment

The concept of organizational commitment is concerned with the degree of involvement of people with the organizations they are in. Expert opinions about organizational commitment vary greatly according to their respective perspectives. Greenberg and Baron provide a sense of organizational commitment as a level in which individuals identify and engage with their organizations and / or do not want to leave it Wibowo [7]. Organizational commitment signifies a desire to stay with the organization. Organizational commitment is the desire of some workers to remain members of the organization.

Organizational commitment in addition to the desire to stay together in the organization can also be interpreted employees' beliefs to accept organizational goals. This is stated by Mathis and Jackson [8] that Organizational Commitment is the level to which employees believe and accept organizational goals, and wish to live together within the organization.

The same is also expressed by Sopiah [9], organizational commitment is the degree to which employees believe and accept organizational goals and will remain or will not leave the organization. According to Sopiah further, organizational commitment is an important behavioral dimension that can be used to assess the propensity of employees to survive as members of the organization, Sopiah, [9]. In other words, organizational commitment is the trust of organizational members to accept organizational goals and the tendency to persist in the organization.

Meyer and Allen in Wibowo [7], commitment has the following dimensions:

- Affective commitment, involves the emotional attachment of the worker on identification with and involvement in the organization
- Continuance commitment, concerning commitment is based on the cost associated with the worker by leaving the organization

- Normative commitment, concerning the worker's sense of duty to remain with the organization because it is the best thing to do.

### Non-Financial Compensation

#### Definition of Compensation

Compensation is something that an organization member receives because it has worked and served in the organization. It is argued by Notoatmodjo [11] that compensation is anything that employees receive in return for their work or service. Rivai [5] Compensation is one of the execution of human resource management functions related to all kinds of individual award giving as exchange in performing organizational tasks.

Compensation is an award given to workers because of their contribution to the organization. Nawawi [12], compensation for the organization / company means rewards / rewards to workers who have contributed in realizing their goals through activities called work. Panggabean [13] suggests compensation can be defined as any form of reward given to employees in exchange for the contribution they provide to the organization, Sutrisno [14].

### Non-Financial Compensation

Compensation is a fair, just and indirect, financial and nonfinancial, financial and nonfinancial reward to employees, in return for their contribution to the achievement of Marwansyah's organizational goals [3]. The same is true of Sirait [15], according to which compensation is received by the employee, whether in the form of money or not money as a reward for the employee's contribution (contribution to the organization) he provides for the organization.

Compensation is a remuneration that a company provides to its employees, both financial and non-financial, Kashmir [10]. According to Triton [16], compensation given to employees based on the acceptance can be distinguished in 2 types:

- Financial compensation  
The financial compensation is the compensation received by the employee in the form of money or money. Included in this type of financial compensation is salary, or wages, bonuses, premiums, medications, insurance and so forth paid by the organization or company.
- Non-financial compensation  
Non-financial compensation is provided by the organization or company primarily with the intent to retain employees in the long term. Included in non-financial compensation is the provision of service programs for employees seeking to create favorable working conditions and

environment, such as tourism programs, the provision of canteen or cafeteria facilities, the provision of places of worship at work, the provision of sports fields and so on.

### Non-financial Compensation Dimension

According to Rivai [5] non-financial compensation is divided into 2 things as follows:

- Due to career: safe in position, opportunity on promotion, recognition of work, new findings, special achievements
- Work environment: can be praise, friendly, comfortable duty, fun, conducive.

### Teacher Performance

Performance is the result of work and behavior of a person in a period. Kasmir [10], performance is the result of work and work behavior that has been achieved in completing tasks and responsibilities given in a certain period. Performance is the result of what the organization is trying to achieve. Ivancevich in Kasmir [10], mentions performance is the result achieved from what is desired by the organization.

Performance as a result of work also means the achievement of someone associated with the task. According to Marwansyah [3], performance is the achievement or achievement of a person with regard to the tasks exposed to him. Mangkunegara [18], the definition of performance is the work of quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him.

Performance as a result of his work is based on the skills of experience and sincerity and the time required to perform the task. Malayu S.P.Hasibuan [19], suggests performance is a work achieved by a person in carrying out the tasks assigned to him based on his skills, experience and sincerity and time, M. Yani [20].

From the above definition can be concluded that the performance of teachers is the result of work in quality and quantity and the achievement of a teacher and his behavior in carrying out tasks with responsibilities that have been established and based on the skills of experience and sincerity and the time required to carry out their duties in a period.

