



Relationship between Innovation, trust, and job satisfaction with kindergarten teacher Performance in Manado City

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Abstract

Teacher performance is imperative towards the achievement of kindergarten (TK) institutional goals. Research on the performance of kindergarten teachers is still relatively limited, so it is very important to study. This study aims to describe and analyze the relationship of innovation, trust and job satisfaction with the performance of kindergarten teachers in the city of Manado. The research method used is a survey. The study sample amounted to 89 teachers. Research data were collected by questionnaire and processed by correlation analysis techniques. The results showed that there was a strong correlation between innovation, trust, and job satisfaction with the performance of kindergarten teachers. In addition, innovation, trust and job satisfaction are positively and significantly related to the performance of kindergarten teachers.

Keywords: innovation, trust, job satisfaction, and performance

Introduction

The effectiveness of education in kindergarten (TK) education units is highly dependent on several important elements in the Early Childhood Education (PAUD) system, among them are kindergarten teachers. Many aspects within the teacher can be utilized in effective education held in kindergarten. One important aspect in the teacher in question is performance. In the perspective of HR management, employee performance is a major domain of HR effectiveness (Pradhan and Jena, 2017) ^[40]. Viewed from the perspective of organizational behavior, one of the individual outcomes that is of concern to researchers of organizational behavior, including the attention of workers and managers in the organization is performance. The workers in the organization have a goal to work is to carry out the work well. Whereas managers in organizations aiming for workers are maximizing the performance of workers (Colquitt, LePine, and Wesson, 2015) ^[11].

Research on kindergarten teacher performance is seen as very important to do with several considerations. First, performance includes a set of behaviors that contribute, both positively and negatively, to the achievement of organizational goals (Colquitt, LePine, and Wesson, 2015) ^[11]. Based on this view clearly implies that effective TK teacher performance or supportive performance results such as in the form of learning planning behavior are positively related to the achievement of organizational goals and vice versa ineffective kindergarten teacher performance or performance results that hinder such behavior in counterproductive forms of abuse the teacher of children will be negatively related to the achievement of organizational goals.

Second, if the early age which is often referred to as the Golden Age is very important for kindergarten children in the education process, then the existence of kindergarten teachers in teaching early childhood is needed. Teachers who deal with the behavior of early childhood will be

different from dealing with the behavior of elementary, middle or high school / vocational school children. It becomes very important to be noticed by kindergarten teachers because chronologically, the development of children who study in kindergarten is different from children who study in elementary, middle or high school / vocational school.

Third, research on teacher performance in formal education organizations tends to be examined in teachers in elementary schools (SD), junior high schools (SMP), and high schools (SMA) and vocational high schools (SMK). While research on the performance of kindergarten teachers is still relatively limited, so researchers assume it is very important to examine the performance of teachers in kindergarten. It is hoped that through this research results will be obtained which can be used directly to improve the performance of kindergarten teachers.

Fourth, the performance standards used as the basis for evaluating TK teacher performance are competencies. In the Minister of Education and Culture Regulation No. 137 of 2014 concerning the National Standards for Early Childhood Education stated the competence of PAUD Teachers, including kindergarten teachers, is fully developed which includes four competencies, namely: pedagogic, personality, social, and professional.

Fifth, conceptually performance can be divided into three classifications, namely organizational performance, group or team performance, and individual performance. Although organizational performance and group or team performance remains important to be investigated, but in this study researchers assume that individual performance is no less important, especially if it is associated with efforts to improve the quality of human resource teachers in kindergarten. In the perspective of organizational behavior, studies of individual performance are included in the subfield of micro organizational behavior, namely organizational behavior that focuses on individuals who

work alone and individuals who work in groups or teams within an organization (Delich, 2015) ^[14].

Sixth, performance is a multidimensional concept (Murphy and Shiarella, in Aguinis, 2009), so that various meanings of performance and almost no agreed-upon definitions in general (Uno and Lamatenggo, 2014) ^[59]. Likewise the criteria used to measure performance remain shrouded in controversy (Mafini, 2015) ^[30] and the performance measurement approach is different (Grote, in Aguinis, 2009) ^[1].

