

Improving Teachers Teaching Performances Through Development of Capacity Building and Innovative Work Behaviors

Ima Rahmawati*, Johar Permana

Educational Administration Department, School of Post Graduates

Universitas Pendidikan Indonesia

Bandung, Indonesia

imarahmawati@upi.edu*, permanajohar@upi.edu

Abstract—Improving the quality of education through the role of teachers in developing sustainable professionalism (capacity building) and the teacher's innovative work behavior towards teacher teaching performance is an effort to be made. This study aims to describe the influence of capacity building and innovative work behavior on the quality of teacher performance using survey methods through a quantitative approach. The sample was taken using the stratified random sampling technique with Slovin's formula obtained as many as 104 high school teachers with civil servant status. The data analysis technique used is multiple regression analysis using the SPSS version 25 program. The findings and simple and multiple regression correlation analysis tests are expected to prove the hypothesis of this study. The results of partial research on capacity building and innovative work behavior each have a moderate and one-way relationship with the quality of teacher teaching performance. Simultaneously capacity building and innovative work behavior have a moderate effect on the quality of teacher teaching performance.

Keywords—teacher's teaching performance; capacity building; innovative work behavior

I. INTRODUCTION

The existence of an organization is influenced by three main things in order to run well, namely the existence of good human resources (HR), a good organizational structuring system, and organizational achievement targets in the vision and mission. This means that Human Resource Management (HRM) is the most important field of an organization [1,2]. In educational organizations, the three main things greatly influence the course of the learning process. The teacher is one of the human resources that influences of the success of the education.

Given the importance of teacher involvement in the successful implementation of education, teacher performance needs to be developed continuously. The low performance of teachers can certainly reduce the quality of education and hinder the achievement of vision in a school. Given the importance of teacher involvement in the successful implementation of education, teacher performance needs to be developed continuously. Performance is an illustration of the

work of a person related to the task at hand, and is based on the professional responsibility a person has [3].

One of the tasks carried by the teacher is the task of teaching or providing learning to students. In order for quality learning, teachers must have the ability to create a meaningful, creative, dynamic and dialogical educational atmosphere known as PAIKEM (active learning, innovative, creative, effective and fun).

Teacher's teaching performance is a set of real behaviors shown by the teacher when he gives lessons to his students. The teacher as a planner, should be able to analyze the needs of students to be able to receive lessons by selecting and mastering teaching materials, determining learning methods and approaches, developing syllabus, compiling annual or semester programs, and preparing learning implementation plans (RPP) [4-7].

To see the level of teacher teaching performances, it can be seen from several indicators that appear in learning include planning, implementation and assessment. The teacher's performance is then assessed and developed with Teacher Performance Assessment (PKG) and Sustainable Professional Development (PKB). This is in accordance with Government Regulation Number 74 of 2008, Law No. 14/2005 concerning teacher teaching performance. As a form of formal legal recognition of the professionalism of a teacher to carry out various tasks of his profession in accordance with established quality standards, in his task of educating, teaching, guiding, directing, training, evaluating, and evaluating students, then teachers who are professionals will get professional certificate as a professional teacher through Teacher Performance Assessment (PKG) and Sustainable Professional Development (PKB).

Teacher performances indicators are: (1) Learning Planning, (2) Learning Implementation, and (3) Learning Assessment. These indicators are a reflection of teacher teaching performance which is one of the determinants for achieving national education goals and has a profound effect on high or low education quality. The high or low quality of education is seen from the learning outcomes of students.

Learning outcomes of students can be seen one of them from the national average grade scores held by the government.

In the city of Bogor, the number of high school (SMA) both public and private amounts to 44 schools. Of the 44 schools, only 3 of the best high schools were obtained in the city of Bogor by achieving the highest UN score. This is of course supported by many factors, one of which is the existence of competent, creative, innovative teachers who are able to create a good learning process. From the results of observations, it was found that there were gaps in teacher performance in teaching, which were caused by the absence of a quality learning process in the classroom.

Teachers who teach in these schools do a lot of work and attend education and training activities (DIKLAT), curriculum training activities, MGMP activities and teacher competency test activities (UKG). These activities are activities in the form of self-development for teachers as stakeholders in learning. With the existence of the Teacher Performance Assessment (PKG) and Sustainable Professional Development (PKB), teachers are triggered to continue to learn and develop to be far more qualified in the learning process.

