



Strengthening organizational culture, emotional intelligence, and compensation to increase teacher performance (Study case: SITOREM and correlational analysis on South Tangerang early childhood education teachers)

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Abstract

This study aims to determine the efforts that can be made to improve teacher performance through strengthening organizational culture, emotional intelligence, and compensation for PAUD teachers, especially those in the city of South Tangerang. The research methodology flow uses a combination of Correlational Research and SITOREM Analysis to Strengthen the results of correlational statistical analysis with SITOREM qualitative analysis with 173 respondents. The results of this study indicate that there is a positive and significant relationship between organizational culture, emotional intelligence (trait), and compensation to the teacher performance. Furthermore, results of the SITOREM's analysis on teacher performance, organizational culture, emotional intelligence, and compensation show that there are several indicators that are still a priority for improvement, namely allowances, honorariums, training, awards, supporting facilities, and incentives on compensation variable. As well as efficiency, quantity, and quality on teacher performance variables.

Keywords: teacher performance, organizational culture, emotional intelligence, compensation, SITOREM analysis

Introduction

Education is one aspect that becomes a benchmark for the progress and development of a superior society. One of the important indicators of the standard of quality of human life measured using the Human Development Index, in which there is an educational aspect. This proves the importance of the role of the quality of education to achieve public welfare and shape the character of the nation. Good quality education requires good educational resources in the implementation process. The current sources of education include; schools, parents/family, surrounding communities, non-formal educational institutions, religious institutions, community institutions, and so on. With living standards that have developed in human civilization, making formal schools a reference for existing education, making other sources of education neglected.

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 channels, non-formal channels, and informal channels. Early childhood education that is taken through the formal path is represented by Kindergarten (TK) and Raudhatul Athfal (RA), the non-formal path is represented by the Play Group (KB), and the informal path is represented by the Child Care Center (TPA) and the Child Care Unit. Similar PAUD (SPS).

PAUD involves all aspects of child development including concern for physical, cognitive and social development. Learning is organized according to the interests and learning styles of children (Santrock, 2007:241) [8]. Early childhood is a time of play and every child has a different learning style, it is necessary to organize good learning so that the tasks of early childhood development can be achieved. This makes the role of educators very important.

The importance of the role of educators makes teachers required to be more professional in carrying out their duties. Professionals have three characteristics including: First, it contains an element of devotion. Second, it contains elements of idealism. Third, it contains elements of development. The element of service is that each profession must be developed to provide certain services to the community. The service can be in the form of individual or collective services (Bafadal, 2008:84) [6]. Elements that characterize the professionalism of teachers or educators should also be owned by PAUD educators in carrying out their work.

A person will work professionally if he has the ability and motivation. High work ability and sincerity to do the best is an indication of professionalism. On the other hand, a person will not work professionally if he only fulfills one of the two requirements above. No matter how high a person's work motivation is, he will not complete his tasks perfectly if it is not supported by his abilities. Educators in family planning are expected to

have the ability and motivation so that they are considered professional and have competence as PAUD educators.

Teachers in carrying out their assigned responsibilities are always faced with challenges and problems or polemics that can create new innovations in supporting the development of the world of education. Teachers are also among those who cannot work alone as one of the education providers. The role of researchers is needed as additional support to participate in developing the world of education through research conducted.

Based on factual data through observation of the results of students' mastery scores and the preliminary research above, most of the above discusses the performance of teachers from the point of view of how teachers work in carrying out their duties and responsibilities in terms of quantity, quality, efficiency, skills in implementing the curriculum, and effectiveness. Therefore, researchers still see opportunities for renewal in terms of compensation instruments and also the PAUD teacher analysis unit (SPS) as PAUD that is integrated with POSYANDU with research locations in the South Tangerang City area.

Tinjauan Literatur

Performance is stated by Robbins and Coulter (2012: 492) ^[10] as a result of an activity, with the criteria whether the results are said to be efficient and effective. There are several factors that are used to measure performance, namely (a) Work Productivity, (b) Work Effectiveness, and (c) Efficiency of the work performed.