In essence the problems of kindergarten teacher performance do not appear as described, but appear as a result of their interaction with various determinants. Some determinants that have been identified by experts related to performance include organizational culture, organizational structure, leadership style and behavior, work team characteristics, power, communication, ability, personality, cultural values, job satisfaction, work motivation, innovation and innovative work behavior, work stress, justice, ethics, trust in teacher colleagues, learning, incentives, work experience, demographic aspects, perceptions, attitudes, and decision making (Mangkunegara, 2010; Supardi, 2014; Colquitt, LePine, dan Wesson, 2015; Delich, 2015; Mafini, 2015; Awan dan Javed, 2015; Balkar, 2015; Li, Perez-Diaz, Mao, dan Petrides, 2018) ^[31, 54, 30, 11, 3, 26, 14]. Researchers suspect that innovativeness, trust, and job satisfaction correlate with kindergarten teacher performance. This means that the high and low level of innovation, trust, and job satisfaction are related to the high and low level of performance of kindergarten teachers in the city of Manado.

In detail, the problems examined in this study include: (1) is there an innovation relationship with the performance of kindergarten teachers in Manado City? (2) is there a relationship of trust with the performance of kindergarten teachers in Manado City? (3) is there a relationship between job satisfaction and the performance of kindergarten teachers in Manado City? and (4) is there a joint relationship between innovation, trust and job satisfaction with the performance of kindergarten teachers in Manado City?

This study aims to describe and analyze regarding (1) the relationship of innovation with the performance of kindergarten teachers in the city of Manado, (2) the relationship of trust with the performance of kindergarten teachers in the city of Manado, (3) the relationship of job satisfaction with the performance of kindergarten teachers in Manado City, (4) joint relationships of innovation trust, and job satisfaction with the performance of kindergarten teachers in the city of Manado.

Research Methods

Referring to the formulation of the problem and the purpose of the study indicate that this research is relevant using the type of quantitative research approach and survey method (Creswell, 2014) ^[12] and the correlational research design. This research was conducted in kindergartens as a place of research scattered in the city of Manado. The research sample was 89 respondents.

Data collection techniques used were questionnaires constructed according to the Likert scale model which included: (1) teacher performance questionnaires, (2) questionnaires on teacher innovativeness, (3) teacher

confidence questionnaire, and (4) teacher job satisfaction questionnaire. The starting point for the preparation of the four questionnaire instruments was the research variables. The performance variables in this study refer to the performance dimensions developed by Pawlas and Oliva (2008) ^[38] which include "planning learning, implementing learning, managing classes, and evaluating learning". Innovative variables in this study refer to the categories of individual innovativeness which include resistance to change, opinion leaders, openness to experience, and taking risks (Rogers, in Parlar and Cansoy, 2017). The trust variable in this study refers to the dimensions of trust which include (Hoy and Tschannen-Moran, 2003) ^[19]. While the job satisfaction variable in this study refers to the dimensions of job satisfaction which include achievement, recognition, work itself, responsibilities, progress, and growth (Herzberg, in Robbins and Coulter, 2009). Before the instrument was tested in the field, it was first examined or assessed by three experts who had knowledge related to the research instrument. After being examined / assessed by three experts, the instrument was continued with trials of 30 people who were not included in the data collection sample. Validity test is done by the type of Pearson Product Moment correlation analysis (Sugiyono, 2007) ^[52] with valid criteria is 0.3 (Sugiyono, 2007) ^[52]. The validity test of the instrument is processed using the SPSS for Windows version 21 application. While the instrument reliability test is analyzed by Alpha Cronbach technique (Sugiyono, 2007) ^[52]. The instrument criteria (questionnaire) stated reliably are ≥ 0.5 (Waworuntu, 2013) ^[61]. The instrument reliability test was processed using the SPSS for Windows version 21 application. The reliability test results showed that teacher innovation was 0.836, teacher trust was 0.805, teacher job satisfaction was 0.809, and teacher performance was 0.827. On the basis of the reliability test results referred to all four variables declared reliable. The data analysis technique used is correlation which consists of simple and multiple correlations. Correlation analysis is intended to use SPSS for Windows version 21.

Results and Discussion

The research results presented in table 1 can be explained as follows. First, the correlation coefficient obtained for teacher innovation (X1) with teacher performance (Y) of 0.859, which means there is a very strong relationship between innovation and performance. Significance value of 0,000 and compared with a probability of 0.05, it turns out that the probability value of 0.05 is greater than the value of the probability of significance or $0.05 \leq 0.000$, then H0 is rejected and Ha is accepted, which means significant. Thus it is evident that "there is a significant relationship between innovation and teacher performance".

