



## The Effect of Competence and Compensation of Early Childhood Teachers on the Performance of Early Childhood Teachers in the City of Pematang Siantar

Rotua Herriay Maria Simangunsong<sup>1\*</sup>, Prista Tarigan<sup>2</sup>, Noor Sembiring<sup>3</sup>

<sup>1), 2)</sup> Universitas Tama Jagakarsa, Jakarta, Indonesia, email: [rotua.herriay@gmail.com](mailto:rotua.herriay@gmail.com)

<sup>3)</sup> Universitas Tama Jagakarsa, Jakarta, Indonesia, email: [noorsembiring@gmail.com](mailto:noorsembiring@gmail.com)

\*Corresponding Author: [rotua.herriay@gmail.com](mailto:rotua.herriay@gmail.com)

**Abstract:** Educational institutions need teachers who are competent or capable of teaching and carrying out their duties as educators and able to manage their work as well as possible in order to achieve the desired results for students. Compensation is an important factor and a challenge for many organizations to maintain and attract human resources. Different organizations compete for quality human resources because the quality of work is determined by the skills of its human resources. This reason causes many organizations to devote relatively large funds to developing their human resources so that they have the skills that match their needs. All teachers are entitled to a good income, including honorary and non-PNS teachers, including salary and allowances. Article 14 of the law on teachers and lecturers stipulates that all teachers are entitled to a decent income above the minimum subsistence. Providing fair and proper compensation will improve teacher performance so that they can carry out their duties properly.

**Keywords:** Competence, Compensation, Performance

### INTRODUCTION

For the majority of PAUD teachers in the Pematangsiantar City PKK, teacher competency is not a major concern during recruitment or recruitment. PAUD teachers are accepted only on the basis of their willingness and willingness to teach at institutions located in each kelurahan, given the large number of children under the age of five who cannot attend preschool education due to the high cost of private preschool and kindergarten education in the regions. Therefore, the Pematangsiantar City PKK came up with the idea that PAUD should be established in every Kelurahan to accommodate people from disadvantaged backgrounds.

However, PAUD teachers are needed for citizens who can spare their time and are willing to teach PAUD without being paid. Thus, the pre-requisite for teachers at first was a lack of meaningful competence for PAUD children.

Along with the development of Kelurahan PAUD which continues to proliferate, and the large number of young children enrolling in Kelurahan PAUD, the teachers themselves must provide teachers who are of good quality in terms of the teaching and learning process, even for institutional administrative functions. Task. On the other hand, the remuneration in the form of salaries received by teachers is very minimal, so that the ability of teachers to improve their skills is constrained by the problem of education costs.

However, this is contrary to the income received by teachers, so that the need for higher education is very difficult to realize. The salary that teachers receive is not enough to continue their studies at tertiary institutions, which becomes a real dilemma when teacher professionalism is demanded in terms of competence.

## **LITERATURE REVIEW**

### **Competence**

Competence in English is called competence, namely unanimity in the acquisition of knowledge, skills and attitudes, which is manifested in the results obtained after the end of the educational program (Jailani & Nawangsari, 2020). According to (Reza Putra & Gupron, 2020) Competence is a set of knowledge, behavior and skills that teachers must possess to achieve learning and educational goals. Competence is obtained through education, training and independent learning using learning resources. Competence is essentially a description of what a person can do at work, as well as observable forms of work. To be able to do a job, a person must have the ability in the form of knowledge, attitudes and skills that are relevant to his field of work (Mappesona, Ikhsani, & Ali, 2020).

### **Compensation**

Compensation in the sense of Personal Management, Compensation is any form of payment given to workers in return for the work they provide to their employers. By defining compensation in the book *The Principles of Personal Management*,. Compensation (retribution) is the provision of proper and fair rewards to employees for their contribution to organizational achievement (Budiyono et al., 2022).

