

Contribution Of Organizational Climate, Emotional Intelligence and Professional Competence to Teacher Work Effectiveness

Yusrina

Administrasi Pendidikan Pascasarjana ULM Banjarmasin, Indonesia

ibuyusrina@gmail.com

Keywords

Organizational Climate Contribution; Emotional Intelligence; Professional Competence; Teacher Work Effectiveness.

Abstract

Social changes are so fast, causing various problems and challenges to also change, including in terms of competence experienced by teachers. The study conducted in this study is a library by collecting various theories, where the results of the study show that the organizational climate in which the teacher lives affects the emotional intelligence of the teacher concerned.

INTRODUCTION

Entering the era of increasingly widespread globalization, education is required to be able to produce students who can compete in the world of work, and have knowledge and abilities that can be applied in the world of work. In the world of education, the quality of human resources also greatly determines the level of success in achieving school goals. However, when viewed in terms of quality, current education is still far from what is expected, because the quality of good education is not evenly distributed in every region in Indonesia.

One of the problems in education in Indonesia is the effectiveness of teachers' work. The quality of education is very dependent on the quality of teachers in Indonesia, recently it has received a sharp spotlight because there are still teachers who are considered unfit to teach at their respective levels. This of course will result in a decrease in the quality of human resources resulting from the education process. Based on world education ranking data or the World Education Ranking published by the Organization for Economic

Cooperation and Development, Indonesia ranks 57th out of a total of 65 countries (kompas, 25 April 2016). From the data above, it can be seen that education in Indonesia is very dependent on human resources, which in this case is largely determined by the effectiveness of the work of teachers.

Effectiveness is describing the entire cycle of inputs, processes and outputs that refer to the results of an organization, program or activity that states the extent to which goals (quality, quantity, and time) have been achieved, as well as a measure of the success or failure of an organization in achieving its goals and achieving targets. -the target. This means that the notion of effectiveness that matters is solely the desired result or goal. Work effectiveness is very necessary in an organization in this case is a school organization to achieve the goals that have been set. With the creation of work effectiveness, employees will try to overcome and solve problems encountered in the implementation of tasks and work. On the other hand, the ineffectiveness of working, employees will easily give up if they have difficulties in carrying out their duties, making it difficult to achieve the goals that have been set.

According to Mulyasa (2012) that an effective job is if the job gives results that are in accordance with the criteria that have been set from the start. Furthermore, Lipham and Hoeh (1994) look at effectiveness in terms of work achievement, as they stated that effectiveness relates to the accommodation of the cooperative purpose, which is social and non-personal in chengrater (effectiveness is closely related to the achievement of common goals or social goals, not the achievement of personal goals).), work effectiveness is a state that is strived to be achieved and understood, when viewed from the extent to which people have succeeded in obtaining and utilizing resources in their pursuit of organizational goals.

Teachers play an important role in improving the quality of education, so attention to improving teacher performance is important. Teachers as professional educators have the main task of educating, teach, train, and direct students to have readiness in facing increasingly fierce global competition with other nations. Therefore, the position of the teacher as a professional is very important in realizing the vision and mission in the implementation of learning in the educational unit, in carrying out his duties a teacher must be required to have certain abilities and skills.

These abilities and skills are part of the teacher's professional competence. To become a teacher as a professional, it is necessary to provide continuous and continuous coaching through various activities, such as upgrading activities, training and the opportunity to study at a higher level of education. However, it is also necessary to pay attention to improving the professionalism of teachers from other aspects such as increasing discipline, providing motivation, providing guidance through supervision, providing incentives, decent salaries with professionalism so as to enable teacher

performance to be expected to increase. Drucker's opinion is the same as quoted by Moenir in his book General Management in Indonesia which defines effectiveness as follows: "Effectiveness, on the other hand, is the ability to choose appropriate objectives. An effective manager is one who selects the right things to get done". (Effectiveness, on the other hand, becomes the ability to choose the appropriate outcome goals. An effective manager is one who chooses the truth to carry out) (Moenir, 2016).

Taking into account the opinions of the experts above, that the concept of effectiveness is a multi-dimensional concept, meaning that in defining effectiveness it varies according to the basis of knowledge, even though the ultimate goal of effectiveness is the achievement of goals. The word effective is often confused with the word efficient even though the meaning is not the same, something that is done efficiently is not necessarily effective. Many factors can increase the success of teachers in teaching, both internal and external factors such as the effectiveness of a teacher.

Teachers who have high effectiveness will be more successful than teachers who do not have effectiveness or sincerity in their duties who are able to work hard and be responsible for good learning activities. Implementation of work is carried out by human resources who have the ability, competence, and motivation. The effectiveness of the teacher's work is shown by how the process of activities takes place to achieve goals. Therefore, schools must pay attention to the presence of teachers to work with high performance and earnestly. Therefore, teachers must be involved in preparing various plans and setting goals so that they are responsible for achieving goals (Budiman, 2017).