Thus, efforts to develop and improve teacher teaching performance are a must. Improving teacher teaching performance can be optimized by developing the capacity of the teacher (capacity building) itself. Capacity building is the process of improving the ability of knowledge and skills, as well as the attitudes and behavior of teachers in educational organizations [8]. In this process it can certainly be done in various ways, both through competency-based education and training (DIKLAT), clear career pattern development, all of which are to improve the performance of teachers in carrying out their duties. Therefore, capacity building is closely related to teacher's abilities, institutional capabilities, and organizational system capabilities.

One of the factors that can influence teacher capacity development is the teacher's innovative work behavior. Innovative work behavior is a set of behaviors needed to develop, launch and apply ideas with the aim of improving personal and organizational performance [9-11]. In other words, innovative work behavior can drive performance and develop organizational competencies and teacher capacity in its efforts to achieve the set goals. As one aspect of organizational behavior, innovative work behavior is basically the result of interaction between individuals as teachers, groups as a work process, and organizational processes as management practices commonly used in organizations.

Teachers who have innovative work behaviors will be triggered to develop themselves such as taking teacher competency examinations (UKG), achieving teacher activities, classroom action research and writing activities and literacy culture. The following is a graph of the results of UKG teachers in Bogor City from various levels both elementary, junior high, high school.

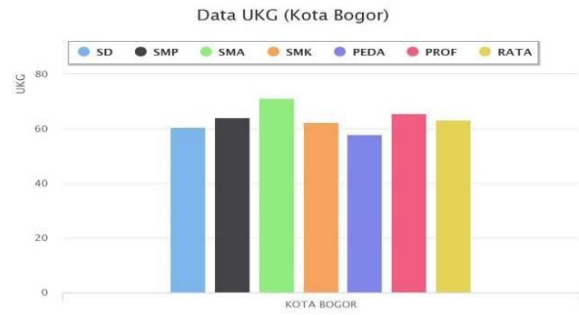


Fig. 1. Graph of teachers' competency examinations (UKG) value.

From figure 1, the results were obtained for high school teachers in the city of Bogor, the value of UKG in getting a value of around 70. This value was better than teachers at elementary, junior high and high school levels. The UKG value illustrates that the teacher has a fairly good teacher competency.

Based on the explanation above, in order to improve the development of teacher's HR capacity (capacity building) and innovative work behavior of teachers that have an impact on improving the quality of teacher teaching performance, this research becomes important. On the basis of the above matters, it encourages interest in analyzing and reviewing capacity building and innovative work behavior to improve teacher teaching performance in Accredited State High Schools (SMA) in Bogor City.

II. RESEARCH METHODS

This study is intended to reveal capacity building and innovative work behavior to improve the performance of teaching high school teachers. This study uses a quantitative approach with descriptive survey methods. The variables in this study are Capacity Building (X₁), innovative work behavior (X₂) and Teacher's teaching performances (Y). The data sources in this study are primary data in the form of capacity building questionnaires, innovative work behavior and teacher training performance, while also getting secondary data in the form of observation sheets and documentation.

The design of this study can be seen in the following figure 2.

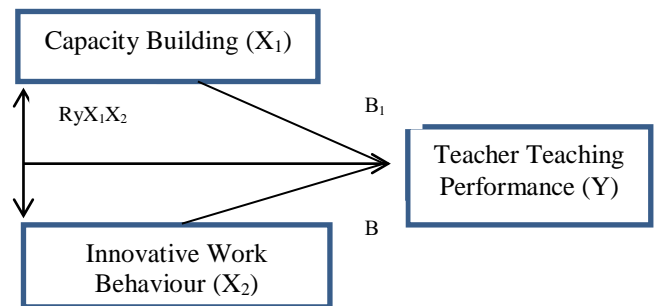


Fig. 2. Research design.

The research's location is located at the high school level in the city of Bogor. In this study of 140 high school civil servant teachers in Bogor City, the sample was taken using the

stratified random sampling technique with i formula. It was found that 104 high school teachers were civil servants. The data collection technique uses observation by giving capacity building questionnaires, innovative work behavior and high school teacher teaching performance. The data analysis technique used is multiple regression analysis using the SPSS program (Statistical Package for Social Science) version 25.