According to Suntor (2009: 193) ^[14], performance is the result of work that can be achieved by a person or group of people in an organization in order to achieve organizational goals within a certain time. The several factors that become performance measures are (a) Work Quality, which is measured by employees' perceptions of the quality of the work produced and the perfection of tasks on the skills and abilities of employees (b) Quantity of Work, which is measured by the number of units produced or the number of cycles of work activities. successfully completed (c) Timeliness, which is the level of activity completed at the beginning of the stated time, from the point of view of coordinating with the output results and maximizing the time available for other activities (d) Effectiveness, which is the level of use of organizational resources (manpower, money, technology, raw materials) are maximized with the intention of increasing the yield of each unit in the use of resources.

According to Bangun (2012: pp. 231-234) ^[1], performance is the result of work achieved by a person based on job requirements. Meanwhile, indicators of performance are as follows: (a) number of jobs, (b) quality of work, (c) punctuality, (d) attendance, and (e) ability to work together.

According to Daft (2010: 8) ^[2], performance is an effort to achieve work results and goals by using resources in effective and efficient ways. 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.

Meanwhile, Gibson, Ivancevich, Donnelly, and Konopaske (2012: 31-32) ^[4], define organizational culture as something that is perceived by an employee and how this perception forms a pattern of beliefs, values, and expectations. There are 3 dimensions of organizational culture, including (a) Artifacts and Creations, (b) Values, and (c) Basic Assumptions.

According to Tahir (2014: 106) ^[15], organizational culture is a shared understanding of all members of the organization to behave the same both outside and inside the organization. Factors that can be used to measure organizational culture include (a) Individual initiative: namely the level of responsibility, freedom, and independence of the individual. (b) Tolerance: namely the extent to which employees are encouraged to act aggressively, innovatively, and dare to take risks. (c) Has direction: that is the extent to which the organization creates clear goals and expectations regarding achievement. (d) Integrated: the degree to which the units in the organization are encouraged to work in a coordinated manner. (e) Management support: ie the degree to which managers provide clear communication, assistance and support to their subordinates. (f) Control: namely the number of regulations and direct supervision used to monitor and control employee behavior. (g) Identity: ie the degree to which members identify themselves as a whole with their organization rather than with a particular work group or with an area of professional expertise. (h) Reward system: ie the extent to which the allocation of rewards (salary increases, promotions) is based on employee performance criteria as opposed to seniority, favoritism, and so on. (i) Conflict tolerance: ie the degree to which employees are encouraged to express conflicting criticism openly. anthropological model, each organization has its own way and outsiders carry their stuff as observers, and understand the new environment and culture before changes or observations. can be done. There are 3 dimensions of organizational culture, namely: (a) Artifacts, (b) proposed values, and (c) basic assumptions.

Zeidner, Matthews, & Roberts (2009: 25-32) ^[16] define emotional intelligence (trait model) as positive qualities in a person's personality as a whole that can be used in responding to various things that happen inside and outside oneself. These positive qualities represent a person's emotional self-confidence, behavioral style, and qualitative experiences that are adaptive in several contexts. According to him, there are four important components of emotional intelligence, namely (a) identifying emotions, (b) assimilating emotions into the mind, (c) understanding emotions, and (d) managing emotions in oneself and others.

According to Sanchez-Ruiz, Perez-Gonzales, and Petrides (2010: 51-57) ^[11], emotional intelligence is the relationship between perceptions of oneself and personality qualities and thoughts related to emotions located at lower levels of the personality hierarchy. Factors that can be used as indicators of emotional intelligence are (a) Feeling of well-being, (b) Self-control over emotions and stress, (c) Emotionality, (d) Social awareness of other people's emotions, (e) Ability to adapt to new conditions, and (f) Self-motivation in facing difficulties.

Furthermore, Parker, Summerfeldt, Walmsley, O'Byrne, Dave, and Crane (2020: 468-487), define emotional intelligence as a set of personality qualities as well as qualities of thoughts, attitudes, and perceptions in relation to emotions that can be associated with self-conception and can be measured by self-report/evaluation. The four factors of emotional intelligence are (a) Intrapersonal: recognizing and understanding one's feelings, (b) Interpersonal: being prosocial, (c) Adaptability: being able to adjust one's emotions and behavior to changing situations, and (d) Stress management: managing negative emotions, resisting, or delaying impulses.