According to Covey (1989), which states that there are seven characteristics of effective human habits, namely (1) thinking proactively, (2) having clear goals, (3) being good at making and determining priorities, (4) thinking win-win, (5) likes to work together, (6) pays attention to others and (7) always learns all the time. Of the seven characteristics of effective humans, equivalence can be drawn as the characteristics of effective teachers, namely effective teachers think pro-actively, effective teachers have clear goals, effective teachers are good at making and setting priorities, effective teachers think win-win solutions, effective teachers always work together, effective teachers pay attention to others, effective teachers learn all the time.

Based on the results of the research by Rahmadi (2013), the teachers of SDN in Martapura City, the effectiveness of the teacher's work is still not optimal. This fact can be seen from the preparation of teachers in learning such as annual programs, semester programs, syllabus and lesson plans (RPP) which have not been organized around 45%, the use of media and learning resources is not effective 35%, teachers innovate for the development of teaching materials 15% and about 40% of the willingness of teachers to develop their potential and quality, resulting in a lack of student achievement and teacher work effectiveness.

Efforts to increase the effectiveness of the teacher's work can be done by improving the organizational climate, emotional intelligence and professional competence of a teacher, it cannot be separated from the effectiveness of the work of teachers in the school (Moenir, 2016:169; (Aslan and Wahyudin, 2020). The effectiveness of the teacher's work focuses on the behavior of the teacher in his work. Meanwhile, regarding the effectiveness of the teacher's work, it can be seen the extent to which a person's professionalism can have an influence on students. Specifically, performance goals also require teachers to make special decisions where learning objectives are clearly stated in the form of behavior which is then transferred to students. Besides that, they must be able to adapt in schools, teachers should not be indifferent to the tasks given, the ability of schools to produce the amount and quality of output in accordance with environmental demands, and the lack of emotional maturity of teachers, causing the phenomenon of the lack of smooth work at school. The teacher is a very important and influential element in the education and teaching process. Therefore, it is necessary to get serious attention from all parties regarding their duties and responsibilities, especially the problem of working, the effectiveness of teachers greatly affects the smoothness of the tasks to be carried out in schools.

The following is an explanation of the size or criteria of effectiveness according to Gibson (1989) indicators of effectiveness can be measured by organizational climate, emotional intelligence, professional competence, excellence and development. In connection with the matters stated above, the measure of effectiveness is a standard that will be fulfilled regarding the goals and objectives to be achieved and shows the extent to which the organization, program/activity carries out its functions optimally. From the concept of organizational theory, it has been explained that teacher effectiveness is important for organizations, especially to maintain continuity and achieve goals. Regarding the effectiveness of the teacher's work, organizational climate, emotional intelligence and professional competence are very important. Mohrman (2014), stated that the most important values in developing school effectiveness are organizational climate, teacher emotional intelligence and good professional competence for the development of excellent schools, motivating staff, having high goals and student achievement. So it can be taken a focus that the organizational climate, emotional intelligence and professional competence of teachers in schools are superior so that school effectiveness can be realized. This is in accordance with research found by Rompas (2011) that there is a 93.7% influence of organizational climate on the work effectiveness of teachers and the role of emotional intelligence and professional competence in improving the performance of teachers is more prominent in terms of teachers as teacher educators. teacher at the Gethsemane Christian Vocational School in Manado. So from this understanding it can be concluded that an increase in organizational climate affects the effectiveness of the work of teachers, as well

as emotional intelligence and professional competence which are everything around teachers that can affect the increase in teacher effectiveness when carrying out the tasks assigned to them.

The results of research conducted by Sudjana (2012) show that 76.6% of the increase in student learning outcomes is influenced by the professional competence of the teacher, with details of the teacher's ability to teach in the classroom, contributing 32.43% to improving student learning outcomes, mastery of subject matter contributed 32.38% to increase student learning outcomes and teacher attitudes towards subjects contributed 8.60% to increase student learning outcomes.

It must be admitted that the teacher is the main factor in the educational process. Even though the educational facilities are complete and sophisticated, if they are not supported by the presence of qualified teachers, it is impossible to lead to a maximum learning process. Teachers as implementers of national education is a key factor. The increase in student achievement will be influenced by the quality of the learning process in the classroom. Therefore, to improve student achievement, the learning process in the classroom must take place properly, efficiently and effectively.

Increasing the ability of teachers to implement effectiveness in learning further affects the professional competence of teachers, which is very important in improving the quality of education in schools. The success of the teaching and learning process is largely determined by the role and competence of the teacher. Competent teachers will be better able to create an effective learning environment and will be better able to manage their classes so that they can achieve national education goals, one of which is by increasing the effectiveness of teachers' work.

