



Analysis of Work Culture and Compensation to Improve Teacher Performance (Case Study at Paud Puri Mulya)

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ABSTRACT

The purpose of this study is to determine work culture and compensation in improving performance so that it has good performance. This study uses a qualitative method with the techniques used are method triangulation techniques, data triangulation techniques and theory or reference triangulation techniques. Based on the results of the study, it was found that the work culture that existed at Puri Mulya PAUD was seen from the cultural instrument between co-workers that was well established, but the compensation given was not appropriate, and there was no bonus given if in PAUD, salary payments were still delayed, but performance teachers can still be assessed as very good because the dedication of the teacher's role as educators is very high.

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1. INTRODUCTION

Education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, action processes, ways of educating (Depdiknas, 2013: 326). In Law No. 20 of 2003 Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. himself, society, nation and state. Suardi (2010: 7) suggests that educational goals are a set of results achieved by students after educational activities are held. The supporting elements and determinants of the success of the education process in schools are teachers and education staff. Their existence as HR (Human Resources) plays an important role as one of the great foundations and trusts in changing and improving the quality of students. Teacher performance is not formed just like that, because the teacher is the main pillar of achieving the learning process. Mangkunegara (2005) gives a performance limit (work achievement) as a result of work in terms of quality and quantity achieved by a person in carrying out his duties in accordance with the responsibilities given to him.

In improving teacher performance, it is necessary to analyze the factors that influence it by taking into account the needs of the teachers, both internal (internal) and external (external) factors that can have an impact on the resulting performance. Without the internal and external support

provided, the resulting performance will certainly not be as optimal as expected. One of the external factors that can improve teacher performance is the provision of compensation. According to Mondy (2005), compensation is the total compensation received by employees in exchange for the services they have provided. An important driving factor that causes humans to work is the need in humans that must be met (Handoko, 2003: 30). High and decent compensation can also retain existing employees. Judging from the results of interviews with teachers and principals at PAUD Puri Mulya regarding the provision of salaries to teachers is not optimal, the lack of socialization of the calculation of compensation received by teachers, the provision of incentives to teachers is not optimal, and the absence of bonuses to teachers. The purpose of work is so that he can live from the results of his work. They want to work because they feel that by working they will get compensation as a source of sustenance to support themselves and their husbands and children.

Work success is rooted in the values and behaviors that become habits. These values stem from customs, religion, norms and rules that become beliefs that become habits in work or organizational behavior. The values that have become habits are called culture. Therefore, culture is associated with the quality or quality of work, it is called work culture.

Work culture formed from organizational culture will have an impact on performance and productivity. This is reflected in the attitude of the teacher in viewing his work, attitude at work, work ethic, and use of time at work. Work culture is also closely related to employee empowerment in an organization. Culture itself is a value that is used as a guide in the behavior of teachers in organizing in their daily work environment. Shared values make employees feel comfortable working, have commitment and loyalty and make employees try harder, improve performance and job satisfaction and maintain a competitive advantage.

Based on research in the field, the implementation of work culture has not run optimally, this is evidenced by teachers who do not comply with work discipline such as absenteeism. The actions mentioned above can result in a less than optimal learning process being carried out in PAUD. Achieving effective employee performance is a business, an activity in the context of carrying out productive work activities and completing work on time. The duties and functions of employees are to carry out work according to their functions.

2. METHOD

2.1 Types of research

The type of research used in this research is descriptive qualitative research to explore in-depth information with interview and observation methods. Bogdan and Taylor (Moleong, 2007) suggest that qualitative methodology is a research procedure that produces descriptive data in the form of written and spoken words from people and observed behavior.

2.2 Research Time and Place

This research was conducted from 30 May to 10 June at PAUD Puri Mulya which is located at Laban Mulya Village, Kertawaluya Village, Tirtamulya District, Karawang Regency, West Java. Qualitative research samples taken in this study were 2 PAUD teachers to be interviewed and carried out in-depth observations. The techniques used are method triangulation techniques, data triangulation techniques and theoretical or reference triangulation techniques.

2.3 Data Validity Test

Test the validity of the data using the source triangulation test, namely taking information sources from teachers and school staff, the triangulation results then produce information from perceptions, meetings, and documentation that discuss coordinated information (Sugiyono: 2014).

3. RESEARCH RESULTS AND DISCUSSION

3.1 Research result

The teacher is one component in the learning process, namely as a component that has a role in the intellectual development of students. The teacher as an educator according to Sagala (2013: 6) is the character who hangs out and interacts the most with students compared to other personnel in the school. The task of a teacher is to provide education to all students, which includes transfer of knowledge (transfer of knowledge), transfer of value (transfer of value) and

transfer of skills (transfer of skills). One of the benchmarks for teacher professionalism can be seen from the performance carried out. Therefore the performance of a teacher becomes a very important thing as well as a determinant of the high and low quality of education.

