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A Study on the Influence of Personality and Social Competencies on the Performance of Kindergarten Teachers Based on the Principal's Assessment

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Abstract

Having competencies can create work professionalism and are reflected in the teaching performance performed by a teacher. These competence components include personality and social competencies. This study aims to analyze the influence of personality and social competencies of Kindergarten teachers in their teaching performance based on the principal's assessment. The samples were 101 school principals who assessed 173 kindergarten teachers. The research method used was quantitative with ex-post facto design. The data were collected through a questionnaire with a Likert scale. To determine the accuracy of the model, classical assumption testing was done which included normality test, multicollinearity test, and heteroscedasticity test. The analysis technique used was multiple regression analysis both partially and simultaneously. The results show that: first, there was a positive and significant influence between personality competence toward teacher performance with a significance of 41.8%. Second, there was a positive and significant influence between social competence toward teacher performance with a significant percentage of 47.8%. Third, there was a positive and significant influence between personality and social competencies toward teacher performance with a significant percentage of 51.9%. Through the results of these studies indicate that personal and social competence plays a role in the formation of teachers' performance, so it's important for teachers to always try improve their ability to produce more optimal performance.

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INTRODUCTION

Education becomes an important aspect because it can develop, encourage, and engage people to be more progressive based on high values and noble life to build a good personality. The process of education is influenced by the teachers since they have a position as a functional technical practitioner. High quality education is created from qualified educators as well. One of the strategies that can be done to improve the quality of graduates is by improving the teaching performance of the educators.

Definition of teacher according to Law Number 20 of 2003 concerning National Education System; Law Number 14 of 2005 concerning Teachers and Lecturers; Government Regulations Number 74 of 2008 concerning teachers are professional educators whose main task are educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. Teachers in Early Childhood Education are not only the knowledge providers but also the mentor or facilitator because knowledge cannot be transferred from teachers to children without the activity of the children themselves.

The success of education in schools is determined by the teachers' performance. A high-performance teacher has a positive attitude towards their work responsibilities and it can be reflected in their discipline, seriousness, work quality maintenance, and his/her work responsibility (Pratiwi, 2013). These attitude encourage teachers to always improve their performance in order to realize the objectives of national education in general.

Performance is an activity of carrying out and completing tasks and responsibilities in accordance with the expectations and goals that have been set. Teacher performance is one of the important aspects because it directly deals with student learning activities. Teachers performance will improve along their experiences in learning. In carrying out their duties as educators, it is influenced by several factors both internally and externally. The internal factors are ability, skills, personality, perception, motivation to become teachers, field experience, and family background. Whereas, the external factors are salary, facilities and infrastructure, physical work environment, and leadership (Barnawi & Mohammad, 2014).

Teachers' teaching performance can be observes through the competencies required as educators are met. The term of competences can be defined as the abilities possessed by someone in implementing something obtained through education and training (Sagala, 2009). Competence is the basis for someone in implementing an activity, and without the competence, it will be difficult to produce good performance (Amalia & Tressy, 2018). So the teachers competencies can be defined as a teacher's personal ability to carry out the task of educating and closely related to the effectiveness of the performances.

Teachers as a professional educator, must have competencies in carrying out their tasks and responsibilities. High competence and self quality are things that the teachers must have so that they can improve their teaching performance (Fachrurozi, 2014). In general, teacher competence consists of 4 aspects, namely pedagogical competence, professional competence, social competence, and personality competence. The four main standards of competence required for teachers

The first is pedagogical competence, it is the ability of teachers to manage learning process which includes understanding of students; planning, implementing, evaluating, and developing of students' abilities. The second is professional competence. It is the ability to master learning materials that enable teachers to guide students in fulfilling achievement competencies that have been set.

The third is personality competence. Teachers are expected to be individuals who are steady, stable, mature, wise, and authoritative, set an example for students, and have good morals and uphold the code of ethics of the teaching profession. The fourth is social competence which includes the ability of teachers to

communicate and interact effectively with students, fellow educators, educational staff, parents, and the community.