Another factor that can affect the effectiveness of a teacher's work is the climate of an organization. School organizational climate is a condition where the state of the school organization and its environment is in a very comfortable, conducive and pleasant condition for the teaching and learning process, easy to interact with fellow members of the organization in the school environment. Organizational climate is very important to create because it becomes everyone's perception of what has been provided by the organization and becomes the basis for determining the behavior and subsequent actions of members. Organizational climate is determined by how well members of the organization are directed, shaped and valued by the organization.

School organizational climate is the perspective of teachers, education staff and other members of school organizations about the work structure and other social environmental factors that are seen in attitudes, beliefs, values and work motivation, and have an impact on the spirit and work attitude of teachers and other school organization members. Which in turn will affect the quality of the teaching and learning process. Organizational climate can be defined as the perception of the policies, practices, and procedures that exist in the organization. Litwin and Stringer (1968) define organizational

climate as something that can be measured in the work environment either directly or indirectly affecting employees and their work where they work with the assumption that it will affect employee behavior.

Stringer (Wirawan, 2017) states that the characteristics or dimensions of organizational climate can influence the professional members of the organization to behave in a certain way. Another opinion, namely from Gibson (2010) says "Organizational climate can influence professionals by improving employee attitudes and behavior towards their work". Just like individual personality, climate is the personality of the organization as seen by its members. All organizational components, structures, systems, culture, leader behavior, employee psychological needs, socio-culture and values, interact with each other and create an organizational climate, (Schneider, Ehrhart & Macey, 2013).

Law of the Republic of Indonesia Number: 14 of 2005 concerning Teachers and Lecturers in article 2 paragraph 1, it is stated that teachers have a position as professionals at the level of basic education, secondary education, and early childhood education in the formal education pathway appointed in accordance with regulations legislation. Then in article 8 teachers are required to have academic qualifications, competence, educator certification, physically and mentally healthy, and have the ability to realize national education goals.

Increased student learning will be influenced by the quality of teachers who have emotional intelligence maturity will make learning to recognize, respect feelings in self and others, teach how to work and interact meaningfully with others. Emotional intelligence creates good intentions in fostering harmonious relationships.

Emotional intelligence is the ability to recognize feelings, reach and generate feelings to help thoughts, understand feelings and their meanings, and control feelings deeply, thus helping emotional and intellectual development (Hamzah, 2017: 68-69). The components of emotional intelligence include: Self-awareness/self-awareness, self-management/self-management, social awareness/social awareness, and social skills/social skills (Goleman, 2012).

The substance of emotional intelligence is the ability to feel and understand and then be treated humanely. People with good emotional intelligence can understand other people's feelings, can read both written and implied, can express verbal and non-verbal language. All these understandings will lead to behaving in accordance with the needs and demands of the environment.

Emotional intelligence is needed to improve the quality of learning optimally, so teachers and principals need to develop themselves and students to have stable emotional intelligence. In this case, emotional intelligence can make teachers able to improve their work performance and students can build strength and self-awareness and take advantage of opportunities to achieve a better future (Mulyasa, 2018: 162).

Emotional intelligence is an important part of shaping the personality of an intelligent individual. A person must not only be cognitively intelligent, but an individual must also be emotionally intelligent. The balance between cognitive intelligence and emotional intelligence will lead an individual to become a knowledgeable and educated

figure. According to Goleman (2007) intellectual intelligence (IQ) only accounts for 20% of success, while 80% of it is contributed by other factors including emotional intelligence (EQ). In addition, there are other factors that influence teacher work performance from outside (externally) namely the leadership of the principal, in this case the ability of the principal's managerial skills.

Therefore, a teacher must be emotionally intelligent because his emotional intelligence teaches that there is a time to be angry intellectually and proportionally. The reality on the ground shows that there are teachers who cannot manage their emotions when carrying out learning, and it is not uncommon for these teachers to vent their anger towards students. A real example is the case of beatings by a teacher to a student at a public elementary school in Banjar Regency (Republika, 2015). This shows that the emotional intelligence of the teacher is still low, causing unwanted things.

In addition to internal factors in the teacher, there are also external factors that affect the effectiveness of the teacher's work, namely the teacher's ability to manage teaching. Personnel who have a very important role in schools as the spearhead are teachers. Teachers as teachers, mentors and facilitators in learning activities must be able to shape student behavior and assist in solving problems faced by students in life. Teachers directly interact with students, very large contribution in supporting the success of student learning. The ability of teachers to manage the teaching and learning process can encourage students to develop their potential. Competent teachers will be better able to create an effective learning environment and will be better able to manage their classes so that student learning outcomes will be more optimal.