Performance is stated by Robbins and Coulter (2012: 492) as a result of an activity with the criteria of whether the results are said to be efficient and effective. Meanwhile, according to Daft (2010: 8), performance is an effort to achieve work results and goals by using resources in effective and efficient ways. Meanwhile, according to Daft several dimensions that can be used to measure performance include (a) Goal Achievement, (b) Productivity, (c) Service Satisfaction, (d) Efficiency and (e) Effectiveness.

Table 1 Performance Results of PAUD Puri Mulya teachers

| No | Name | Position | Performance Results |
|----|--------------------|----------|---------------------|
| 1 | Nengsah Purwangsih | Teacher | Good |
| 2 | Nurindah | Teacher | Good |

3.2 Interview Questions (Principal) Monday, 30 May 2022

- a. In your opinion, is early childhood education necessary?
Answer: It is necessary, because nowadays to enter SD (favorite elementary school) it is prioritized for children to be able to read and write, count. So in PAUD little by little, learning letters, reading, writing and counting fluently began to be applied. Because now it is mandatory for 1 year of PAUD, for pre-prepared children to enter elementary school they are only taught to read, so when they enter elementary school the child is ready, we have taught writing from the beginning.
- b. How is the development of children's education at an early age today?
Answer: Actually, as a PAUD teacher, I really love / sad. Now in elementary school grade 1 I have to be able to read and write, while in PAUD itself I was told or forbidden to teach reading, writing, arithmetic. In PAUD, children actually only learn while playing, because the focus is on playing, not learning. That is what becomes our burden as PAUD teachers, if we teach them to read and write arithmetic, we are the ones who are scolded by our superiors for not being able to read and write. Meanwhile, to enter elementary school now children must be able to read and write arithmetic.
- c. How is the development of children's education where the mother teaches?
Answer: Good, because some children can catch it quickly and some children still have to learn continuously in that section in order to quickly master it.
- d. Does your mother teach your child to be able to read and count?
Answer: No, because actually in PAUD it is only focused on learning and playing. However, little by little began to be applied to learning letters, reading, writing and counting. It's just that for now entering elementary school, the priority is to be able to read, write and count.

3.3 Thursday, June 2, 2022

- a. In your opinion, what is the general picture of the teacher's performance in this school? Has the role of teachers in supporting educational activities in schools been fulfilled?
Answer: In my opinion, performance is the way a teacher works towards his job. Whether it is fulfilled or not can be said to be relative, because from the opinion of parents, some say it has been fulfilled, some say it has not. We as teachers do our best to fulfill the learning process. If we say it has been fulfilled, it's not necessarily because it's other people who judge it, not us.
- b. Can you explain how the coaching is done to teachers in this school to improve teacher performance at work?
Answer : From school, involve teachers for training from HIMPAUDI District, such as basic education and training and movement and song training.
- c. Apart from coaching, what do you do to improve teacher performance?
Answer: Most of what is done is sharing, chatting, exchanging thoughts and opinions.
- d. Can you explain what violations have been committed by educators (teachers) that can interfere with the teaching and learning process.

- Answer: In PAUD the teacher is most absent
- e. What do you know about work culture?
Answer: In my opinion, work culture is the behavior and responsibility shown by a person in doing his job. Work culture can be seen from the nature and work behavior that is conveyed when teaching.
- f. In your opinion, does work culture improve teacher performance?
Answer: Yes, because a good work culture can improve a person's performance, both teachers and employees, to be more enthusiastic about working and retaining existing employees.
- g. What do you know about compensation?
Answer: Compensation if there is no such thing as a bonus in PAUD, it's different from PT. Salaries from schools to teachers are given at the beginning of the month. If there is an incentive from the government that comes out every 3 months or 6 months, it's not every month.
- h. What is your opinion regarding the compensation that has been given (salary, incentives, bonuses, allowances, facilities) so far, is it in accordance with what you expect?
Answer: Not yet appropriate, if seen from the beginning PAUD was established there has been no attention from the government, now the government has paid attention to it. In the past, incentives and salaries did not exist. If now there is assistance from the government in the form of learning media
- i. In your opinion, can compensation improve teacher performance?
Answer: According to need, no, even though the salary received is much different from PT employees, but if we are grateful for the blessing of teaching, we will do it for charity.

3.4 Interview Questions (GURU) Monday, May 30, 2022

- a. What do you know about performance?
Answer: In my opinion, performance can be interpreted as something that has been achieved by someone in doing a job to achieve goals in education effectively and efficiently.
- b. What things have been given by the principal to support the performance of teachers in this school?
Answer: Guidance and guidance to teachers so that they can carry out their duties professionally when teaching so that the material that will be delivered can be accepted by students.
- c. What support does the principal provide to improve teacher performance?
Answer: The principal provides opportunities for every teacher to attend seminars, technical guidance so that teacher performance is more competent in teaching.
- d. What do you know about the school principal's work culture?
Answer: In the beginning, I was still teaching in local languages, but now I'm starting to use Indonesian a little bit when teaching
- e. Can you explain what kind of work culture the principal gives to teachers in this school?
Answer: Responsible for his work, time discipline, helping fellow teachers/teachers when there are obstacles in the learning process
- f. Apart from coaching, what else can principals do to improve teacher performance?
Answer: Involving teachers to take part in trainings, seminars and technical guidance to improve teacher competence so that the teaching process becomes more enthusiastic
- g. What things have been given by the principal to support the performance of teachers in this school?
Answer: Conducting coaching, directing teachers to take part in activities outside of school, such as trainings, seminars and technical guidance
- h. What do you see regarding the behavior of the principal in providing guidance and direction?
Answer: Always enthusiastic and enthusiastic, because this concerns the competence of the teacher, so the principal will ensure that the competence of the teacher will be better
- i. What do you know about compensation at this school?