Second, the correlation coefficient obtained for teacher trust (X2) and teacher performance (Y) is 0.913, which means there is a very strong relationship between trust and performance. Significance value of 0.000 and compared with a probability of 0.05, it turns out that the probability value of 0.05 is greater than the value of the probability of significance or $0.05 \leq 0,000$, then H0 is rejected and Ha is accepted, which means significant. It is thus proven that "there is a significant relationship of trust with teacher performance".

Table 1: Correlation of Free Variables (X1, X2, and X3) and Bound Variables (Y)

Correlations					
		Innovative	Trust	Job satisfaction	Performance
Innovative	Pearson Correlation	1	,916**	,970**	,895**
	Sig. (2-tailed)		,000	,000	,000
	N	89	89	89	89
Trust	Pearson Correlation	,916**	1	,941**	,913**
	Sig. (2-tailed)	,000		,000	,000
	N	89	89	89	89
Job satisfaction	Pearson Correlation	,970**	,941**	1	,927**
	Sig. (2-tailed)	,000	,000		,000
	N	89	89	89	89
Performance	Pearson Correlation	,895**	,913**	,927**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	89	89	89	89

** . Correlation is significant at the 0.01 level (2-tailed).

Third, the correlation coefficient obtained for teacher job satisfaction (X3) with teacher performance (Y) of 0.913, which means there is a very strong relationship between job satisfaction with performance. Significance value of 0.000 and compared with a probability of 0.05, it turns out that the probability value of 0.05 is greater than the value of the probability of significance or $0.05 \leq 0.000$, then H_0 is rejected and H_a is accepted, which means significant. Thus it is evident that "there is a significant relationship of job

satisfaction with teacher performance".

Fourth, the multiple correlation coefficient of 0.935 or $ry_{x1x2x3} = 0.935$, which means there is a strong relationship between innovation, trust, and job satisfaction with performance. The simultaneous contribution of innovation, trust and job satisfaction with performance equals $R^2 \times 100\%$ or $0.9352 \times 100\% = 87.42$, while the remaining 12.58% is determined by other variables.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,935 ^a	,874	,870	3,600	,874	196,892	3	85	,000

a. Predictors: (Constant), job Satisfaction, Trust, Innovation.

b. Dependent Variable: performance

Based on table 2, an R value of 0.935 is obtained with a probability value (F change significance) = 0.000. Because the F change significance value < 0.05 , the decision is H_0 rejected and H_a accepted. That is, innovation, trust, and job satisfaction are related together (simultaneously) and significantly with performance. Thus it is evident that "there is a significant relationship together with innovation, trust and job satisfaction with teacher performance"

Discussion

1. Innovative Relationship with Performance

Innovativeness is a multi-level and multi-dimensional concept. Multi-level refers to the concept of innovation that can be analyzed at the level of individuals, groups or organizations. Therefore, the concept of individual innovation develops, group innovation, and organizational innovation develop. The concept of innovation in this study places more emphasis on understanding as individual innovation. Meanwhile, as multi-dimensional, it refers to the innovative dimensions. In this study, the innovativeness of kindergarten teachers is referred to the dimensions of individual innovation that are classified as resistance to change, opinion leaders, openness to experience, and taking risks.

Based on the results of innovative research correlated positively and significantly with the performance of kindergarten teachers. The results of this study are supported by the results of Zakariah, Zainal, and Shariff (2018) [65] which show that the practice of innovation has a positive effect on performance. The innovativeness of the teacher referred to in this study is an individual kindergarten

teacher mechanism originating from within that is distinguished by group characteristics and organizational characteristics as a characteristic that comes from outside the teacher. Thus the results of this study contribute to the integrated development of organizational behavior theory from Colquitt, LePine, and Wesson (2015) [11]. It is said to contribute because in the theory of integrated organizational behavior it is not clearly explained that innovation is one of the many factors of individual mechanisms that affect performance.

In addition, the study of the innovative concept of individual teachers has also developed rapidly with the marked conceptual development which is called by experts as innovative behavior or innovative work behavior. That is, the conceptual development of the concept of individual innovation is no longer limited to understanding limits in relation to the concept of adoption, but has expanded its linkages with the field of work in innovative work environments which are generally referred to as innovative work behavior. Therefore, research on individual innovation in relation to performance has progressed to research on the relationship between innovative work behavior and performance.

The results of Balkar's research (2015) [6] which shows that innovative work behavior of teachers influences teacher performance. Likewise, the results of Awan and Javed's (2015) [3] research show that innovative work behavior influences performance.

