



The Effect of Professional Allowances and Teacher Professionalism on Teacher Performance

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Abstract

Purpose – The welfare of teachers as educators must be considered, for example, by providing professional allowances on time, because if they are late, it will hamper teachers' performance. In addition, teacher performance is deficient due to the lack of workshops and the assumption that the teaching profession is only limited to earning income. Therefore, this study aims to determine the effect of professional allowances and teacher professionalism on teachers at the level of early childhood education.

Design/methods/approach – This study uses explanatory research with a quantitative approach. Sampling in this study uses a saturated sample technique, which means that all populations are used as respondents. The data collection method used a questionnaire with a Likert scale. The questionnaires were distributed to all early childhood education teachers in Bergas District, Semarang Regency, who received professional allowances to be filled out by respondents. The data that has been collected is then analyzed using multiple linear regression analysis.

Findings – The results of the t-test show that the regression coefficient of the professional allowance variable is 0.621, with a significance of 0.001. It means that partially the professional allowance has a positive effect on teacher performance. Then, the variable of teacher professionalism has a regression coefficient of 0.795 with a significance value of 0.000 which means that partially teacher professionalism has a positive effect on teacher performance. Meanwhile, the results of the F-test show that the F value is 20,130 and is significant at 0.000. It means that professional allowances and teacher professionalism can simultaneously affect teacher performance.

Research implications/limitations – This research is limited to two independent variables, and the research location is only in one area. Future research is expected to explore more deeply the factors that can affect the performance of Early Childhood Education Programs teachers with a broader research location.

Practical implications – This research is expected to provide input to early childhood education teachers, school institutions, and education offices related to teacher performance, especially in Bergas District, Semarang Regency. The implication that needs to be applied to keep teacher performance high and optimal is to pay attention to the professional allowances given to teachers and teacher professionalism.

Originality/value – This study adds teacher professionalism as one of the factors that can affect teacher performance. This research also makes Early Childhood Education Programs teachers research respondents.

Keywords Professional allowance, Teacher professionalism, Teacher performance, Early childhood education

Paper type Research paper

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1. Introduction

The teacher is the most crucial figure in the world of education because the teacher deals directly with students in the teaching and learning process. The teacher has a critical task and role because it is coherent and complex. The teacher's task is not only to teach but, more importantly, to facilitate the growth and development of children, as well as children's learning abilities, so that students become qualified individuals in terms of intellectual skills and morals. The teacher's role is strategic, especially in shaping the nation's character and developing students' potential (Taher & Munastiwi, 2019).

Teachers should have essential competencies or abilities to carry out their duties and responsibilities. Teachers can take various ways to improve professionalism, one of which is by participating in programs provided by the government, namely teacher certification, to obtain an educator certificate. The purpose of teacher certification is to determine the feasibility of teachers in carrying out their duties as learning agents and realizing national education goals (Permadi & Arifin, 2010).

Teacher performance is the achievement of the work done and achieved by the teacher. Teacher performance illustrates how a teacher performs his duties in the learning process (Russamsi et al., 2020). Teacher performance concerning the main task, namely in the teaching and learning process, starts from preparing lesson plans, conducting learning activities, and carrying out assessments or evaluations (Kemendikbud, 2012). Performance evaluations are primarily based on quantitative data. For example, test scores have made teachers formalize their work (Wang et al., 2014). Therefore, teacher performance is the result of the work of a teacher on the tasks they have done following the teacher's competence, experience, and sincerity in achieving the goals.

Professional allowances are given to teachers and lecturers with an educator certificate to appreciate their professionalism. Teacher professional allowance is an allowance given to teachers who already have a teaching certificate or educator certificate, where teachers who already have an educator certificate have passed their professional test (Kusnandar, 2013). Teacher certification is a government program given to teachers and lecturers to meet the needs to make teachers and lecturers more professional. Certification is a process teachers must pass to obtain an educator certificate which will be used as a sign that the teacher has met the requirements and criteria of an ideal teacher set by the government, ranging from academic qualifications, public accountability, and social competence (Asmani, 2009).

Professional teachers have unique abilities and expertise in the field of teaching so that teachers can carry out their duties and functions as educators to the fullest (Sudaryono, 2012). According to Sardiman (1993, p.45) states, there are characteristics of teacher professionalism as follows: (a) can analyze the shortcomings or weaknesses, even the problems and difficulties faced; (b) able to determine activities or programs that are useful to overcome the weaknesses or problems being faced; (c) can formulate the given learning objectives; (d) formulating in the form of material design and learning media that will be given to students; (e) able to make and develop evaluation instruments to be used; (f) can make the right arrangement and allocation of time during learning; (g) conduct an objective evaluation; (h) can follow up students from the evaluation results that have been obtained and account for them.