Dessler (2008: 390) argues that compensation is all forms of payment or rewards given to employees in relation to their employees. There are two dimensions/forms of compensation, namely (a) Direct Financial Compensation: Wages/salaries, incentives, commissions, and bonuses, and (b) Indirect Financial Compensation: insurance, vacation payments.

Furthermore, Ivancevich (2009: 294-295 ^[7]) reveals that compensation is a function of HR management that regulates the forms of rewards given to employees as compensation for employee performance in carrying out company duties. There are 3 (three) dimensions of compensation, including (a) Dimensions Direct Financial Compensation, (b) Indirect Financial Compensation Dimensions, and (c) Non-Financial Compensation.

In line with the opinion above, Daft (2010: 329-330) ^[2] states that compensation is all payments of money and all commodities/goods used as rewards for employees. There are 2 forms of compensation, namely (a) Wages and Salaries, including bonuses and commissions, and (b) Benefits: health insurance, and paid vacations.

Studi Presentasi

In general, this study aims to find ways or strategies to improve teacher performance in SPS PAUD through strengthening organizational culture variables, emotional intelligence, and compensation, by identifying the strengths of the relationship, as follows:

1. The relationship between organizational culture and teacher performance.
2. The relationship between emotional intelligence and teacher performance.
3. The relationship between compensation and teacher performance.
4. The relationship between organizational culture and emotional intelligence together with teacher performance.
5. The relationship between organizational culture and compensation together with teacher performance.
6. The relationship between emotional intelligence and compensation together with teacher performance.
7. The relationship between organizational culture, emotional intelligence, and compensation together with teacher performance.

Kerangka Konseptual

That there are several variables that are suspected to have a relationship and affect the performance of teachers in this study. So that the research is not too broad and focuses on variables that are directly related to teacher performance, it is necessary to have restrictions on this research. Therefore, this study limits it to one dependent variable, namely teacher performance, and three independent variables, namely organizational culture, emotional intelligence, and compensation. As for the unit of analysis in this study, SPS PAUD teachers in South Tangerang City.

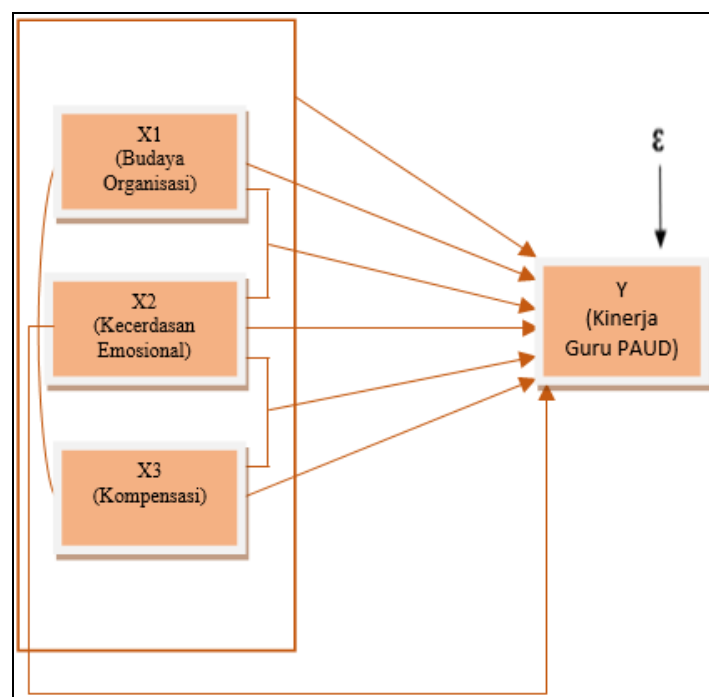


Fig 1

Based on the description above, the problem is then formulated in the form of research questions as follows

1. Is there a relationship between organizational culture and teacher performance?
2. Is there a relationship between emotional intelligence and teacher performance?
3. Is there a relationship between compensation and teacher performance?
4. Is there a relationship between organizational culture and emotional intelligence together with teacher performance?
5. Is there a relationship between organizational culture and compensation together with teacher performance?
6. Is there a relationship between emotional intelligence and compensation together with teacher performance?
7. Is there a relationship between organizational culture, emotional intelligence, compensation together with teacher performance?
8. Do strengthening organizational culture, emotional intelligence, and compensation improve teacher performance?