Answer: There is a discrepancy in salary receipts, lack of incentive receipts

3.5 (Thursday, June 2, 2022)

- a. What do you know about compensation

Answer: In my opinion, compensation is wages given as compensation for the work that has been done.

- b. What is your view regarding the compensation that has been given to teachers (salary, incentives, bonuses, allowances, facilities) so far, is it in accordance with what you expect?

Answer: Not appropriate, because if the wages are compared to PT, the difference is far and currently the wages given are initially Rp. 300,000 is now Rp. 200,000. Because it's still not enough for daily needs, not to mention the distance from home to school is far. The payment period is not fixed, the time is paid every month and until now there are often delays in providing wages to teachers.

- c. In your opinion, can compensation improve teacher performance?

Answer: Yes, because with high wages, teachers have more responsibility for their work. Because if the wages received are more than enough, then they become enthusiastic when teaching.

3.6 Discussion

PAUD Puri Mulya was established on August 8, 2008 which has a vision "To shape early childhood into children who have noble character, are responsible, independent, and creative, so that they are physically and mentally able to adapt to the world of further education". Law Number 20 of 2003 concerning the National Education System Article 1 paragraph 14 defines Early Childhood Education as a coaching effort carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education. The scope of early childhood education institutions can be divided into 3 channels, namely formal, non-formal and informal. PAUD Puri Mulya is still a non-formal education pathway.

Such as interviews with school principals, Early Childhood Education is very necessary because nowadays to enter SD (favorite elementary school) the priority is that children must be able to read, write and count. Currently in PAUD, learning letters, reading, writing and counting have been implemented little by little. Because now it is mandatory for 1 year of PAUD, pre-prepared children for elementary school have been taught to read, so when they enter elementary school they are ready to enter further education. However, according to the school principal, the current development of PAUD education is very unfortunate, because in fact children are only learning while playing and what is focused on playing is not learning. That is what becomes our burden as PAUD teachers, because it is not recommended, while to enter further education now children must be able to read, write, and count. However, the development of students is quite good, some are quick to catch and easy to understand, although there are still some children who have not mastered it.

a. Analysis of Work Culture in Improving Teacher Performance

The success of work begins with the values that are owned and the behavior that becomes a habit. These values stem from customs, religion, norms and rules that become beliefs that become habits in work or organizational behavior. The values that have become habits are called culture. Therefore, culture is associated with the quality or quality of work, it is called work culture. Work culture formed from organizational culture will have an impact on performance and productivity. This is reflected in the attitude of the teacher in viewing his work, attitude at work, work ethic, and use of time at work. According to one teacher, the work culture according to one teacher, at PAUD Puri Mulya the work culture can be seen from the nature and work behavior that is conveyed when teaching. This makes teachers in carrying out their work satisfied and happy when teaching, so they can maintain the performance of existing teachers. In working relationships with co-workers, in this case, teachers are well established, so that the culture of friendship and co-worker relations is considered positive and can have a positive influence on improving performance.

b. Compensation Analysis in Improving Teacher Performance

Good compensation is expected to have an impact on improving teacher performance in providing services to students. Everyone who gets high compensation will certainly achieve

satisfaction in his life. They want to work because they feel that by working they will get compensation as a source of sustenance to support themselves and their husbands and children. According to one teacher, the provision of compensation at the Puri Mulya PAUD school is not appropriate, if you see from the beginning PAUD was established there has been no attention from the government, now the government has paid attention to it. In the past, incentives and salaries did not exist. If now there is assistance from the government in the form of learning media. The existence of appropriate compensation makes teachers more enthusiastic and full of responsibility in teaching. As one teacher said that compensation can improve performance because with high wages, teachers have more responsibility for their work. Because if the wages received are more than enough, then they become enthusiastic when teaching. Salaries from schools to teachers are given at the beginning of the month, and there is no bonus in PAUD. As for incentives from the government that come out every 3 months or 6 months, it's not every month. The period of payment of compensation is not fixed, the time is paid every month and until now there are often delays in providing wages to teachers.

4. CONCLUSIONS

Based on the results of this study, it is known that the work culture that exists in Puri Mulya PAUD is seen from the cultural instrument between co-workers that is well established, but the compensation given is not appropriate, and there is no bonus provision if in PAUD, salary payments are still delayed, but The performance of the teachers can still be assessed as very good because the dedication of the teacher's role as an educator is very high, where the initial intention is to provide education for generations, especially early childhood children.

The implication is that this research is still narrow because it is only oriented to two samples as respondents.

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