The success of the teacher must meet the requirements and criteria that have been set. Teachers who have met these two things can mean that the teacher can be declared successful or graduated and has good quality. However, when the teacher does not or does not meet the requirements and criteria, it cannot be declared successful or passed (Jasmani & Mustofa, 2013). Many teachers still delay and put aside matters related to improving their performance even though they have received proper rights such as professional allowances. It also happened to teachers at the Early Childhood Education (ECE) level in Bergas District, Semarang Regency. When a teacher is considered professional by joining a certification program and meeting the requirements and criteria of other professional teachers, they will get a reward in the form of a professional allowance. The professional allowance should ideally have an impact on teacher performance. If the professional allowance is given to the teacher and the teacher's performance

increases or is carried out following his responsibilities, the professional allowance given as a reward is right on target. However, if the teacher's performance does not increase and the teacher gets a professional allowance or a government reward, the reward is misdirected. It becomes a problem when teachers get rewards in the form of professional allowances, but there is abuse or inappropriate use. If this is true, it has become a severe problem in the world of education in Indonesia.

Based on the pre-survey conducted by the researcher, there are several problems experienced by teachers as a whole at the ECE level in Bergas District, Semarang Regency, namely as follows: (1) in the provision of workshop related to curriculum and teacher competency and professional development which is still minimal or only representative course from each sub-district or each school; (2) in applying the learning method is still very classic or there is no variation in the learning strategy; (3) when the Principal carries out monitoring during the teaching and learning process, preparation or design of less structured learning activities; (4) lack of motivation of teachers at work; (5) the lack of use of technology in the learning process because the majority of teachers are over 50 years old; (6) there is an assumption that the teaching profession is a means to earn wages or income so that teachers are less professional.

Research on professional allowances has been carried out by Kartini & Kristiawan (2019), and Revida & Purba (2012) stated that professional allowances significantly positively affect teacher performance. In contrast, the research of Emita & Syahril (2015) and Martinus et al. (2019) showed that the professional allowance did not affect teacher performance. Then about teacher professionalism, Dewi (2015), Rosmawati et al. (2020), and Russamsi et al. (2020) stated that professionalism has a significant positive effect on teacher performance at a relatively high level. Another study conducted by Dewi et al. (2018) showed that the influence of teacher professionalism on teacher performance had a positive influence at a moderate level. Based on these studies, it was concluded that there were inconsistencies in the results. This study aims to analyze and determine the effect of professional allowances and teacher professionalism on teacher performance, with the research subject being ECE teachers in Bergas District, Semarang Regency. The novelty of this research is the use of professional allowances and teacher professionalism which are thought to be a factor in achieving higher-quality teacher performance.

2. Methods

This type of research uses explanatory research with a quantitative approach, namely to explain the relationship between variables through hypothesis testing that has been formulated (Hendrawan et al., 2017). The population in this study were all ECE teachers in Bergas District, Semarang Regency, who received 50 professional allowances. Sampling in this study using a saturated sample technique means that all populations are used as respondents. The data source used is primary data source by distributing questionnaires to collect data (questionnaire attached). The data that has been collected is then analyzed using multiple linear regression analysis techniques, which include partial tests and simultaneous tests to find answers to the research hypothesis. Before multiple linear regression analysis, data quality tests were first performed (including validity and reliability tests) and classical assumption tests (consisting of normality, multicollinearity, autocorrelation, and heteroscedasticity tests).

Likert scale was used as a measurement method, with six answer reference choices 1). never, 2). very rarely, 3). rarely, 4). sometimes, 5). often, 6). always. The data were then analyzed using validity and reliability tests and multiple linear regression analyses. Several indicators measure each variable. The variable of professional allowance is measured by the dimensions of the provision of allowances, the use of allowances, the process of providing allowances, and the number of allowances obtained by the teacher. Then, the teacher professionalism variable is measured by social sensitivity, scientific integrity, role in learning, leadership, services and assignments, teaching materials, and pedagogy. Finally, the teacher's performance variable is measured by the dimensions of learning planning, use of media or learning resources, quality learning processes, guiding and training students, evaluating learning outcomes, and compiling school programs. More details are listed in the following table 1.

