



Professionalism of Competence, Professional Allowance, and The Influence Toward Teacher Performance

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abstract

The teacher should become a facilitator in the learning process and has the right to carry out assessments as evidence of the success of the learning process that has been carried out. The teacher's basic ability is very influential on his performance. The performance of a teacher is also not only influenced by one factor, other influences greatly affect his performance. Factors that can influence teacher performance include the provision of professional allowances and professional competence. The research conducted this time has the aim of knowing whether professional competence and the provision of professional allowances together influence teacher performance. The research method uses quantitative methods to analyze the influence of professional competence and professional allowances on teacher performance. Together, professional competence and professional allowances influence teacher performance.

Keywords: professional competence; professional allowance; teacher performance

1. INTRODUCTION

The teacher is not only a teacher but also a mentor, which means providing assistance to each individual to achieve the understanding and self-direction needed to make maximum adjustments to the school. Teacher is a position or a profession that requires special expertise as a teacher. This work cannot be done by people who do not have expertise as teachers. People who are good at speaking in certain fields cannot be called teachers. To become a teacher, special requirements are needed, especially as a professional teacher who





must master the ins and outs of education and teaching with various other knowledge that needs to be fostered and developed through a certain period of education or pre-service education. So that in carrying out their professional authority, teachers are required to have a set of abilities or competencies (Aliyyah, 2020).

Competence and performance have a fairly close relationship in the context of Human Resources, this linkage can be seen from the competencies that are used as the basis for evaluating employee performance in organizations or commonly referred to as competency-based evaluation (Competency Based Performance). In addition, David Mc. Clelland also defines competency as a fundamental characteristic possessed by an individual and directly influences his performance. In looking for quality human resources, it can be seen from the competencies they have, because competencies include the knowledge, abilities and skills possessed by individuals to complete their work. In placing individuals in a field of work, it is important to look at the competencies possessed by these individuals because each individual has different competencies. The most serious challenge is no longer increasing access but improving the quality of both students and educators. Therefore, this paper recommends that prioritizing teaching skills improvement, together with curriculum and pedagogical reform, is a focal point for improving the quality of teaching and student learning. The increase in teaching performance is not only determined by the increase in teacher salaries (Sukma et al, 2020).

Profession or work to become a professional teacher begins with straightening intentions. Intention is important in every job. As humans we have to straighten our intentions, including in the profession as a teacher. Intend sincerely, voluntarily so that it will try to improve the quality of teaching. Correcting good motivation is one way to become a professional teacher. Good motivation is to do for self-actualization. This relates to the best work we do is the work we like. To become a professional teacher can be done by studying teaching materials continuously.

Professional competence includes:

- a. Mastery of material, concepts, structures and scientific mindsets that can support mastered learning
- b. Mastery of competency standards and basic competencies in each subject or area mastered
- c. Doing the development of learning materials that are mastered creatively
- d. Carry out continuous professional development by taking reflective action
- e. Using technology in communicating and doing self-development. (Hamalik, 2006).





The performance of a teacher is also not only influenced by one factor, there are other influences that greatly affect his performance. The research was conducted with the aim of knowing how professional competence and professional allowances have an influence on teacher performance.

Previous research has found that teacher competence and professional allowances simultaneously affect teacher performance by 0.389 or 38.9%. While about 61.1% is influenced by other factors that are not included in this research model. This is understandable because teacher performance is not only determined by teacher competency factors and professional allowances, because other factors are also very likely to influence teacher performance such as educator qualifications, social environment. So it can be concluded that the influence of teacher competence and professional allowances as a whole on teacher performance of 38.9% is acceptable. (Akuba, et al, 2019). Giving Certification Allowances has a very real influence on educator behavior, teachers are motivated in the learning process that is carried out (Ida Ayu et al, 2023, Firdaus Akbar et al, 2021). Other studies reveal that it is hoped that the provision of Certification Allowances to teachers will have a positive effect on all matters related to the education process (Nurhatti, 2020).