The study took place at the high school level in the city of Bogor. In this study of 140 high school civil servant teachers in Bogor City, the sample was taken using the stratified random sampling technique with Slovin formula. It was found that 104 high school teachers were civil servants. Of the 104 PNS teachers from SMAN in Bogor the data collection technique uses observation by giving capacity building questionnaires, innovative work behavior and high school teacher teaching performance. The data analysis technique used is multiple regression analysis using the SPSS program (Statistical Package for Social Science) version 25.

III. RESULTS AND DISCUSSION

A. The Influence of Capacity Building on Teacher Teaching Performance

The results of hypothesis testing indicate that there is a positive and significant influence between capacity building on the quality of teacher teaching performance. The amount of influence of capacity building on the quality of teacher teaching performance is 74.6% and the remaining 25.4% is influenced by other variables. Furthermore, from the calculation of regression analysis shows that every addition of one point, the teacher's teaching performance will increase by 0.83 points. This means that the better capacity building, the quality of teacher teaching performance will increase. Therefore, capacity building is one of the factors that influence teacher teaching performance.

Capacity building is a dynamic development to achieve output and outcome performance in certain corridors [8]. Based on the results of research in 104 high school civil servant teachers in the city of Bogor, it was found that the empirical picture of capacity building for high school teachers in Bogor City was generally in good criteria, this can be seen from the average value of 4.55. Of the four indicators in Capacity Building, the indicator that has the highest score is the ability/competence of teachers with an average value of 4.20 which is very good in criteria. While the smallest indicator is on the destination indicator with an average value of 3.44 in good criterion (can be seen in figure 3).



Fig. 3. Average value of capacity building for high school teachers.

B. The Influence of Innovative Work Behaviour on Teachers' Teaching Performance

One of the factors that can influence teacher capacity development is the teacher's innovative work behavior. Empirical description of the innovative work behavior of high school teachers in the city of Bogor, getting an average value of 4.23 is very good criteria. Graphs of innovative teacher work behavior can be seen figure 4.

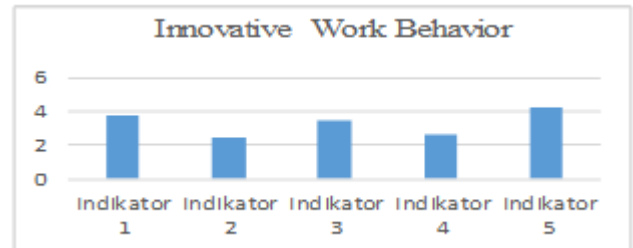


Fig. 4. The average value of innovative work behaviour of high school teachers.

The results of hypothesis testing indicate that there is a positive and significant influence between innovative work behavior on the quality of teacher teaching performance. The amount of influence

Teacher's innovative work behavior towards teaching performance quality is 66.7% and the remaining 33.3% is influenced by other factors not examined in this study. Furthermore, from the calculation of regression analysis shows that every addition of one point, the teacher's teaching performance will increase by 0.667 points. This means that the better the innovative work behavior of the teacher, the better the quality of teacher teaching performance. Therefore, the teacher's innovative work behavior is one of the factors that influence the teaching performance of the teacher.

Ismail said that innovation will have limitations as ideas or ideas, practices, and in the form of objects or objects that are considered new by someone [12]. The definition of other different innovations is intentional, a new one, there are special differences that are felt more effective in achieving goals in a system. Whereas Robbins argues that Innovation is a renewal, a new invention, in the form of ideas, ways, tools, product results or other. This new form is not the same as what already exists or has been known before [1].

C. The Influence of Capacity Building and Innovative Work Behaviour on Teachers' Teaching Performance

The results of hypothesis testing indicate that there is a positive influence with a low significance between capacity building and innovative work behavior on the quality of teacher teaching performance. The amount of capacity building and innovative work behavior towards the quality of teacher teaching performance is 59.6% and the remaining 40.4% is influenced by other variables. Furthermore, through the calculation of regression analysis, it can be concluded that every addition of one capacity building point and innovative work behavior, the quality of teacher teaching performance will increase by 0.596 points. This means that better capacity

building and innovative work behavior towards the quality of teacher teaching performance will increase. Thus, capacity building and innovative work behavior are among the factors that influence teacher teaching performance.