### Teacher Performance Dimension

Sudarmanto [21], dimensions or performance indicators are aspects that are the measure in assessing performance. John Miner in Sudarmanto [21] suggests 4 dimensions that can be used as a benchmark in assessing the performance of:

- Quality, ie the level of error, damage, accuracy
- Quantity is the amount of work produced

- Use of time in work that is: absence rate, delay, effective working time / hours lost work
- Cooperation with others in work.

### Conceptual Framework

Teachers are a key element in an educational process. Teachers are in the front of the educational front that is dealing directly with the students through the process of interaction as a vehicle for the learning process of students with educational nuances. To carry out their duties properly, teachers need high performance for the achievement of educational goals. Thus it can be said that the performance of teachers can be seen from the results of work performance and behavior of teachers in carrying out its duties at school.

The high performance of a person is influenced by many things. The authors based on previous research get information on factors that affect performance such as emotional intelligence, organizational commitment, competence, organizational culture, leadership style, financial compensation, non financial compensation, training and career development.

Based on the results of the pre-survey on the factors of variable problems that need attention to improve teacher performance in SMAN 29 Jakarta, there are 3 factors of the top problem variables that need attention to improve the performance of teachers in SMAN 29 Jakarta namely competence, organizational commitment and non financial compensation.

Relation of competence and performance. Competence is one factor factor that can directly affect performance. Marwansyah [3], competence is the knowledge, skills, abilities or personality characteristics of a person who directly affect their performance.

Competence is also a decisive factor to produce excellent performance. Rivai [5], competence is a key determinant factor for a person in producing excellent performance. Competence is a combination of skills, knowledge, creativity, and a positive attitude towards a particular job embodied in the performance of Prawironegoro and Dewi (2016: 111) [6].

The relationship of organizational commitment to performance. Commitment is compliance to the deal that has been made, so that promise or agreement makes it try to work well and feel guilty, if it can not keep the promise or agreement that has been made of Kasmir (2016: 163) [10]. Eventually his obedience to carrying out the promise or agreement he has made will affect his performance so that commitment can affect a person's performance Kasmir [10].

Non-Financial Compensation Relationship with Performance. Giving non-financial compensation

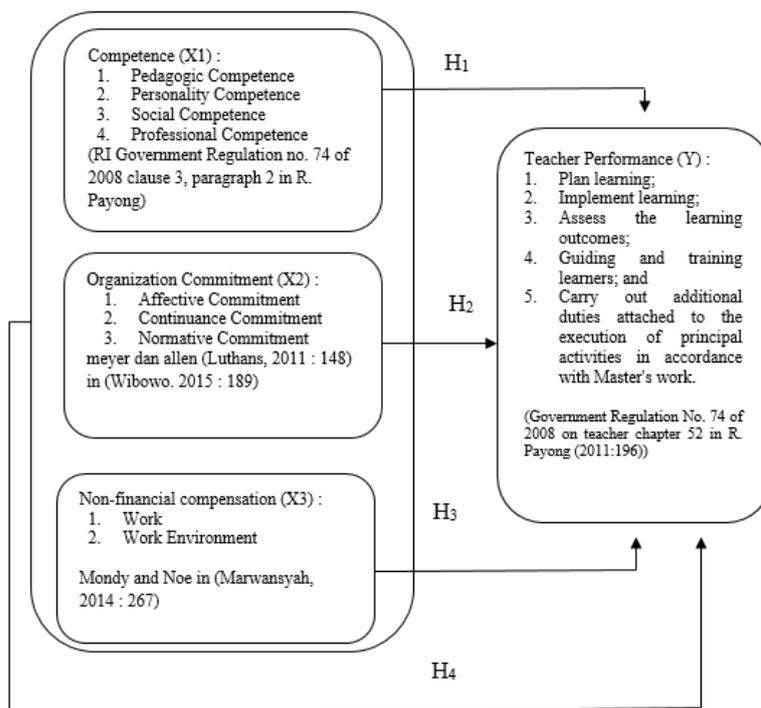
in the form of satisfaction to work and a good working environment will make the teachers perform their duties well which ultimately allegedly will improve its performance [6].

**The Influence of Competence, Organizational Commitment, and Non-Financial Compensation for Teacher Performance**

Competence, Organizational Commitment and Non Financial Compensation are allegedly having influence on teacher performance in SMAN 29 Jakarta.