Table 1. Measurement Variable

Definition	Dimension	Indicator
Professional allowance	Provision of allowances	- Compatibility of allowances with teacher achievement
		- Compatibility of allowances with years of service
	Utilization of allowances	- Compatibility of allowances with the supervisor's assessment
		- Allowances to support teacher performance
Process of providing allowances	- Allowances to support learning activities	
	- Policy on granting allowances	
Amount of allowances received	- Timeliness of allowances	
	Adequate allowances for professional needs	
Teacher professionalism	Social sensitivity	- Teachers help each other - Teachers can be responsible
	Scientific integrity Role in Learning	- Teachers have integrity in learning - Teachers master the material that will be given to children
		- Teachers master competency standards and basic competencies
	Leadership	- Can provide encouragement and motivation - Can accept criticism and suggestions
	Services and tasks Teaching materials Pedagogical	- Teachers perform services with a caring attitude - Seek and make teaching materials
		- Teachers develop learning approaches or strategies
Teacher performance	Learning planning	- Teachers make lesson plans - Teachers make learning objectives and methods
	Use of media or learning resources	- Use infrastructure in learning
	Quality learning process	- Use varied methods - Able to close learning with conclusions
	Guiding and training students	- Teachers guide learning - Teachers provide tutoring for children
	Evaluation of learning outcomes	- Teachers can identify children's abilities from learning outcomes - Give objective assessments according to children's abilities
		Developing school programs

3. Result

This research was conducted by distributing questionnaires to ECE-level teachers in Bergas District, Semarang Regency, who received 50 professional allowances. The characteristics seen from the demographics are gender, age, and last education. Based on figure 1, it is known that the majority of respondents are female because to educate early childhood educators are needed who have maternal characteristics are easier to be close to students. It indicates that most ECE teachers are already professional when viewed from their age. Then, there are 18% or nine teachers aged between 30-40 years, at the age of 41-50 years there are 30% or 15 people, and at the age of 51-60 years, as many as 52%. Then most ECE teachers are educated up to Strata 1 (S1), 96% or 48 people. The remaining two people have master's degrees.

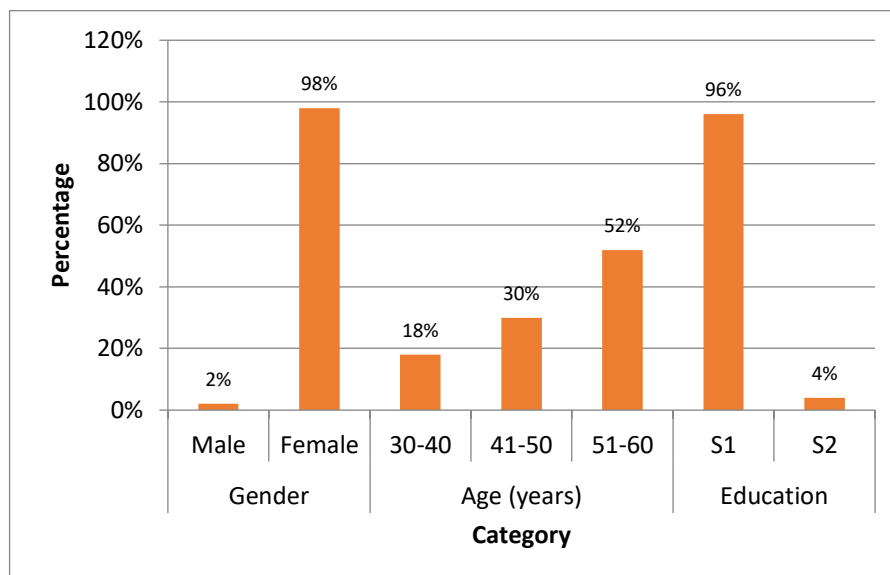


Figure 1. Characteristics of Respondents

This study used a questionnaire to obtain data measured by a Likert scale. Then, from the respondents' answers, the average value is sought to determine the category level of a variable.

$$\text{Interval: } \frac{\text{maximum-minimum}}{\text{number of classes}} = \frac{6-1}{5} = 1$$

Table 2. Levels of variable categories

Range	Information
5,00 – 5,99	Very high
4,00 – 4,99	Tall
3,00 – 3,99	Currently
2,00 – 2,99	Low
1,00 – 1,99	Very low

Source: Processed data, 2022

The range in table 1 is used to determine the category of each variable based on its average value. If the mean value of a variable is 5.92, then it is included in the very high category. On the other hand, if a variable has a mean value of 1.50, it is categorized as very low.