The influence of capacity building and innovative work behavior on the quality of teacher teaching performance is still categorized as indicating that the two variables are still not optimally instrumental in improving the quality of teacher teaching performance even though it is very important in determining teacher teaching performance. This is due to capacity building and innovative work behavior towards the quality of teaching performance of teachers, whose time and attention has not been devoted enough to the implementation of curriculum and teacher development.

Therefore, capacity building for teachers needs to be developed optimally to achieve good teaching performance. According to the research results of Santagata, R., & Sandholtz, J. H., states that professional development programs can improve teacher self-empowerment and student achievement. Personal and public self-empowerment of teachers through participation in professional development programs has a relationship to improve student achievement in accordance with the goal of professional development is to improve student achievement.

IV. CONCLUSION

Quality of Teaching Performance High school teachers in Bogor City generally show high criteria with good interpretation. The quality of teacher teaching performance is significantly influenced by capacity building and innovative work behavior of teachers. Capacity building can be developed with the support of the teacher itself, collaboration with other teachers in one school and support from the principal. In addition, networks and connections are needed that can provide information to teachers to develop their capacities such as training, training, workshops and the development of other teacher professionalism. In order to maximize teacher capacity building, teachers are required to have innovative work behavior. Innovative teachers will try to understand new technologies, techniques, processes and new ideas; trying to produce creative ideas; trying to fight for and advance ideas to others; provide resources and examine what is needed to realize new ideas; develop a mature plan and schedule to be able to realize the new idea.

V. IMPLICATIONS

This study can provide an overview of the academic community, that good teacher teaching performance is supported by capacity building and the innovative behavior of the teacher's own work. The teaching performance of teachers in high schools throughout Bogor is quite good and can be a reference for other teachers in other cities.

REFERENCES

- [1] S.P. Robbins, and T.A. Judge, *Organizational Behavior* (16th ed.). New Jersey: Pearson, 2015.
- [2] S.H. Senen, "Employee Performance Assessment System Design Based on Competence". *Innovation of Vocational Technology Education*, vol. 2 (8), pp. 68–70, 2017.
- [3] A.S. Muhammad, and A. Abubakar, "Development of Early Childhood Education Teachers in the Teaching and Learning Process by Inspectors in an Attempt of Improving Teacher Performance". In 2nd International Conference on Research of Educational Administration and Management (ICREAM 2018). Atlantis Press, 2019.
- [4] Suryosubroto, *Proses Belajar Mengajar Disekolah*. Jakarta: Rineka Cipta, 2002.
- [5] D.S. Prawiradilaga, *Prinsip Desain Pembelajaran*. Jakarta : Kencana, 2009.
- [6] F.T. Adejumbi, and R.K. Ojikutu, "School Climate and Teacher Job Performance in Lagos State Nigeria" *Discourse Journal of Educational Research*, Vol. 1 (2), 2013.
- [7] B.P. Briggs, *Teaching Methods As Correlate Of Student Performance In Business Studies In Selected Public Secondary Schools In Port Harcourt*, 2019.
- [8] J. Harrison, "Building advocacy capacity in a teacher training program". *Advocacy in English Language Teaching and Learning*, vol. 44, 2019.
- [9] J. De Jong, and D. den Hartog, "Measuring Innovative Work Behaviour". *Creativity and Innovation Management*, vol. 19(1), pp. 23–36, 2010.
- [10] J.L. Farr, and C.M. Ford, Individual innovation. In J. L. (Ed) West, Michael A.; Farr (Ed.), *Innovation and creativity at work: Psychological and organizational strategies*. West, Michael A. (Ed); Farr, James L. (Ed), pp. 63–80, 1990.
- [11] B.A.Y.F.B.B. Bin Saeed, "Transformational leadership and innovative work behavior". *Industrial Management & Data Systems*, vol. 114(8), pp. 1270–1300, 2014.
- [12] A. Ismail, "The Impact of Transformational Leadership and Commitment on Teachers' Innovative Behaviour". In 4th ASEAN Conference on Psychology, Counselling, and Humanities (ACPC 2018). Atlantis Press, 2019.