Remuneration is all income in the form of money, goods, received directly or indirectly as compensation for services provided to the company. cash compensation, which means compensation paid in cash to the employee concerned, compensation in the form of goods, which means that compensation is paid in goods. For example, compensation is paid up to 10% of production. Compensation is divided into two parts: direct compensation in the form of salary, wages and incentive compensation; indirect compensation (indirect compensation or employee welfare). Salary is remuneration that is paid periodically to permanent employees and is accompanied by certain guarantees. This means that the salary will always be paid, even if the employee is not at work. Wages are the remuneration paid to daily workers based on agreed payment arrangements. Incentive salary is an additional remuneration paid to certain employees whose performance exceeds the standard performance. This incentive salary is a tool used by the principle of equity to provide compensation. Direct compensation (remuneration) is the employee's right and the company's obligation to pay it (Larasetiati & Ali, 2019).

### **Teacher Performance**

The word "Teacher" according to (Wijayanti et al., 2020) concerning Teachers and Lecturers Article 1 Paragraph 1 explains that teachers are professional educators whose main duties are teaching, teaching, guiding, guiding, teaching, assessing, and assessing students in early childhood education through formal education, basic education, and education medium. Teachers are educators who are at the forefront of transforming knowledge and attitudes,

shaping student identity, and taking responsibility for achieving educational goals. In this context, the quality of education is largely determined by the quality of the teacher's work, so teachers must play an active role in positioning themselves as professionals according to the demands of a developing society (Mahaputra & Saputra, 2021).

According to (Mangkunegara AP, 2017: 69), "productivity refers to the quality and quantity of work performed by the teacher in carrying out his duties in accordance with the tasks assigned to him" (Sulistiorini & Ali, 2017).

### Thinking Framework

A positive personality must be possessed by a teacher because teachers must be able to be role models for their students. In addition, teachers must also be able to educate their students to have a good attitude. Seeing the importance of the teacher's position in the world of education, superior human resources (HR) are absolute in the learning process. A teacher must meet educator standards that can be achieved by having academic qualifications, competencies, educator certificates. The competence of PAUD teachers is important in improving the quality of education in PAUD. Having good teacher competence is expected to improve the performance of early childhood teachers (Ridwan, Mulyani, & Ali, 2020).

Giving compensation is one way to foster enthusiasm at work. Teachers who have a passion for teaching can easily improve their performance at work, giving compensation to teachers can also improve teacher welfare and have an impact on teacher performance. For this reason, it can be said that compensation that is good and sufficient for the needs of the teacher's life can make the teacher work enthusiastically without thinking about the conditions for meeting daily needs because they are sufficient. This will have an impact on improving the performance of PAUD teachers in carrying out their duties.

Based on this, it can be said that competence and compensation are closely related to improving the performance of PAUD teachers, so that the research framework can be described as follows:

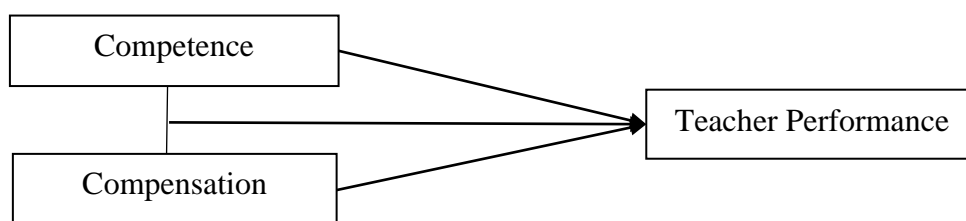


Figure 1. Conceptual Framework

### Hypothesis

Based on the structure described above, the competency assumptions and compensation that affect the performance of PAUD teachers are obtained as follows:

1. Competence influences the performance of PAUD teachers in the city of Pematang Siantar,
2. Compensation affects the performance of PAUD teachers in the city of Pematang Siantar,
3. Competence and compensation jointly affect the performance of PAUD teachers in the city of Pematang Siantar.

### RESEARCH METHODS

This research is a descriptive research. In this study, 2 (two) independent variables were taken, namely competency and compensation, as the dependent variable being PAUD teachers in the city of Pematang Siantar. The data collected is qualitative data taken from

responses to questionnaires which can be made quantitative by assessing each questionnaire. The validity test used in this study is construct validity. One method that can be used to measure reliability is the use of formula *alpha Cronbach* (Ali, H., & Limakrisna, 2013).

**FINDING AND DISCUSSION**

**Finding**

**Multiple Regression Analysis**

The next analysis is multiple regression analysis to calculate the effect of competence and compensation on the performance of PAUD teachers in the city of Pematang Siantar. In order to test the hypothesis used multiple regression analysis. Based on the calculation results of multiple regression analysis using the SPSS 26.0 computational program.