There have been many studies on pedagogic and professional competencies (Afriana, Marmawi & Halida, 2016; Febrialismanto, 2017; Mustika, 2015; Nugraha, 2017; Saputri, Een & Nia 2018; Suryani, 2014; Utami & Latiana, 2017). Based on these research, the researchers are interested in studying from two other aspects that are personality and social competencies.

In fact, apart from pedagogical and professional competencies, personality and social competencies also have roles in influencing the teaching performance of educators (Barnawi & Mohammad, 2014). In addition, research on teaching competence and performance generally involves the teachers themselves as the research subject.

But interestingly, in this study intends to analyze the influence of personality and social competence on the teaching performance of teachers through the assessment of the principal. So that it is expected to be able to give an objective description of the actual conditions in the field.

Even though this teacher's competency has been researched a lot, but this research is intended to fill the existing gaps in previous research by involving the principal as a supervisor in an Early Childhood Education Institution to assess the teacher's condition in order to avoid the subjectivity of assessment.

METHODS

This study used a quantitative approach by implementing ex-post facto research. The reason for using this type of research is to examine the causal relationship without any treatment or manipulation from the researcher regarding the variables studied in the research (Sappaile, 2010). The respondents involved in this study were 101 headmasters of Kindergarten in Semarang who assessed 173 teachers. The variables in this study consisted of two independent variables (personality competence and social competence) and the dependent variable (teaching performance). This study aimed to analyze the influence of personality competence (X1) on teacher performance (Y), the influence of social competence (X2) on teacher performance (Y), and the influence of both variables X1 and X2 at the same time (simultaneously). Schematically, this research is illustrated in Figure 1.

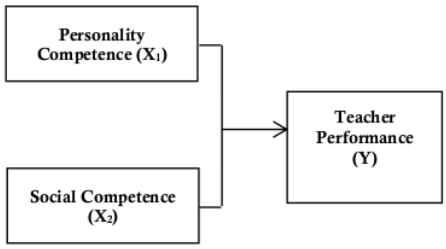

Figure 1. Research Framework

The data collection technique used was a questionnaire containing a list of statements compiled with a Likert scale pattern of 1 to 4 containing personality competence, social competence, and teacher teaching performance. The teachers' personality competence scale consisted of 15 statement items developed from 10 indicators based on Mulyasa's (2012). The teachers' social competence scale consisted of 10 statement items developed from 6 indicators based on the Sagala (2008). Whereas, the teachers' teaching performance scale consisted of 9 statement items developed from 3 indicators based on Majid's (2005). The three instruments used have a Cronbach coefficient value of 0.8 which indicates that the instruments used had a very strong accuracy.

The data analysis technique used was multiple regression analysis techniques both partially and simultaneously that had previously been held a classic assumption test which included normality test, multicollinearity test, heteroscedasticity test to determine the accuracy of the model by using the SPSS 23 application program for windows.

RESULTS AND DISCUSSION

This research consists of independent variables (personality competence and social competence) and the dependent variable (teaching performance). Based on the results of descriptive statistics by the mean and standard deviation of each variable showed that the personality competence variable had a score (M = 50.84, SD = 4.43), social competence score (M = 31.25, SD = 3.33) and performance scores (M = 28.01, SD = 3.45). The results of the mean and standard deviation analysis are presented in Table 1.

Table 1. Mean and Standard Deviation Analysis Results

Variable	N	M	SD
Personality competence	173	50.84	4.43
Social competence	173	31.25	3.33
Performance	173	28.01	3.45

The results of the analysis above show that all variables indicated that the mean value (M) was greater than the value of the Standard Deviation (SD) which means that the data distribution was well represented.

Afterward, a partial test or T-test was performed to test whether an independent variable really contributes to the dependent variable.