Metodologi

A. Sample and Population

The population is a generalization area consisting of: objects/subjects that have certain quantities or characteristics determined by a researcher to be studied and then draw conclusions (Sugiyono, 2013: 148). The population in this study were all teachers of the same type of early childhood education unit (SPS) in South Tangerang City with a total of 312 teachers spread over 7 (seven) sub-districts.

The sampling technique used in this study uses proportional random sampling, so that the units and elementary units of the population will have an equal probability of being selected as the research sample. The population of SPS teachers in the city of South Tangerang is 312 people spread over 57 PAUD schools. Determination of the number of samples used in this study using the formula developed by Isaac and Michael, with the following formula:

$$s = \frac{\lambda^2 \cdot N \cdot P \cdot Q}{d^2(N-1) + \lambda^2 \cdot P \cdot Q}$$

s = 172, 406

Rounded into 173 minimum sample

Notes:

S: sample

λ^2 : Chi-Square at alpha = 0, 05

N: population

P: proportion from population (0, 5)

Q: 1 – P (1 – 0, 5 = 0, 5)

d: alpha (0,05)

B. Data Collection

Data collection techniques in this study used a questionnaire or questionnaire. The purpose of giving questionnaires to respondents is to get information about what they get about several variables to be used as data sources in this study. The instrument used to measure the dependent variable (Y), namely the Performance of Early Childhood Education Teachers (PAUD) and the independent variables, namely Organizational Culture (X1), Emotional Intelligence (X2), and Compensation (X3). Instruments to measure teacher performance in carrying out their duties, and instruments to measure organizational culture, emotional intelligence, and compensation for PAUD teachers in South Tangerang City.

C. Data Analysis

Research data collection is done by distributing questionnaires to respondents who have been selected as samples. The results of the questionnaires were collected and recorded in order to analyze the data to test the research hypotheses and to determine the strength of the relationship between organizational culture, emotional intelligence, and compensation with teacher performance.

To find out the description of the data on the object under study, a statistical description will be made. In descriptive statistics, non-inferential data will be presented, namely: the average value of the comparison of the number of scores with the number of respondents (mean), the middle value based on the order of the magnitude of the score data (median), the value that occurs frequently (mode), the deviation of the data to the average value. the mean (standard deviation), the value of the quantitative data scatter variation (variance), the range of scores (range) and the total amount of data (sum). Other data descriptions are frequency distribution tables and histogram graphs.

Inferential statistic analysis was used to test the hypothesis by using simple regression and correlation analysis techniques and multiple regression and correlation analysis techniques. Before testing the hypothesis, the analysis requirements were first tested, namely: normality test of estimated error, homogeneity test and linearity and significance test of the regression equation. The linearity and significance test of the regression and correlation coefficients is a test used to measure the level of closeness of the linear relationship between a pair of variables (variables), and is carried out on all independent variables.

D. SITOREM Analysis

In this study, a qualitative recommendation analysis method was used with the aim of complementing the results of quantitative research. The implementation of qualitative research methods is carried out using the SITOREM method. SITOREM stands for "Scientific Identification Theory to Conduct Operation Research in Education Management", which in general can be interpreted as a scientific method used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (Soewarto Hardhienata, 2017)

In the context of this research, SITOREM is used as a method to perform:

1. Identify the strength of the relationship between the independent variable and the dependent variable.
2. Analysis of the value of research results for each indicator of research variables
3. Analysis of the weight of each indicator of each research variable based on the criteria "Cost, Benefit, Urgency and Importance".