Based on the empirical research studies that have been described, it can be concluded that the high and low innovativeness of TK teachers is related to the high and low

performance of TK teachers. In other words, if there is an increase in teacher innovation, there will be an increase in the performance of kindergarten teachers. Conversely, if there is a decrease in teacher innovation, there will also be a decrease in the level of performance of kindergarten teachers.

2. Relationship of Trust with Performance

The results showed that teacher confidence was positively and significantly related to TK teacher performance. The results of this study are supported by the theory of integrated organizational behavior from Colquitt, LePine, and Wesson (2015) ^[11]. In the theory of integrated organizational behavior, it is very clearly described that one of the factors of the individual mechanism related to performance is the trust factor.

In the TK contest as a formal education organization at the Early Childhood Education (PAUD) level, the teacher's trust factor can be explained based on the teacher's trust in the kindergarten head, teacher's trust in fellow kindergarten teacher peers, and teacher's trust in clian which includes the teacher's trust in people kindergarten parents and teachers' trust in kindergarten children.

The conception of kindergarten teacher trust referred to in this study is based on the theory of trust in schools developed by Tschannen-Moran and Hoy (1998) from their research on trust in schools. They find that teacher trust is an important element of trust in school settings and teacher trust in colleagues, teacher trust in school principals, and teacher trust in clients (parents and students) related to school effectiveness.

The teacher's trust is described in certain dimensions of trust such as doing good or wise things, abilities, competencies, integrity, honesty, positive thinking that other people are basically good, trustworthy, and open.

In addition to the results of this study support the theory of integrated organizational behavior as stated, the research results obtained in this study are also supported by research experts in education. For example, the results of research by Rachmah, Putrawan, and Suryadi (2018) ^[41] show that teacher trust is related to teacher performance. Research conducted by Li, Perez-Diaz, Mao, and Petrides (2018) ^[26] shows that organizational trust, including teacher trust, is related to teacher performance.

Based on theoretical and empirical studies that have been described, it can be concluded that the high and low trust of kindergarten teachers is related to the high and low performance of kindergarten teachers. In other words, if there is an increase in teacher confidence in kindergarten, there will be an increase in the performance of kindergarten teachers. Conversely, if there is a decrease in teacher confidence in kindergarten, there will also be a decrease in the level of performance of kindergarten teachers.

1. Relationship between Job Satisfaction and Performance

Research on the relationship between job satisfaction and performance is very interesting to prove in this study because theoretically the relationship of job satisfaction and

performance is not high and low but moderate (Colquitt, LePine, and Wesson, 2015). Even more interesting to prove in this study about the relationship of job satisfaction and performance because on one side of job satisfaction correlates with performance and vice versa on the other hand performance is correlated with job satisfaction and in certain contexts there is a reciprocal relationship (Judge, Thereson, Bono, and Patton, 2001).

Despite this, however, previous research has shown that teacher job satisfaction is related to performance (Ilyas and Abdullah, 2016; Li, Perez-Diaz, Mao, and Petrides, 2018). Similarly, the results of the research obtained in the study support the results of previous studies in which teacher job satisfaction is positively and significantly related to the performance of kindergarten teachers.

Thus it can be concluded that the high and low job satisfaction of TK teachers is related to the high and low performance of TK teachers. In other words, if there is an increase in kindergarten teacher job satisfaction, there will be an increase in kindergarten teacher performance. Conversely, if there is a decrease in kindergarten teacher job satisfaction, then there is also a decrease in the level of kindergarten teacher performance.

2. Relationship Together Innovative, Trust, and Job Satisfaction with Performance

As explained earlier in the theoretical description section that researchers have identified several factors related to performance. Factors related to performance include organizational culture, organizational structure, leadership style and behavior, work team characteristics, power, communication, abilities, personality, cultural values, job satisfaction, work motivation, innovation and innovative work behavior, stress, justice, ethics, trust in teacher peers, learning, incentives, work experience, demographic aspects, perceptions, attitudes, and decision making (Mangkunegara, 2010; Sadikoglu and Zehir, 2010; Swaminathan and Jawahar, 2013; Supardi, 2014; Colquitt, 2014 Lepine, and Wesson, 2015; Delich, 2015; Mafini, 2015; Cloud and Javed, 2015; Balkar, 2015; Li, Perez-Diaz, Mao, and Petrides, 2018) ^[31, 55, 54, 23, 30, 6, 26, 14].