With good competence, good organizational commitment, and good nonfinancial compensation, it is expected that teacher performance will also be good.

In relation to the above matters, the writer tries to examine the relationship between the three variables (competence, organizational commitment and non financial compensation together allegedly have influence on performance in SMAN 29 Jakarta) with research paradigm as shown in the following figure:



**Fig-1: Conceptual Framework**

Based on the theories that have been described above can be formulated hypothesis as follows:

- Competence has influence on teacher performance at SMAN 29 Jakarta
- Organizational Commitment has influence on teacher performance at SMAN 29 Jakarta
- Non-financial compensation has influence on the teacher performance at SMAN 29 Jakarta
- Competence, Organizational Commitment, Non-Financial Compensation simultaneously has an influence on teacher performance at SMAN 29 Jakarta.

**RESEARCH METHODS**

The object of this research is SMAN 29 Jakarta, the unit of analysis is teacher of SMAN 29 Jakarta. The method of this study is by survey method to examine the perception of respondents. The research population is all teachers as much as 47 people and the determination of sample with non probability sampling technique is sampling technique that does not give

opportunity, equal opportunity for every member of population to be selected into sample Sugiyono [22] so sample in this research is 100 respondents. Instrument used in this research is questionnaire. Data is sourced from secondary data and primary data. Before the data collected through the respondents, the questionnaire has been tested the validity and reliability, until all the questionnaires valid and reliable.

The analytical method used is quantitative analysis method with analysis tool (Multiple Linear Regression), with 5% error tolerance level (0,05) and tool to process data is with application of SPSS 21. Multiple Linear Regression Analysis can be done if already fulfilled criteria and requirements of classical assumptions such as normality test, multicollinearity test and heteroscedasticity test. The Multiple Linear Regression Equation is  $Y = a + b1.X1 + b2X2 + b3X3 + e$ . Where: Y = performance; a = Constants; b1 = Regression coefficient of X1; b2 = Regression coefficient of X2; b3 = Regression coefficient of X3; X1 = competence; X2 = organizational commitment;

X3 = non-financial compensation; e = error / other factors.

Multiple Linear Regression Analysis followed by Determination analysis (R Square) to show how far independent variable (X1, X2 & X3) able to explain and contribute to dependent variable (Y). Then followed by partial test of hypothesis (t test), hypothetical test simultaneously (F test) and continued with correlation analysis between dimensions. The criteria for hypothesis testing are as follows:

- If  $t_{count} > t_{table}$  means independent variables (X1, X2 & X3) affect the dependent variable (Y) partially. If  $\alpha$  (significant level)  $< 0,05$  means

independent variable (X1, X2 & X3) have significant influence to variable dependent (Y) partially; and

- If  $F_{count} > F_{table}$  means independent variables (X1, X2 & X3) affect the dependent simultaneously and if  $\alpha$  (significant level)  $< 0.05$  means independent variables (X1, X2 & X3) significant effect on variable dependent ( Y) simultaneously.

**RESULT AND DISCUSSIONS**

**Result**

The result of this research is like the output of Multiple Linear Regression like table 4 below:

**Table-4: Multiple Regression Analysis Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients	t	Sig.
		B		
1	(Constant)	1,702	0,184	0,855
	X1 Competence	0,430	2,626	0,012
	X2 Organization Commitment	0,315	2,704	0,010
	X3 Non-Financial Compensation	0,377	2,882	0,006

a. Dependent Variable: Y\_Teacher Performance

Source : Research Data Processed (2017)

The result of multiple regression analysis as presented in table 4 coefficients, the value in column B can be made the equation as follows:  $Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3$ ,  $Y = 1,702 + 0,430 X_1 + 0,315 X_2 + 0,377 X_3$ . The regression

equation formed above can be explained its interpretation as follows:

- $b_0$  (constant) = 1,702 means the value of the Performance Teacher (Y) variable of 1.702 if the Competence (X1), Organizational Commitment (X2), and Non-Financial Compensation (X3) variables do not exist or equal to zero.
- $b_1 = 0,430$  positive, meaning if the Competence variable (X1) increases while the Organizational Commitment (X2) and Non-Financial Compensation (X3) variable is fixed, the Teacher Performance (Y) variable will increase by 0.430.
- $b_2 = 0,315$  positive, meaning that if Organizational Commitment (X2) variable increases while the Competence (X1) and Non-Financial Compensation (X3) variable is fixed, the Teacher Performance (Y) variable will increase by 0.315.
- $b_3 = 0,377$  positive, meaning that if the Non-Financial Compensation (X3) variable increases while the Competence (X1) and Organizational Commit (X2) variable are fixed, the Teacher Performance (Y) variable will increase by 0.377.