Results

The research data that has been obtained based on each variable of teacher performance (Y), organizational culture (X1), emotional intelligence (X2), and compensation (X3) are then processed through descriptive statistical calculation stages so that it becomes more complex information and is presented in the form of descriptions. The data that is used as the basis for the description of the results of this study include the score of the instrument items that refer to the 4 (four) research variables that become the object, namely teacher performance (Y) as the dependent variable, organizational culture (X1), emotional intelligence (X2), and compensation (X1). X3 as independent variables, before looking at the roles of all these variables as independent-dependent roles. The description results obtained include: statistical description of the amount of data (n), average score (mean), middle score (median), score that occurs most often (mode), standard deviation or standard deviation (Sd), highest score and lowest score, range of scores, and sample variance. Furthermore, histograms, theoretical and empirical scores and the average indicator scores of each variable were made.

Table 1

Descriptive Statistics	Y	X₁	X₂	X₃
N sample	173	173	173	173
Mean	125,976	141,190	141,190	134,283
Median	126,000	140,000	140,000	134,000
Modus	126,000	139,000	139,000	139,000
Std. Deviation	8,4371	12,2376	12,2376	18,1897
Variance	71,186	149,760	149,760	330,867
Range	40,00	52,00	52,00	84,00
Minimum	102,00	113,00	113,00	84,00
Maximum	142,00	165,00	165,00	168,00
Sum.	21.794	24.426	24.426	23.231

Source: Data

Based on the data above, it is not seen that the values are too far from the median value. So it can be assumed that the data used does not have problems for further statistical testing, namely the statistical test requirements stage. In the following, the results of the statistical requirements test carried out include the standard error normality test using the Kolmogorov Smirnov test, the homogeneity test using Levene Statistics, and the linearity test by looking at the significance of Deviation from Linearity.

Table 2

Variance	K-Smirnov	K-Smirnov Table	Prob.
$Y - \hat{Y}_1$	0,053	0,10264	0,200
$Y - \hat{Y}_2$	0,036	0,10264	0,200
$Y - \hat{Y}_3$	0,065	0,10264	0,076
$Y - \hat{Y}_{1,2}$	0,037	0,10264	0,200
$Y - \hat{Y}_{1,3}$	0,039	0,10264	0,200
$Y - \hat{Y}_{2,3}$	0,040	0,10264	0,200
$Y - \hat{Y}_{1,2,3}$	0,052	0,10264	0,200

Source: Data

From the results of the Kolmogorov-Smirnov test above, in general it can be concluded that all models have normal data distribution. This can be seen from the probability value which is above 0.05. Therefore, the Levene Statistical homogeneity test was then carried out with the results as below.

Table 3

Variable	Prob.	α	Conclusion
X ₁ to Y	0,094	0,05	Homogen
X ₂ to Y	0,057	0,05	Homogen
X ₃ to Y	0,056	0,05	Homogen

Source: Data

From the results of the analysis carried out, all variables produce a significance value above 0.05 so it can be concluded that all variables are homogeneous. Therefore, we need to continue the process of testing this requirement by performing a linearity test with the results below.

Table 4

Variable	Prob	α	Conclusion
X ₁ to Y	0,449	0,05	Linier
X ₂ to Y	0,802	0,05	Linier
X ₃ to Y	0,672	0,05	Linier

Source: Data

From the results of the analysis of the linearity test through Deviation from linearity produced by each variable, the probability/significance is above 0.05 for each independent variable. Therefore, it can be concluded that the correlation of all independent variables to the dependent variable is linear.

At this stage, all statistical requirements tests have concluded that all variables have passed the requirements for hypothesis testing through correlational and regression statistics. The following is a summary of the results of the correlational test and hypothesis testing obtained.

Table 5

Corr	Control	Coefficient	T-value	T _{table} $\alpha = 0,05$
Y – X ₁	X ₂	ry1.2 = 0,463	6,886	1,9738
Y – X ₁	X ₃	ry1.3 = 0,484	7,213	1,9738
Y – X ₂	X ₁	ry2.1 = 0,486	7,251	1,9738
Y – X ₂	X ₃	ry2.3 = 0,517	7,875	1,9738
Y – X ₃	X ₁	ry3.1 = 0,427	6,157	1,9738
Y – X ₃	X ₂	ry3.2 = 0,445	6,479	1,9738

Source: Data

If seen from the results of the partial correlation test above, it can be concluded that all the correlation tests carried out have moderate correlation strength with various controlling variables. The highest level of correlation is the correlation between emotional intelligence and teacher performance with compensation as a control variable.