2. RESEARCH METHODS

2.1 Design

The research method used in this research is quantitative research with the survey method, which means that information data collection techniques are carried out using a series of questions asked to respondents (Creswell, 2015, Sugiyono, 2010, 2013, 2016, Poerwandari, K. 2013). This research analyzes the influence of professional competence and professional allowances on teacher performance. The research was conducted at the Technical Implementation Unit (UPT) of research location in Junior High School Blitar. The reason for choosing this research location is because only 75% of the teachers who teach at this school receive teacher certification and professional allowances. Most of them should be declared professional teachers, but this condition does not necessarily have uniform performance. The time of the research was conducted in November - December 2022. The research data were tested with SPSS for validity and reliability. Analysis using multiple linear regression.





3. RESULTS AND DISCUSSION

Competence and performance have a fairly close relationship in the context of Human Resources, this linkage can be seen from the competencies that are used as the basis for evaluating employee performance in organizations or commonly referred to as competency-based evaluation (Competency Based Performance) (Rahmiati, 2016, Nurdianti, R.R.S. 2017). Teacher performance is defined as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set for a certain period in order to achieve educational goals Barnawi dan Arifin (2012). A questionnaire that was distributed to 40 respondents served as the data collection method. Respondents were asked to rate their degree of agreement with the statements or questions in the questionnaire using a Likert scale to determine the questionnaire's worth.

The research variable is the collection of claims and questions. The professional competence, professional allowance, and performance variables have an average value (median) of 4.5. More than half of the respondents strongly agree with the statements included in the questionnaire, which is a high value when assessed from the perspective of the idea on the Likert scale. The Cronbach's Alpha column displays the results of the reliability test calculation using the Cronbach's Alpha method (r_{count}), which is 0.827 with N of Items, showing that there were 12 items or questions entered into the variable view. Therefore, it may be claimed that Cronbach's Alpha value for 12 data is 0.827. The current questionnaire by using a *significance level or $\alpha = 5\%$* is reliable (consistent) since the r_{count} (Cronbach alpha) as a whole is greater than the r_{table} (0.361), which is clarified by the value of Cronbach alpha at each assessment point being greater than the r_{table} .

It is known from the table that the significance value is 0.000. The regression coefficient for the professional competency variable (X_1), which is produced by the multiple linear regression analysis, has a constant value (a) of 16,284 and a value of -0.58. The formula for multiple regression is:

$$Y = 16.284 - 0.158 X_1 + 0.289 X_2 + e$$

then it can be interpreted as follows:

- a. Y = the performance variable to be assessed which will be predicted by the professional competency variable and the professional allowance variable.
- b. a = a constant value of 16.284 is a fixed value of the teacher's performance variable if there is no influence from Teacher Competence and Professional Allowances





- c. $X_1 = -0.158$ the coefficient value of the professional competence variable with a negative sign means that if x_1 (professional competence) is increased by 1 unit it has the effect of decreasing Y (teacher performance) by 0.158 times the unit
- d. $X_2 = 0.289$ is the regression coefficient value of the professional allowance variable that affects teacher performance variables. If X_2 is increased by 1 unit, Y will increase by 0.289 unit times.

The finding of this study indicates that Professional Competence has a negative effect on teacher performance while the provision of professional allowances has a positive effect on teacher performance. Teachers must possess fundamental abilities and a responsible approach toward their duties. One of the secrets to raising a teacher's performance is having the will to better oneself. The teacher's self-control at work demonstrates that he has excellent morals and conduct for kids. To produce high-quality work, competence, and a teacher's professional latitude must both be cultivated. Good academic performance can result in the effective completion of educational objectives. Therefore, the performance of teachers will be influenced by both of these factors.

3.1 Theoretical Implication and Managerial Implication

The definition of competence comes from English (Competence) which means, is "Ability or proficiency". Competence means the ability of an educator to apply and take advantage of teaching and learning situations by using the principles and techniques of presenting lesson material that has been carefully prepared, so that students can absorb it easily. Competence is defined as knowledge, skills, and basic values that are reflected in the habits of thinking and taking action. Thus, the competence possessed by each teacher will show the actual quality of the teacher. This competence will be realized in the form of mastery of knowledge from professional actions in carrying out functions as a teacher (Juanda, 2016).

The competence of a teacher is a combination of personal, scientific, technological, social, and religious competencies which in general are the competencies of a teacher which includes material management, student understanding, pedagogic learning, personal development, and professional development. Teacher competence is a factor that can affect the quality of learning output (Liber et al, 2022).

Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards (SNP) explains that there are four competencies possessed by teachers, including:





The first teacher competency is personality competence. Personal competence is a personal ability that can reflect the personality of someone who is mature, wise and authoritative, steady, stable, has a noble character, and can be a good role model for students. Pedagogic competence is the ability of a teacher to understand students, design and implement learning, develop students, and evaluate student learning outcomes to actualize their potential. The next teacher competency is social competence. Social competence is the ability possessed by a teacher to communicate and get along with education staff, students, parents of students, and the community around the school. The next teacher competency is professional competence. Professional competence, namely the teacher's mastery of learning material in a broader and deeper manner. Includes mastery of subject curriculum material and the substance of science that covers learning material and mastering the structure and scientific methodology.

Profession or work to become a professional teacher begins with straightening intentions. Intention is important in every job. As humans we have to straighten our intentions, including in the profession as a teacher. Intend sincerely, voluntarily so that it will try to improve the quality of teaching. Correcting good motivation is one way to become a professional teacher. Good motivation is to do for self-actualization. This relates to the best work we do is the work we like. To become a professional teacher can be done by studying teaching materials continuously (Hamalik, 2006).

Regulation of the Minister of Education, Culture, Research and Technology Number 4 of 2022 concerning Technical Instructions for Granting Professional Allowances, Special Allowances, and Additional Income for State Civil Apparatus Teachers in Provinces, Districts/Cities is a new Ministerial Regulation and revokes Regulation of the Minister of Education and Culture Number 19 of the Year 2019 concerning Technical Guidelines for Distribution of Professional Allowances, Special Allowances, and Additional Income for Regional Civil Servant Teachers as amended by Regulation of the Minister of Education and Culture Number 7 of 2021 concerning Amendments to Regulation of the Minister of Education and Culture Number 19 of 2019 concerning Technical Instructions for Distribution of Professional Allowances , Special Allowances, and Additional Regional Civil Servant Teacher Income.

The Teacher Professional Allowance can be interpreted as a reward given to teachers who have fulfilled the requirements stipulated based on statutory provisions, namely 1 (one) month of basic salary received for government teachers (PNS), while teachers who are still not PNS are Rp. 1,500,000.- (one million five hundred thousand rupiah) per month and is





subject to income tax in accordance with tax provisions for a maximum of 12 months each year. The basis for providing teacher professional allowances is Law Number 14 of 2005/27 concerning Teachers and Lecturers Article 2 which reads as follows: a. Teachers have a position as professional staff at the levels of basic education, secondary education, and early childhood education in the formal education pathway who are appointed in accordance with statutory regulations. b. Recognition of the teacher's position as a professional as referred to in paragraph (1) is evidenced by an educator certificate.

Teacher salaries have increased as a direct result of the in-service certification program that has been running since 2006. Because schools reward teachers financially if they complete and graduate within the tenure of the certification program. This increase is intended to provide incentives for educators to do better in class (Zaenudin et al, 2022).

Barnawi and Arifin (2012) suggest that teacher performance is defined as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set for a certain period in order to achieve educational goals. Based on the description above, it can be concluded that teacher performance is the result of work achieved by teachers in an organization (school), in accordance with the authority and responsibilities given by the school in an effort to achieve the vision, mission and objectives of the school concerned legally, not violating the law and in accordance with morals and ethics.

Factors that affect performance include: (1) Internal factors are factors related to a person's character, for example: if a person's performance is good because he has high abilities and is a hard worker. Someone who has poor performance is because the person has low ability and has no effort to improve his abilities. (2) External factors are factors originating from the environment, such as: behavior, attitudes, actions of colleagues, subordinates or leaders, work facilities and organizational climate Sedarmayati (2011).

4. CONCLUSION AND FUTURE DIRECTION

Together Professional Competence and Professional Allowances have an influence on teacher performance at UPT SMP Negeri 2 Ponggok, Ponggok District, Blitar Regency. Teacher Competency and Professional Allowances given to teachers, if both are carried out together should have a good influence on the performance of a teacher, so that teachers are increasingly able to improve their performance for the sake of National education goals.





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