This study only limited to three factors or variables related to the performance of kindergarten teachers, namely: teacher innovation, teacher trust, and teacher job satisfaction. The individual relationship between innovation and performance, between trust and performance, and between job satisfaction and performance has been shown from the results of the research obtained in this study are positively and significantly related. In other words it can be explained that there is a positive and significant relationship between the independent variables (innovation, trust, and job satisfaction) with the dependent variable (performance) examined in this study. However, to test whether the model of the relationship between the independent variables and the dependent variable is positive and significant, the researchers conducted a test using multiple correlation analysis.

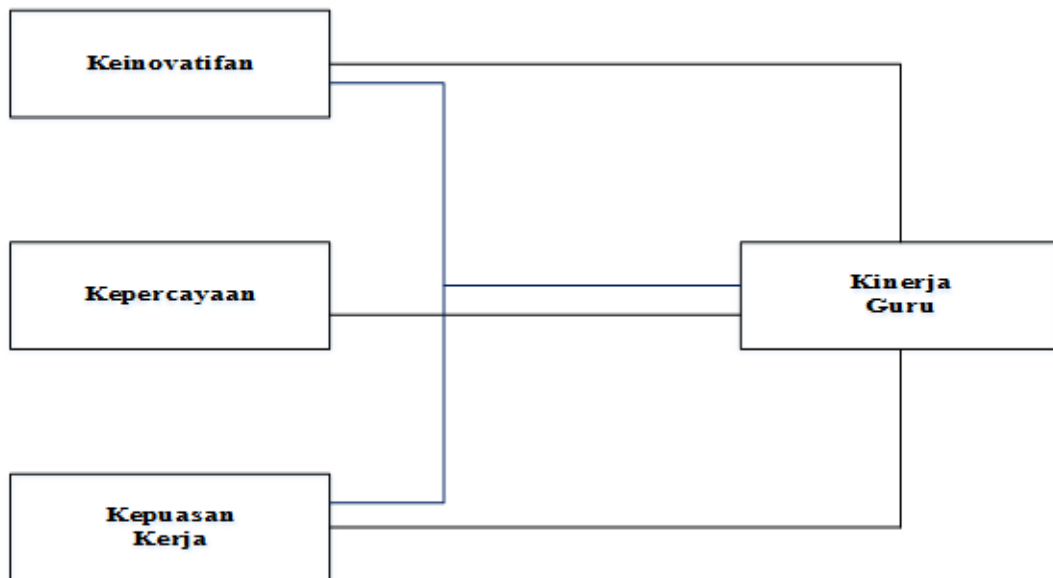


Fig 1: Model of Determinants of Kindergarten Teacher Performance.

The results obtained in this study indicate that there is a positive and significant relationship together with innovation, trust, and job satisfaction with the performance of kindergarten teachers. The results of this study are constructed in the determinant model of kindergarten teacher performance as shown in Figure 1.

Basically the determinant model of the kindergarten teacher performance constructed based on the results of the study is intended to add new knowledge in the field of organizational behavior, specifically the kindergarten organizational behavior as a formal education organization at the PAUD level, and the field of kindergarten teacher performance management, specifically in managing the kindergarten teacher's performance, which need to consider aspects of innovation, trust, and job satisfaction that contribute to improving the performance of kindergarten teachers.

Conclusion

Based on the results of research and discussion the main conclusions can be arranged which include: (1) there is a positive and significant relationship between the innovativeness of teachers and the performance of kindergarten teachers. That is, the higher the level of individual teacher innovation, the higher the performance of kindergarten teachers, (2) there is a positive and significant relationship of teacher trust with the performance of kindergarten teachers. That is, the higher the level of teacher trust (teacher trust in the kindergarten head, teacher confidence in fellow kindergarten teachers, teacher trust in parents of kindergarten children, and teacher trust in kindergarten children), the higher the performance of kindergarten teachers, (3) there is a relationship positive and significant teacher job satisfaction with kindergarten teacher performance. That is, the higher the level of teacher job satisfaction in the work environment in kindergarten, the higher the level of kindergarten teacher performance, and (4) there is a positive and significant relationship together with teacher innovation, teacher trust, and teacher satisfaction with the performance of kindergarten teachers. That is, the higher the level of teacher innovation, teacher trust, and teacher satisfaction in an integrated manner, the

higher the level of performance of kindergarten teachers.

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