From the above equation it can be concluded if Competence, Organizational Commitment, and Non-

Financial Compensation is getting better or higher, then Teacher Performance in SMAN 29 Jakarta will be better and increase, with the strongest influence shown by the influence of Competence.

**First Hypothesis Testing**

Ho: Competence has no effect on Teacher Performance at SMAN 29 Jakarta.

Ha: Competence has an effect on Teacher Performance at SMAN 29 Jakarta.

In table 4 Coefficient above can be seen  $t_{count}$  for the influence of Competence to Teacher Performance is equal to 2,626. The table value at a 5% (two-tailed test)  $n-k = 47-3 = 44$  is 2.01537. A probability or significant value of 0.012. Testing based on comparison of  $t_{count}$  with  $t_{table}$ : If  $t_{count} > t_{table}$  then Ho is rejected, meaning significant. Based on the above calculation,  $2,626 > 2.01537$  then Ho is rejected, meaning significant. Testing based on probability: If probability  $< 0,05$  then Ho is rejected, result of analysis obtained value 0,012  $< 0,05$  means Ho rejected and Ha accepted.

Thus the results of the first hypothesis testing can be concluded that Competence has a significant effect on Teacher Performance at SMAN 29 Jakarta.

**Second Hypothesis Testing**

Ho: Organizational Commitment has no effect on Teacher Performance at SMAN 29 Jakarta.  
 Ha: Organizational Commitment has an effect on Teacher Performance at SMAN 29 Jakarta.

In table 4 Coefficient above can be seen tcount for influence Organizational Commitment to Teacher Performance is equal to 2,704. The ttable value at a 5% (two-tailed test)  $n-k = 47-3 = 44$  is 2.01537. A probability or significant value of 0.010. Testing based on comparison of tcount with ttable: If  $tcount > ttable$  then Ho is rejected, meaning significant. Based on the above calculation,  $2,704 > 2.01537$  then Ho is rejected, meaning significant. Testing based on probability: If probability  $< 0,05$  then Ho is rejected, result of analysis obtained value 0,010  $< 0,05$  means Ho refused and Ha accepted.

Thus the results of testing the second hypothesis can be concluded that Organizational Commitment significantly influence on Teacher Performance at SMAN 29 Jakarta.

**Third Hypothesis Testing**

Ho: Non-Financial Compensation has no effect on Teacher performance at SMAN 29 Jakarta.

Ha: Non-Financial Compensation Affects Teacher Performance at SMAN 29 Jakarta.

In Table 4 Coefficient above can be seen tcount for the influence of Non-Financial Compensation to the Performance of Teachers amounted to 2.882. The ttable value at a 5% (two-tailed test)  $n-k = 47-3 = 44$  is 2.01537. The value of probability or significant is 0.006

Testing based on comparison of tcount with ttable: If  $tcount > ttable$  then Ho is rejected, meaning significant. Based on the above calculation,  $2,882 > 2.01537$  then Ho is rejected, meaning significant. Testing based on probability: If probability  $< 0.05$  then Ho is rejected, the analysis results obtained value 0.006  $< 0.05$  means Ho is rejected and Ha accepted.

Thus the results of the third hypothesis testing can be concluded that Non-Financial Compensation has a significant effect on Teacher Performance at SMAN 29 Jakarta.

**Fourth Hypothesis Testing**

Ho: Competence, Organizational Commitment, and Non-Financial Compensation have no effect on Teacher Performance at SMAN 29 Jakarta.  
 Ha: Competence, Organizational Commitment, and Non-Financial Compensation Affect Teacher Performance at SMAN 29 Jakarta.