Personality Competence Variable (X_1)

This variable has an R2 value of 0.418 which means that the independent variable of personality competence is able to predict the variable value related to the performance of 41.8%. The remaining of 58.2% is explained by other factors beyond regression. The Tvalue was 8,446 with a significance value of 0,000 and a level of 5%. This showed that the significance value is smaller than the level that is 0.000 <0.05.

Based on the results of hypothesis testing and regression analysis in this study, it shows that partially the personality competence of teachers influences the performance of kindergarten teachers in the Semarang Regency. This was in line with Angmalisang's research (2011) which stated that the personality of the teacher can have a significant effect on teaching performance with a contribution of 53.20%. The teachers' personality will determine whether a person is a good educator and mentor for students or even vice versa, especially for students who are still children.

Teachers who have good personality competence will indirectly have an impact on student learning outcomes through teaching performance performed by teachers (Pahrudin et al, 2016; Wardoyo, 2015; Taniredja & Abduh, 2016; Hakim, 2015; Akomolafe, 2013). A strong personality that is owned by someone allows him not to have much difficulty in adapting to the work environment so that it will improve his performance (Ahmad, 2017). In addition, what must be a part of the teacher's personal competence is continuous self-development to support the implementation of teacher performance (Agung, 2014).

Social Competence (X_2)

Based on the analysis of the T test, the Tvalue was 12,517 with a significance value of 0,000 and a level of 5%. This showed that the significance value is smaller than the level that is 0,000 <0.05. This means that social competence has a significant effect on the teaching performance of kindergarten teachers in Semarang Regency. Whereas, the value of R2 was 0.418 which means that the independent variable of social competence is able to predict the value of the variable related to the performance by 51.9%. The remaining of 48.1% is explained by other factors beyond the regression.

Based on the results of regression analysis in this study, it shows that partially the social competence of teachers influences the performance of kindergarten teachers in the Semarang Regency. Social competence is a key element of a successful learning process (Gedviliene *et al.*, 2014). The competence includes the tasks, skills, attitudes, and appreciation that must be possessed by educators to carry out their tasks and the teachers' competencies influence the performance produced (Jenny, 2018). Whereas, Reitz (2012) stated that social competence is the accumulation

of knowledge and skills that can determine the quality of socially competence behavior.

Social competence is important to be owned by the teacher and if the ability is developed optimally then this social competence can make the teacher a professional educator (Lozancic, 2018). In addition, social competence is one of the important prerequisites for determining work success in educational practice and a key to develop a collaborative relationship (Lozancic, 2018). Social competence refers to the ability of teachers to be part of the school environment (Pahrudin *et al.*, 2016). So if the interaction and communication are established properly between the teacher and the students, this mutual relationship will have a significant impact on the teaching performance of the teacher which influences the development of students in the learning process (Agung, 2014).

The third objective of this research was to analyze the influence of personality competence and social competence on teaching performance simultaneously, then the F test is performed to prove whether the two independent variables have an influence on the dependent variable. Based on the results of regression testing simultaneously, it shows that the results of the Fvalue value of 78,837 was greater than the value of Ftable and the value of the significance probability was 0.00 and a level of 5%, meaning that concurrently personality competence (X_1) and social competence (X_2) have a significant effect on teacher teaching performance (Y). Thus the hypothesis states that personality competence (X_1) and social competence (X_2) at the same time have a significant influence on teacher teaching performance (Y). Teachers' personal competence and social competence have roles in shaping teacher teaching performance.

CONCLUSION

The findings in this study indicate that personality and social competencies of teachers based on the principal's assessment have an influence on teaching performance produced by teachers with percentage of 41.8% for the influence of personality competencies on teaching performance, 47.8% social competence influential on performance, and simultaneous significance of 51.9%. Based on this research, it can be used as a reference or information for Kindergarten educators to continuously improve their competence so that they can produce optimal teaching performance in order to improve the quality of learning. Furthermore, it is hoped that further researchers can develop research on teacher competencies by involving other related research subjects such as peers or students.

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The findings in this study indicate that personality and social competencies of teachers based on the principal's.

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