



The Role of Professional Allowances on Teacher Performance (Research Case Study of Teacher Professional Education in Office and Mobile Teacher)

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Abstract. Teacher professional allowance is a form of wages given to certified teachers as a reward for their performance. Professional allowances are of course useful to support their performance. The Ministry of Education and Culture (Kemendikbud) has made efforts to improve the welfare of certified teachers through the provision of professional allowances. The teacher is said to be a professional, meaning that the teacher can work in accordance with his field. In carrying out their professional duties, teachers must be well educated and trained, well managed, well equipped and well paid. Therefore, this professional allowance must be utilized as well as possible to improve their professional abilities. Because being a professional teacher requires interest, talent and competence to enrich knowledge and skills as an ideal teacher. The purpose of this study was to determine the role of professional allowances on teacher performance. This research is in the form of a case study on one of the teachers in an elementary school located in the Cisaat district. The teacher has received a teacher professional allowance through Teacher Professional Education and as a Mobilizing Teacher. The research method used is literature review which aims to obtain a theoretical basis that supports a problem being studied so that an explanation is appropriate to the topic being discussed.

Keywords: Teacher, Professional allowance, Competence, driving teacher

1. Introduction

Professional allowances play an important role in meeting the needs of a teacher's life, with the existence of professional allowances is a form of government for the welfare of teachers, apart from welfare, this professional allowance also seeks to improve performance and commitment as a teacher because the wages he has received are expected to be a motivation to increase his enthusiasm Work. All teachers have the right to receive a professional allowance, both for teachers who teach in private and public schools and for teachers with the status of civil servants or honorary teachers [1].

This professional allowance has a certain mechanism for teachers to obtain, teachers can obtain it by participating in pre-service teacher professional education and also in-service teacher professional education, both of which have different procedures. The pre-service teacher education process is specifically for prospective

teachers or for teachers who have not been registered with the school dapodik. In-service teacher professional education is directed at teachers who have taught at schools registered with Dapodik with 5 years of teaching experience. Ease of Use

The two processes for obtaining professional allowances have not too much difference, because both of them will receive the same education with the same knowledge and skills, namely the development of 4 teacher competencies. As stated in the regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 regarding Academic Qualification Standards and Teacher Competency that a teacher must have competency standards. Teachers have an important role in the world of education to face the challenges of the times and take on complex responsibilities in global life [2].

Furthermore, in addition to teachers receiving professional allowances, there is the role of the school principal as a work leader who plays a role in the process of proposing professional allowances as a facilitator for obtaining approval in administrative forms. one of which is helping teachers to get professional allowances and participating in the process of developing teacher performance to improve teacher performance.

This is useful for assisting teachers in improving the quality of their work and helping with difficulties during the learning process in applying learning methods, strategies and evaluations, difficulties facing students with their diversity make it difficult for educators to carry out learning programs. Under these conditions, the support of all components of the school is needed, including the role of the principal as supervisor [3].

Things that can affect teacher performance are intrinsic and extrinsic factors. Factors that influence teacher performance include the environment, management behavior, job design, performance appraisal, feedback and pay administration [4]. Factor that influence teacher performance are the leadership style of the principal, the level of teacher education, upgrading programs, teaching supervision, facilities and infrastructure, conducive climate, physical and mental conditions of teachers and others [5].

Included in the teacher's intrinsic factors are teacher commitment, teacher discipline, teacher motivation, teacher education level and which include extrinsic factors including the environment, principal leadership style, academic supervision, teacher certification, job design, performance appraisal, wage administration, upgrading programs, facilities and infrastructure, work climate.

2. Discussion

A. Teacher performance in schools as educators

Teacher self-efficacy in schools is an urgency for advancing education because self-efficacy can affect teacher performance in schools [6]. With self-efficacy for teachers can improve individual performance [7].

Teacher performance is an important element in education, the quality of teacher performance can be seen through the teacher's attitude that maximizes the competencies he has and is implemented according to the situation and conditions. The following are the 4 competencies that teachers must have:

1. Pedagogic competence
2. Personal competence
3. Social competence
4. Professional competence

B. Principal's assessment of teachers

Principals must have leadership or management skills Schools [9]. Teaching and learning activities can run well and smoothly, if all school residents work to get pleasure and satisfaction in school [10]. Hence the principal must be a leader who is able to support teachers to be able to work comfortably but firmly to foster discipline. principal who good is a school principal who has leadership traits and behaviors able to create a good school climate and provide good job satisfaction.

3. Conclusion

It can be concluded that the role of professional allowances on teacher performance is to support teacher performance from extrinsic factors, namely certification given to educator-certified teachers to be used to improve their performance through various kinds of training and means to improve teacher competence.

As for the things that support that the role of professional allowances on teacher performance has a significant role, this is evidenced by the principal's assessment in assessing teacher performance because the principal is one of the extrinsic factors that can affect teacher performance in question is the principal's leadership system and as school supervision that affect teacher performance. Based on the topic discussed, the role of professional allowances on teacher performance with case study research. In-service teacher education and driving teachers, namely teacher professional allowances can help to meet daily needs in personal life and also additional costs to support increasing teacher competency and teacher expertise in teaching and learning process. With the level of competence as a driving teacher, of course the professional allowance given to teachers is very helpful as a form of wages while working as a teacher.

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