**Table 1. Multiple Regression Test Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1,097	2,878		,381	,705		
X1	,422	,088	,462	4,790	,000	,611	1,638
X2	,530	,105	,488	5,057	,000	,611	1,638

a. Dependent Variable: Y

Source: processed data, 2022

The results of the analysis obtained multiple regression equations as follows:

$$Y = 1.097 + 0.422 X1 + 0.530 X2 + \epsilon$$

The meaning of the regression equation is as follows:

1. Constant = 1.097  
If it is assumed that the Competency and Compensation variables are constant (zero), then Teacher Performance is worth 1.097 points.
2. Coefficient = 0.422  
If the Competency variable increases by 1 (one) point while the Compensation variable remains constant, then Teacher Performance increases by 0.422 points.
3. Coefficient = 0.530  
If the Compensation variable increases by 1 (one) point while the Competency variable remains constant, then Teacher Performance increases by 0.530 points.

**Coefficient of Determination**

SPSS analysis results in the following results:

**Table 2. Calculation Results of The Coefficient of Determination**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,856 <sup>a</sup>	,733	,722	2,739	2,129

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source: processed data, 2022

SPSS 26.0 results obtained a coefficient of determination (Adjusted R Square) of 0.722. Competency Variables and Compensation Variables affect the Teacher Performance Variable by 0.722 or 72.2% and the remaining 27.8% is explained by other factors that were

not examined in this study.

**T Test**

**Table 3. The Results of The T Test of Variable X Against Y**

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1,097	2,878		,381	,705		
	X1	,422	,088	,462	4,790	,000	,611	1,638
	X2	,530	,105	,488	5,057	,000	,611	1,638

a. Dependent Variable: Y

Source: processed data, 2022

The t table value is at 5% significance with db=50 = 1.676. Competence t count value = 4.790. The t count value is greater than the t table value of 4.790 > 1.676, meaning that H0 is rejected and Ha is accepted. then Competence significantly influences Teacher Performance in PAUD in the city of Pematang Siantar. The t count value for the compensation regression coefficient = 5.057. The t count value is greater than the t table value of 5.057 > 1.676, meaning that H0 is rejected and Ha is accepted. then compensation has a significant effect on teacher performance in early childhood education in the city of Pematang Siantar (Khalik, Musyaffa, & Ali, 2021).

**Discussion**

The ttable value is at 5% significance with db =50 = 1.676. Competence tcount value = 4.790. The tcount value is greater than the ttable value of 4.790 > 1.676, meaning that Ho is rejected and Ha is accepted. then Competence significantly influences Teacher Performance in PAUD in the city of Pematang Siantar (Ali, 2019).

The tcount value for the compensation regression coefficient = 5.057. The tcount value is greater than the ttable value of 5.057 > 1.676, meaning that H0 is rejected and Ha is accepted. then compensation significantly influences teacher performance in early childhood education in the city of Pematang Siantar (Agussalim, Limakrisna, & Ali, 2017).

The coefficient of determination (Adjusted R Square) is 0.722. Competency Variables and Compensation Variables affect the Teacher Performance Variable by 0.722 or 72.2% and the remaining 27.8% is explained by other factors that were not examined in this study (Hairiyah & Ali, 2017).

**CONCLUSION**

Based on the results of the research and discussion, the following conclusions are drawn: The ttable value is at a significant 5% with db=50 = 1.676. Competence tcount value = 4.790. The tcount value is greater than the ttable value of 4.790 > 1.676, meaning that Ho is rejected and Ha is accepted. then Competence significantly influences Teacher Performance in PAUD in the city of Pematang Siantar. The tcount value for the compensation regression coefficient = 5.057. The tcount value is greater than the ttable value of 5.057 > 1,676, meaning that H0 is rejected and Ha is accepted. then compensation significantly influences teacher performance in early childhood education in the city of Pematang Siantar. The coefficient of determination (Adjusted R Square) is 0.722. Competency Variables and Compensation Variables affect Teacher Performance Variables by 0.722 or 72.2% and the remaining 27.