3. 1. Data quality test results

Data quality testing includes data validity and reliability tests. The validity test tests the relationship between question items in 1 variable by comparing the calculated r-value with the r-table. The test criteria are if r arithmetic is more significant than r table, then the measuring instrument is declared valid and vice versa. If r arithmetic is more minor than the r table, the measuring instrument is declared invalid. The significance value of the r table for the validity test with 50 respondents is 0.2732. The following are the results of processing the validity test on table 3. Based on table 4, each question item has an r-count greater than the r-table (0.2732), which is declared valid. The next step of data analysis is the reliability test. This test was conducted to test the consistency of the respondents' answers from time to time. The reliability test used the Cronbach Alpha formula. If the resulting value is more significant than 0.6, then the consistency of the data instrument is considered unreliable or not accepted. The results of the reliability test between the variables of professional allowance, teacher professionalism, and teacher performance can be seen in the following table 4. Table 4 shows that each variable has an r Alpha value greater than 0.6, so it can be concluded that all instruments in the study are reliable.

Table 3. Validity test results

Variable	Item	r-arithmetic	r-table	Conclusion
X1	X1.1	.674**	0.2732	Valid
	X1.2	.793**		Valid
	X1.3	.648**		Valid
	X1.4	.628**		Valid
	X1.5	.764**		Valid
	X1.6	.572**		Valid
	X1.7	.432**		Valid
	X1.8	.408**		Valid
X2	X2.1	.474**	0.2732	Valid
	X2.2	.705**		Valid
	X2.3	.771**		Valid
	X2.4	.857**		Valid
	X2.5	.883**		Valid
	X2.6	.709**		Valid
	X2.7	.726**		Valid
X2	X2.8	.721**	0.2732	Valid
	X2.9	.672**		Valid
	X2.10	.727**		Valid
	Y1	.821**		Valid
Y	Y2	.844**	0.2732	Valid
	Y3	.947**		Valid
	Y4	.919**		Valid
	Y5	.895**		Valid
	Y6	.383**		Valid
	Y7	.403**		Valid
	Y8	.776**		Valid
	Y9	.537**		Valid
	Y10	.474**		Valid
	Y11	.551**		Valid

Source: Processed data, 2022

Table 4. Reliability test results

Variable	Cronbach Alpha	Conclusion
X1	.759	Reliable
X2	.887	Reliable
Y	.901	Reliable

Source: Processed data, 2022

3. 2. Classical assumption test results

Before testing the hypothesis using multiple linear regression analysis, first, the data were analyzed using classical assumptions, which included tests of normality, heteroscedasticity, autocorrelation, and multicollinearity. The following table presents the results of the classical assumption test. Table 6 shows that the significant value in the normality test is 0.219 (more than 0.05), which means that the residual data has a normal distribution. Then in the multicollinearity test, the Tolerance value obtained for both variables is not below 0.10, and there is no VIF value whose value is more than 10. It means that the regression model made does not occur multicollinearity problems among the independent variables. Then, for the autocorrelation test, the significance value is above 0.05, obtained through the run test. It means that there is no autocorrelation problem in the regression model. Finally, the significance value of the two variables in the heteroscedasticity test is more significant than 0.05, which means that the regression model is free from heteroscedasticity problems. Because the regression model has met the classical assumptions, it can be continued to test the research hypothesis.

Table 5. Classical assumption test results

Normality		Multicollinearity		Autocorrelation		Heteroscedasticity	
Sig.	0,219	Tolerance	VIF	Sig.	0,610	Sig.	
	X1	0,698	1,432		X1	0,174	
	X2	0,698	1,432		X2	0,687	

Source: Processed data, 2022

3.3. Hypothesis test results

Hypothesis testing in this study uses multiple linear analysis to determine the magnitude of the influence between independent variables (professional allowances and teacher professionalism) on teacher performance as the dependent variable. This test uses a test with a significant level of 0.05. Based on table 6, it is known that the professional allowance variable has a regression coefficient of 0.621 with a significance of 0.001. Then the regression coefficient for the teacher professionalism variable is 0.795, significant at 0.000. The two independent variables have a significance level of less than 0.05, meaning both variables influence teacher performance. A positive sign on the regression coefficient indicates a positive influence on teacher performance. Thus, based on the results of hypothesis testing, hypothesis 1 and hypothesis 2 can be accepted.