Meanwhile, from the results of the regression carried out, it can be concluded that all independent variables have a significant influence on the dependent variable. The following is a summary of the regression results on all research models to answer the proposed hypothesis.

Table 6

Hypotheses	Models	Correlation Coefficient	Prob	Conclusion
H ₁	X ₁ through Y	0,609	0,000	Reject H ₀ , therefore accept H ₁
H ₂	X ₂ through Y	0,621	0,000	Reject H ₀ , therefore accept H ₁
H ₃	X ₃ through Y	0,572	0,000	Reject H ₀ , therefore accept H ₁
H ₄	X ₁ and X ₂ through Y	0,721	0,000	Reject H ₀ , therefore accept H ₁
H ₅	X ₁ and X ₃ through Y	0,696	0,000	Reject H ₀ , therefore accept H ₁
H ₆	X ₂ and X ₃ through Y	0,712	0,000	Reject H ₀ , therefore accept H ₁
H ₇	X ₁ , X ₂ , and X ₃ through Y	0,762	0,000	Reject H ₀ , therefore accept H ₁
H ₈	Strengthening X ₁ , X ₂ , dan X ₃ could improve Y			Strengthening all independent variable could improve teacher performance

Source: Data

From the results above, it can be seen that all hypotheses of the proposed model are accepted and almost all of these models have a high correlation, except for the third model, namely the correlation between compensation and teacher performance, which has a moderate category. Furthermore, a summary of the results of the SITOREM test can be described from the analyzes that have been obtained.

Table 7

Organization Culture, ($R_{y1} = 0,609$), 2nd Rank		
Indicators After Expert Judgement		Score
1	Human relation (12, 31%)	4,105
2	Humanity (12, 31%)	4,116
3	Technology used (12, 31%)	4,125
4	Visible behaviour patterns (12, 31%)	4,176
5	Values (12, 31%)	4,201
6	Time and space (10%)	4,094
7	Norms (10%)	4,154
8	Environment (9, 23%)	4,084
9	Arts (9, 23%)	4,142
EMOTIONAL INTELLIGENT, ($R_{y2} = 0,621$), 1st Rank		
Indicators After Expert Judgement		Score
1	Optimism (17, 53%)	4,390
2	Impulsive (16, 49%)	4,355
3	Adaptation (16, 49%)	4,334
4	Empathy (16, 49%)	4,231
5	Relation (16, 49%)	4,210
6	Emotion (16, 49%)	4,192
COMPENSATION, ($R_{y3} = 0,572$), 3rd Rank		
Indicators After Expert Judgement		Score
1	Transportation cost (11, 76%)	4,035
2	Reimbursable (11, 76%)	4,020
3	Training (11, 76%)	3,996
4	Honorariums (11, 76%)	3,798
5	Allowances (11, 76%)	3,699
6	Awards (11, 03%)	3,990
7	Promotions (10, 29%)	4,009
8	Supporting facilities (10, 29%)	3,993
9	Incentives (9, 56%)	3,902
TEACHER PERFORMANCE		
Indicators After Expert Judgement		Score
1	Skills to implement curriculum (21, 69%)	4,290
2	Quality (20, 48%)	3,371
3	Effectivity (19, 28%)	4,246
4	Efficiency (19, 28%)	3,565
5	Quantity (19, 28%)	3,527

Source: Data

The analysis of the SITOREM results above shows that based on the order of priority improvements that need to be improved immediately as shown in table 4.72 regarding the SITOREM results above, it can be proposed for recommendations for improvement and preparation of an action plan on the following indicators: training, fees, allowances, rewards, facilities supporting activities and incentives on compensation variables, as well as indicators of quality, quantity, and efficiency on teacher performance variables. While the indicators that need to be maintained or developed are all indicators on emotional intelligence variables, indicators of transportation costs, replacement costs (reimbursable), and promotions on compensation variables, all indicators on organizational culture variables, as well as indicators of effectiveness and skills in implementing curriculum on performance variables. Teacher.