## REFERENCE

- Agussalim, M., Limakrisna, N., & Ali, H. (2017). Mutual Funds Performance: Conventional and Sharia Product. *International Journal of Economics and Financial Issues*.
- Ali, H., & Limakrisna, N. (2013). Research Methodology (Practical Instructions for Solving Business Problems, Thesis Preparation (Doctoral dissertation, Thesis, and Dissertation). In *In Deppublish: Yogyakarta*.
- Ali, H. (2019). Purchase Decision and Repurchase Models: Product Quality and Process Analysis (Case Study of House Ownership Credit Financing in Permata Sharia Bank Jakarta). *Scholars Bulletin*, 5(9), 526–535. <https://doi.org/10.36348/sb.2019.v05i09.006>
- Budiyono, B., Widyastuti, T., Rianto, M. R., Bhayangkara, U., Raya, J., Bhayangkara, U., ... Raya, J. (2022). EFFECT ANALYSIS OF COMPENSATION , WORK ENVIRONMENT AND LEADERSHIP ON SHIP CREW LOYALTY WITH WORK MOTIVATION AS INTERVENING VARIABLE AT PT . SALAM. *Dinasti International Journal of Management Science*, 3(3), 566–577.
- Hairiyah, S., & Ali, H. (2017). Customer Decision Analysis in Taking Multipurpose Loan : Promotions , Locations and Credit Procedures ( A Case of the Bank " PQR Jakarta "). *Saudi Journal of Business and Management Studies*, 2(3), 149–156. <https://doi.org/10.21276/sjbms.2017.2.3.6>
- Jailani, & Nawangsari, L. C. (2020). THE EFFECT OF COMPENSATION, COMPETENCE, AND LEADERSHIP ON MINISTRY OF INDUSTRION’S PUBLIC EMPLOYEES PERFORMANCE. *Dinasti International Journal of Management Science*, 1(4), 598–606. <https://doi.org/10.31933/DIJMS>
- Khalik, A., Musyaffa, A. A., & Ali, H. (2021). The Effect of Leadership Style on Productivity through Teacher Motivation in Madrasah Aliyah Negeri 1 Jambi City. *LINGUISTICA ANTVERPIENSIA*, (3), 1132–1146. Retrieved from <http://repository.uinjambi.ac.id/5153/>
- Larasetiati, M., & Ali, H. (2019). Model of consumer trust: analysis of perceived usefulness and toward repurchase intention in online travel agent. *Journal of Economics and Finance*, 3(8), 350–357. <https://doi.org/10.21276/sjef.2019.3.8.5>
- Mahaputra, M. R., & Saputra, F. (2021). Literature Review the Effect of Headmaster Leadership on Teacher Performance , Loyalty and Motivation. *Journal of Accounting and Finance Management*, 2(2), 103–113.
- Mappesona, H., Ikhsani, K., & Ali, H. (2020). Customer purchase decision model, supply chain management and customer satisfaction: Product quality and promotion analysis. *International Journal of Supply Chain Management*.
- Reza Putra, M., & Gupron, G. (2020). EMPLOYEE PERFORMANCE MODELS: COMPETENCE, COMPENSATION AND MOTIVATION (HUMAN RESOURCES LITERATURE REVIEW STUDY). *Dinasti International Journal of Education Management And Social Science*, 2(1). <https://doi.org/10.31933/dijemss.v2i1.629>
- Ridwan, M., Mulyani, S. R., & Ali, H. (2020). Improving employee performance through perceived organizational support, organizational commitment and organizational citizenship behavior. *Systematic Reviews in Pharmacy*, 11(12), 839–849. <https://doi.org/10.31838/srp.2020.5.123>
- Sulistiorini, M. S., & Ali, H. (2017). Customer satisfaction model: Product analysis, price, promotion and distribution (case study at PT Integrasia Utama). *International Journal of Applied Business and Economic Research*.
- Wijayanti, L. M., Chi hyun, C., Hutagalung, L., Asbari, M., Budi Santoso, P., & Purwanto, A. (2020). Teachers’ Empowerment, Self-Regulation and Being Istiqamah As Key Features of Job Performance. *Dinasti International Journal of Education Management And Social Science*, 1(4), 468–478. <https://doi.org/10.31933/dijemss.v1i4.94>