**Table-5: Test results F ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1100,597	3	366,866	28,115	,000 <sup>b</sup>
	Residual	561,105	43	13,049		
	Total	1661,702	46			
a. Dependent Variable: Y						
b. Predictors: (Constant), X3, X2, X1						

Source: Research Data Processed (2017)

In table 5 Anova above in column F obtained Fcount of 28,115, in Sig column is probability value or significant equal to 0.000 or 0% significance. Ftable value for significance level ( $\alpha$ ) = 5% two tailed with sample 47 is  $F_{table} = F(\alpha) (dka, dkb)$ ,  $dka = 3$ ,  $dkb = n - m - 1 = 47-3-1 = 43$ , obtained value  $F_{table} = F(0,05) (3, 43)$  equal to 2,82. Assessment based on Test F: If  $Fcount > Ftable$  then Ho is rejected, meaning significant. Based on the above calculation,  $28,115 > 2,82$  then Ho is rejected, meaning significant. Assessment based on probability: If probability  $< 0,05$  then Ho is rejected, result of analysis obtained value 0,000  $< 0,05$  means Ho refused and Ha accepted.

Thus the results of the fourth hypothesis testing can be concluded that the Competence,

Organizational Commitment, and Non-Financial Compensation simultaneously have a significant effect on Teacher Performance.

**Coefficient of Determination Analysis (R2)**

To know how big influence given by independent variable to dependent variable, hence need to be done analysis of coefficient of determination. Based on the calculation of SPSS version 23.0 obtained coefficient of determination (R Square) for the Competence variable (X1), Organizational Commitment (X2), and Non Financial Compensation (X3) on Teacher Performance variable (Y) to be presented in table 6 below.

**Table-6: Coefficient of Determination Results**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,814 <sup>a</sup>	0,662	0,639	3,61233

a. Predictors: (Constant), X3, X2, X1

Source: Research Data Processed (2017)

From table 6, the coefficient of determination R square (R2) is 0,662 or equal to 66,2%. This indicates that independent variable consisting of competence, organizational commitment, and non financial compensation have a strong effect on dependent variable, that is teacher performance equal to 66,2%. While the rest (100% - 66.2% = 33.8%) is influenced by other variables outside this study.

Based on the coefficient of determination regression test, there are many other factors that can affect the performance, apart from Competency, Organizational Commitment, and Non-financial Compensation. Other factors such as such as discipline work, morale and so forth. This other factor is based on the results of previous research that support and strengthen this research include:

- Motivation and Job Satisfaction have positive and significant effect on teacher performance either partially or simultaneously or in this context can also to employees performance in general in company and other organization. More higher the motivation and job satisfaction of employees will have a positive impact on performance, Riyanto, S; Adonia; & Ali, Hapzi [23];
- Work Motivation and Job Satisfaction have positive and significant impact on Organizational Commitment and impact on Employee Performance, Masydzulhak; Ali, Hapzi; & Leni [24]; and
- Work Discipline and Morale have a positive and significant impact on Employee Performance of Tax Office Pratama Padang Dua, either partially or simultaneously, Agussalim; Ali, Hapzi; *et al.* [25].

**DISCUSSION**

**The Influence of Competence on Teacher Performance**

Based on the hypothesis test (t test) that has been done by the researcher by using analysis tool in the form of SPSS version 23,0 stated that the competence have partial effect positively and significantly to teacher performance in SMAN 29 Jakarta. This can be seen in table 4, where tcount>ttable (2.626> 2.01537) and significance value 0.012 <0.05. Based on correlation between variables Competence (X1) with Teacher Performance variables (Y), which has the strongest relationship is between the dimensions of pedagogic competence with the

dimension of assessing learning outcomes that is equal to 0.617. This can mean that the higher the pedagogic competence of a teacher, it will improve the teacher's performance in assessing the learning outcomes.

Empirically this research explains that competence gives positive and significant influence to teacher performance. This study is supported by previous research that has been done by Faitullah [26], Nur Hidayanto [27], Amelia C. Dusauw, Victor P.K. Lengkong, and Greis M. Sendow [28], as well as Chen-Chen Yuan and Shih-Hui Lo [29] who say that partial competence has a significant effect on teacher performance.

**The Influence of Organizational Commitment to Teacher Performance**

Based on the hypothesis test (t test) that has been done by the researcher by using analysis tool in the form of SPSS version 23.0 stated that organizational commitment partially influence positively and significantly to teacher performance in SMAN 29 Jakarta. This can be seen in table 4, where tcount>ttable (2.704> 2.01537) and significance value 0.010 <0.05. Based on correlation between variables of Organizational Commitment (X2) with Teacher Performance variable (Y), which has the strongest relationship is between affective commitment dimensions with learning plan dimension that is 0,564. It can be interpreted that the higher the affective commitment of a teacher, it will improve its performance to plan a good learning.