Conclusion

This research has succeeded in finding ways and strategies to improve teacher performance through the identification of the strength of the relationship between research variables. Furthermore, this research has produced findings about indicators of research variables that need to be improved and maintained. In detail, the conclusions of this study are as follows:

1. There is a significant relationship with a high level of relationship strength between Organizational Culture and Teacher Performance. The better the implementation of Organizational Culture in schools, the higher the teacher's performance will be. Thus, strengthening Organizational Culture will improve Teacher Performance.
2. There is a significant relationship with a high level of relationship strength between Emotional Intelligence and Teacher Performance. The higher the level of emotional intelligence of the teacher, the higher the performance produced by the teacher. Thus, strengthening Emotional Intelligence will improve Teacher Performance.
3. There is a significant relationship with the level of strength of the moderate relationship between Compensation and Teacher Performance. The higher the compensation obtained by the teacher, the higher the teacher's performance. Thus, strengthening compensation will improve teacher performance.
4. There is a significant relationship with a high level of strength between Organizational Culture and Emotional Intelligence together with Teacher Performance. The better the implementation of Organizational Culture and the higher the Emotional Intelligence that the teacher has together will improve Teacher Performance. Thus, strengthening Organizational Culture and Emotional Intelligence together will improve Teacher Performance.
5. There is a significant relationship with a high level of strength between Organizational Culture and Compensation together with Teacher Performance. The better the implementation of Organizational Culture and Compensation together, the higher the Teacher's Performance will be. Thus, strengthening Organizational Culture and increasing Compensation together will improve Teacher Performance.
6. There is a significant relationship with a high level of strength between Emotional Intelligence and Compensation together with Teacher Performance. The higher the Emotional Intelligence and Compensation together, the higher the Teacher's Performance. Thus, Emotional Intelligence and Compensation together will improve Teacher Performance.
7. There is a very significant relationship with a high level of strength between Organizational Culture, Emotional Intelligence, and Compensation together with Teacher Performance. The better the implementation of Organizational Culture, the higher the Emotional Intelligence, and the better the compensation given to the teacher together, the higher the teacher's performance. Thus, Organizational Culture, Emotional Intelligence, and Compensation together will improve Teacher Performance.

Conclusion

Based on the research results, discussion of research results, conclusions, and implications described above, it can be seen that the performance of PAUD teachers in South Tangerang City can be improved. Improving teacher performance can be done through improving and developing organizational culture, emotional intelligence, and compensation.

Based on the results of the SITOREM analysis, data and indicators for each variable, both indicators that are maintained and indicators that are prioritized, must be corrected immediately. These indicators that are already optimal must still be maintained and those that are not optimal must be corrected immediately. The order of priorities that are prioritized for improvement are: 1) training; 2) honorariums; 3) allowances; 4) awards; 5) supporting facilities; 6) incentives; 7) quality; 8) efficiency and 9) quantity. Meanwhile, the order of indicators that are maintained are 1) optimism; 2) impulsive; 3) adaptation; 4) empathy; 5) relation; 6) emotion; 7) human relations; 8) humanity; 9) technology used; 10) visible behavioral patterns; 11) values; 12) time and space; 13) norms; 14) environment; 15) art; 16) transportation costs; 17) reimbursable; 18) promotion; 19) skills to implement curriculum and 20) effectivity.

Based on the description above, there are several things that can be done as an effort for schools to improve the performance of SPS PAUD teachers in South Tangerang City. Efforts to increase this are by making improvements to several variable indicators that are still low and maintaining indicators that are already good. The following are suggestions that can be made by making improvements to several variables and indicators that are still low, especially those that fall into the "priority for immediate improvement" category and maintain or develop indicators that are already good. The implementation of each of the following suggestions is based on the scale of the results of the SITOREM analysis by considering the ability of organizational resources in each school.

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