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A teacher has the added value that the teacher in addition to carrying out his duties as a teacher, he also carries out the task of education and coaching for students, he helps the formation of personality, moral development, in addition to growing and developing faith and piety of students. The teacher's task in learning is not limited to conveying information to students. In accordance with the progress and demands of the times, teachers must have the ability to understand students with their uniqueness in order to be able to help them in dealing with learning difficulties. In that case, teachers are required to understand various effective learning models in order to optimally guide students (Mulyasa, 2019: 27).

From the explanation above, it can be seen that the task of a teacher is quite heavy, because he not only teaches but also carries out educational and coaching duties, so here a teacher must have more competence as well. Teachers as educators have a very decisive role in the teaching and learning process. "Without educators, any educational goals that have been formulated will not be achieved by students" (Namsa, 2018: 107). Thus the teacher must know the educational goals to be achieved by referring to the curriculum and learning syllabus so that they have solid preparation in the learning process.

If the teacher teaches without preparation, it is a shortcut and a dangerous action, which can harm the development of students and threaten the comfort of the teacher in the learning process. Thus, the ability of teachers to carry out their duties is required to be able to improve their knowledge and skills, besides that teachers must participate in many activities related to their fields to improve teacher competence in order to become professional educators. In addition to improving their professional competence, teachers must also increase all the potential that exists in themselves. Because basically qualified teachers are not only teaching facilitators for students, but also improve and develop self-integrity and the quality of their teacher competencies continuously.

Based on the description above, the researcher wants to investigate further about the contribution of organizational climate, emotional intelligence and professional competence to the effectiveness of teachers' work.

METHODS

The study of this research uses a literature review where the literature is taken in accordance with the subject matter and analyzed in depth so that conclusions and findings can be drawn in the study. Literature taken from books, journal articles both nationally and internationally and other literature (Phillippi & Lauderdale, 2018; Marshall et al., 2013; Bengtsson, 2016).

RESULTS AND DISCUSSIONS

Organizational Climate

Organizational climate is the personality of an organization that distinguishes one organization from another, which leads to the perspective of each member in viewing the organization, Davis and Newstrom (2001:25). This research refers to the theory of 5 dimensions of organizational climate by Litwin and Stringer (1968), while the indicators include: 1) Responsibility; Be a leader for yourself, Knowing the duties and responsibilities. Identity; The feeling of belonging to the institution, Warmth; Friendly work atmosphere. Endorsement; Support among co-workers and mutual need between superiors and subordinates. Conflict; (1) Willing to listen to different opinions, (2) Placing the problem openly, and (1) Looking for a solution to the problem.

Emotional Intelligence

Teacher emotional intelligence is the ability to monitor and control one's own feelings and those of others and use those feelings to guide thoughts and actions. Salovey's emotional intelligence indicator divides abilities that lie in five domains (Goleman, 2013: 58), namely: 1) knowing one's own emotions, namely recognizing feelings when living them; 2) managing emotions, namely regulating feelings so as to achieve conformity in building self-awareness. 3) motivating, namely setting long-term goals and targets to be

considered in motivating oneself and developing creativity. Control of emotions delays momentary gratification and enhances professional competence. 4) recognizing other people's emotions, namely empathy is an ability that is built on emotional self-awareness, and 5) managing cooperative relationships, namely the art of self-building related to skills in managing other people's emotions.

Teacher's professional competence

Teacher professional competence is a set of abilities that must be possessed by teachers in order to carry out teaching tasks. The indicators of teaching professional competence possessed by a teacher according to Permendiknas No. 16 of 2007, it is described as follows: 1) mastering the material, structure, concept, and scientific mindset that supports the subjects being taught, 2) mastering the competency standards and basic competencies of the subjects being taught, 3) developing learning materials that are taught independently creative, 4) develop professionalism in a sustainable manner by taking reflective actions, 5) utilizing information and communication technology to develop themselves.

Teacher Work Effectiveness

Hasibuan (2013: 105) states that effectiveness is a state of perfect work success in accordance with a predetermined plan. 1) The quantity of work is the volume of work produced under normal conditions. This can be seen from the number of workloads and the conditions obtained or experienced during work. 2) Quality of work is an attitude that is shown in the form of work results in the form of neatness, accuracy, and linkage of results without ignoring the volume of work in doing work. 3) Utilization of time must be able and able to use time as efficiently as possible, especially by arriving on time to the office and trying to complete tasks as well as possible by utilizing the time during the use of the working period that is adjusted to the policies of the company where he works.

CONCLUSION

Social changes are so fast, causing various problems and challenges to also change, including in terms of competence experienced by teachers. The study conducted in this study is a library by collecting various theories, where the results of the study show that the organizational climate in which the teacher lives affects the emotional intelligence of the teacher concerned.

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