Empirically this research explains that organizational commitment give significant influence to teacher performance. This research is supported by previous research conducted by Puji Astuti. [30], Harun [31], Hesti Eko Poerwaningrum, and Frans Sudirjo [32], as well as Indra Agung Yudistiro [33] who argue that organizational commitment has partially significant influence on teacher performance.

**The Influence of Non-Financial Compensation on Teacher Performance**

Based on the hypothesis test (t test) that has been done by the researcher by using analysis tool in the form of SPSS version 23,0 stated that the non financial compensation partially influence positively and significantly to teacher performance in SMAN 29 Jakarta. This can be seen in table 4, where tcount>

table (2.882 > 2.01537) and significance value 0.006 <0.05. Based on correlation between variable of Non Financial Compensation (X3) with Teacher Performance variable (Y), which has the strongest relation is between Environmental dimensions with dimension of implementing learning that is equal to 0,650.

Empirically this study explains that non-financial compensation has a significant effect on teacher performance. This research is supported by previous research conducted by Agung Hidayanto, Djahur Hamid, and Moehammad Soe'oad Hakam [34], Danny Hendra Irawan, Djahur Hamid, and Muhammad Faisal Riza. [35] Danny Rizky WP, M. Soe'ed Hakam, and Gunawan Eko Nurtjahjono [36], and Hapsa [37] who stated that non-financial compensation has a significant effect on teacher performance.

### **The Influence of Competence, Organizational Commitment, and Non-Financial Compensation of Teacher Performance**

Based on the hypothesis test (F test) that has been done by the researcher by using analysis tool in the form of SPSS version 23,0 stated that the competence, organizational commitment, and non financial compensation simultaneously have a significant effect on teacher performance in SMAN 29 Jakarta. This can be seen in table 5.15, where the value of  $F_{count} > F_{table}$  (28,115 > 2,82) and significance value 0,000 <0,05.

Based on the result of multiple linear regression analysis in table 4 we get the equation  $Y = 1,702 + 0,430 X1 + 0,315 X2 + 0,377 X3$ , where Teacher Performance (Y) equal to 1,702, Competence (X1) 0,430, Organizational Commitment (X2) equal to 0,315 and Compensation Non Financial (X3) of 0.377. This positive regression equation indicates that there is a positive relationship between Competence (X1), Organizational Commitment (X2), and Non-Financial Compensation (X3) on Teacher Performance (Y).

Based on the results of the coefficient of determination analysis in table 6 obtained R square (R<sup>2</sup>) of 0.662 or equal to 66.2%. This shows that the independent variable consisting of competence, organizational commitment, and non financial compensation have a strong effect on the dependent variable, that is teacher performance is 66,2%. While the rest (100% - 66.2% = 33.8%) is influenced by other variables outside this study.

Empirically this research explains that competence, organizational commitment, and non financial compensation have positive and significant influence to teacher performance. This research is supported by previous research conducted by Puji Astuti [30] that competence, organizational

commitment, simultaneously significant affect on teachers' performance, Angga Rahyu Shaputra and Susi Hendriani [38] that competence, organizational commitment, have a significant effect simultaneously on employee performance. Furthermore this research is also supported by research conducted by Hapsa [37] that competence, non-financial compensation simultaneously effect simultaneously on teacher performance. Similarly, research conducted by Kiki Farida Ferine and Alex Zami [39] that competence, and organizational commitment has a positive and significant influence simultaneously on employee work behavior. This study also supports research conducted by Murgianto, Siti Sulasmi, Suhermin [40], that it can be generally concluded that commitment, competence, and each have a significant effect on employee performance. Non-financial compensation, organizational commitment has an effect on teacher performance. This is supported by Wartini's research, and Nani Imaniyati [41] stating that non-financial compensation and organizational commitment have a significant effect on teacher performance.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

Based on the results of research and the results of data analysis on the influence of competence, organizational commitment, and non-financial compensation on teacher performance at SMAN 29 Jakarta can be drawn some conclusions as follows:

- Competence has a positive and significant influence on Teacher Performance Variables. This indicates that the better the competence of the teacher will lead to the better the performance of teachers and vice versa. The most powerful dimension of competence variables is the dimension of pedagogic competence on the dimension of assessing learning outcomes in teacher performance variables.
- This suggests that the better the pedagogic competencies (understanding of insights or educational platforms, the characteristics of learners, curriculum development, educational and dialogical learning activities, the use of learning technology, an understanding of the learning outcomes evaluation system, and the potential development of learners) carry out their duties will affect the better performance of teachers in providing assessment of learning outcomes (giving pre test, assessment during the learning process (discussion, question and answer), final assessment (post test, task)) to learners more precisely and well because the assessment the learning outcomes are done before the end of the learning process that ultimately pedagogic skills such as understanding the evaluation system of learning to be an integral

part in the assessment process as a result of work that can be achieved by a teacher in educational institutions or madrasah in accordance with the task and responsibility in achieving educational goals.