Table 6. Hypothesis test results

Variable	B	Sig	Judgment
Professional allowance → Teacher performance	0,621	0,001	H1 accepted
Teacher professionalism → Teacher performance	0,795	0,000	H2 accepted

F= 20,130 (sig. 0,000)

Source: Processed data, 2022

4. Discussion

Based on table 4, it is known that the professional allowance variable has a significant regression coefficient of 0.621 at 0.001. A significance value of less than 0.05 indicates a significant effect, while a positive sign on the regression coefficient indicates a positive effect. In conclusion, the professional allowance can positively influence teacher performance, so the higher the professional allowance, the higher the teacher's performance. Hypothesis 1 in this study states that the professional allowance positively affects teacher performance. Therefore, the first hypothesis can be accepted. These results are consistent with previous research conducted by Aulia & Haris (2022), Emita & Syahril (2015), First et al. (2020), Kartini & Kristiawan (2019), Revista & Purba (2012), and Tubagus et al. (2022). They proved a significant positive effect of professional allowances on teacher performance. Meanwhile, the results of this study are not in line with the research of Astiti et al. (2019), Lestari et al. (2021), Martinus et al. (2019), and Yaman (2020), which state that the provision of professional allowances does not affect teacher performance. The teacher is an essential thing in the education system which must be considered. The teacher figure will always be in the spotlight because it relates to other elements of the education system. Teachers are also the cause of the realization of quality educational processes and outcomes. Professional allowances are given to teachers and lecturers with an educator certificate to appreciate their professionalism. Professional allowance is a benchmark where a teacher will be tested for eligibility following the requirements set by the government, starting from educational qualifications and professionalism (Suparlan, 2008). Teacher professional allowance is an allowance given to teachers who already have a teaching certificate or educator certificate, where teachers who already have an educator certificate have passed their professional test (Kusnandar, 2013). Teachers who have received teaching certificates or are considered professionals can run the education system so that they can create the realization of national education goals, namely by making students who have a noble character, are healthy,

capable, knowledgeable, independent, creative, and develop students' abilities to be obedient and devoted to God. The Almighty, and can create a democratic country with responsible citizens.

The second hypothesis in this study states that teacher professionalism positively affects teacher performance. Based on table 4, it can be seen that the regression coefficient of teacher professionalism is 0.795, significant at 0.000. The regression coefficient with a positive sign indicates a positive effect, and a significance greater than 0.05 means that there is a significant effect. The conclusion is that H2 is acceptable, which means that there is a partial influence and a positive direction between teacher professionalism and teacher performance, so the higher the professionalism of the teacher, the higher the teacher's performance. The results of this study are in line with research by Agustina & Saxena (2022), Armani & Margunani (2017), Hapizoh et al. (2020), Rosmawati et al. (2020), and Russamsi et al. (2020) which state that teacher professionalism can have a positive influence on teacher performance. On the other hand, this result contradicts the research by Puspitasari et al. (2021), which states that teacher professionalism does not affect teacher performance.

Teacher professionalism is someone who works in the field of education and has particular expertise in carrying out his duties and roles (Usman, 2010). Professional refers to a job that requires expertise, loyalty, and responsibility for the job. Professional teachers are educated and trained and have experience in their fields. Professional teachers who understand the field of science can relate it to other fields of science and apply it in life. As professional educators, teachers must also apply good behavior in understanding, appreciating, and applying their professional abilities and attitudes. Teachers must also have various competencies in carrying out their duties. Therefore, teachers have a massive role in creating national education goals. Teacher professionalism is an opportunity to develop teacher practice, so efforts are needed to develop teacher professionalism as an intervention to improve teaching practice in the classroom (Sachs, 2015). The more professional a teacher is in doing his job, his performance will also increase. Professional teachers must risk their professionalism for the quality of their work. Increasingly quality performance shows a high professionalism. On the other hand, a performance that is below work standards indicates unprofessionalism.

While the professional allowance and teacher professionalism simultaneously have a positive effect on teacher performance. Based on the hypothesis test table, it can be concluded that the significance value for the effect of professional allowances and teacher professionalism on teacher performance is $0.000 < 0.05$. So it can be concluded that H0 is rejected, and H3 states that professional allowances and teacher professionalism partially have a positive effect on teacher performance, which means that there is a simultaneous and positive direction between professional allowances and teacher professionalism on teacher performance. It means that teacher performance has increased positively through professional allowances and teacher professionalism. Teacher performance is shown through report documents such as portfolio results from a specific period that reflect timely completion of assignments, achievement of goals, and work standards in the form of rules drawn up by the school. The better the provision of professional allowances and teacher professionalism, the better the teacher's performance

5. Conclusion

Professional allowances positively affect teacher performance for early childhood education teachers in Bergas District, Semarang Regency, which means that the higher the professional allowance, the higher the teacher's performance. Teacher professionalism also has a positive effect on teacher performance, which means the higher the professionalism of the teacher, the higher the teacher's performance. Professional allowances and teacher professionalism simultaneously have a positive effect on teacher performance.

Declarations

Author contribution statement

Swastika Farazhena the presented idea and data taker. Lanny Wijayaningsih developed the theory of teacher professionalism and early childhood education. All authors discussed the results and contributed to the final manuscript.

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Data availability statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.


Declaration of interests statement


The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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