- Organizational commitment has a positive and significant influence on Teacher Performance Variables. This indicates that the better the organization's commitment to the teacher will be the better the performance of teachers and vice versa. The dimension of the most powerful organizational commitment variable is affective commitment to the planning dimensions of the learning on teacher performance variables.
- Affective commitment concerns the emotional attachment of the worker in this case the teacher to the school is the identification / acceptance of objectives and organizational values (such as: feel good when the school successfully reaches the target of graduation rate each year, feel that have the same vision and mission); the desire to remain a member of the organization because of the attachment within the organization (such as: the pleasure of involvement in the organization eg when involved in seeking the best solution in decision making relating to the continuity of the school); as well as positive emotional feelings to try and choose to remain in the organization (such as: happily spending the rest of the career at school for being part of the family and will not easily become attached to other schools).
- This shows that good affective commitment in the form of emotional attachment of workers in this case the teacher will affect the better performance of teachers to plan learning (preparation of learning implementation plans, media preparation and learning resources, learning assessment tools, learning scenarios) with better future as one part of the emotional attachment of teachers with schools that will ultimately encourage teachers to be able to deliver good results in accordance with their duties and responsibilities in achieving educational goals.
- Non-financial Compensation has a positive effect on Teacher Performance variables. These shows the better the perceived environment teachers will cause the better the performance of teachers and vice versa. The dimension of the most powerful non-financial compensation variable is the environment on implementing learning on teacher performance variables.
- Teachers carry out learning that is preliminary activities (such as: preparing students psychically and physically, motivating students to learn that is tailored to the characteristics and levels of learners, ask questions that relate previous knowledge to the

material to be studied, explain the purpose of learning or competence basis to be achieved); core activities (such as: using learning models, learning methods, instructional media, and learning resources tailored to the characteristics of learners and subjects); and closing activities (such as: teachers with learners both individually and in groups doing reflection to evaluate, to further jointly discover the direct or indirect benefits of the learning outcomes that have been taking place, conduct follow-up activities in the form of assignment, both individual tasks and group and inform the learning activity plan for the next meeting.)

- This suggests that a good environment (such as sound policies, skilled leaders, co-workers, appropriate symbols and good working conditions) will have an effect on teacher performance because of teachers in conducting learning in a pleasant environment such as working conditions both as well as the establishment and application of policies in the case of teacher protection in the laws and regulations of teachers can run well, in the end becomes an issue for teachers to be able to carry out their duties properly, happy and without fear in accordance with existing regulations.
- Competence, Organizational Commitment variables, and Non-financial Compensation variables simultaneously away from Teacher Performance. This means that competence, organizational commitment, and non-financial compensation affect jointly on teacher performance. This shows that good competence, good organizational commitment and good non-financial compensation will lead to good teacher performance.

## RECOMMENDATION

Based on the results of the research then can be given some recommendations as follows:

- For teachers, in order to improve their competence, pedagogic competence, personality competence, social competence and professional competence as a teacher so as to provide better performance in the future. In addition, for teachers to further re-establish their organizational commitment as part of the school organization because with a good commitment will improve teacher performance.
- For school management, in order to improve teacher competence, organizational commitment and non financial compensation by using various policies that exist for the performance of teachers as one of the strengths of the achievement of school goals is to produce quality graduates can be better.
- For the Government, in order to implement better policies in the future in order to improve the performance of teachers by using policies that are

more and prudent, because regardless of the rewards or rewards in terms of non-financial compensation of teachers is inseparable from the policy of legislation issued by the government as education policy stakeholders as a whole including matters relating to teachers and teacher performance such as re-enforcement of teacher protection legislation, so that teachers in performing their duties as educators and teachers can be more secure and protected so they can improve their performance by better too.

- For researchers, to support the improvement of science and refine this research, it is advisable to further researchers to do further research by adding other variables that are more varied in order to obtain conclusions as well as a better and more in-depth study.

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