



THE EFFECT OF PROFESSIONAL ALLOWANCE ON TEACHER PERFORMANCE WITH PROFESSIONALISM AS AN INTERVENING VARIABLE AT THE BINJAI CITY EDUCATION OFFICE

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ABSTRACT

In the world of education, teachers have a very important role in developing human resources through education. The teaching profession has the task of educating, teaching and training. Educating means continuing and developing life values, teaching means continuing and developing knowledge, training means developing skills in students. This research was conducted to analyze the effect of professional allowance on the performance of schoolteachers with professionalism as an intervening variable. The research location was carried out in the Binjai City Education Office. The population in this study amounted to 70 teachers with a saturated sample. The model used in this research is path analysis and the measurement tool for this research is Smart PLS 3.3.3. The result of this study is that professionalism has a positive and significant effect on teacher performance. Professional allowance has a negative and insignificant effect on teacher performance. Professional Allowances have a positive and significant effect on Professionalism Professional Allowances have a positive and significant effect on teacher performance through professionalism.

Keywords: Professional Allowance, Professionalism, Teacher Performance

INTRODUCTION

In the world of education, the teacher is one of the components of education that has the most influence on the creation of a teaching and learning process and quality educational outcomes. That is why a teacher is required to always increase his professionalism in order to realize the advancement of school education in particular, and the goals of national education in general. As a formal educational institution, school is a place for the development of knowledge, skills, skills, values and attitudes that are given in full to the younger generation. This is done to help the development of potential and ability to benefit the life interests of the younger generation.

In the world of education, teachers have a very important role in developing human resources through education. The teaching profession has the task of educating, teaching and training. Educating means continuing and developing life values, teaching means

continuing and developing knowledge, training means developing skills in students. In carrying out these duties and responsibilities, a teacher is required to have certain abilities and skills. These abilities and skills are part of the teacher's professional competence. Competence is an ability that is absolutely owned by the teacher so that his duties as an educator can be carried out properly.

Teachers must be more dynamic and creative in developing student learning processes; this requires teachers to have competence as well as be able to act professionally. Without a professional attitude an institution such as an educational institution will not get maximum results. Professionalism describes always thinking, standing, behaving, working seriously, working hard, working full time, discipline, honesty, high loyalty and full dedication to the success of his work (Syaiful Sagala: 2007).



Effective teacher performance will produce formidable resources, namely graduates who are efficient and effective in accordance with the goals set. Therefore, teacher performance in the learning process needs to be improved in accordance with efforts to develop existing activities, in this case educating, training, guiding students better. Teacher performance refers to skills in preparing and implementing 2013 Curriculum-based learning designs. With curriculum changes, like it or not, teachers must apply the curriculum that has been designed by the government and institutions, and they must be able to teach it. Teacher performance is a learning process as an effort to develop existing activities into better activities. So that the educational goals that have been set are well achieved through a learning activity carried out by the teacher in accordance with the targets and goals. Teacher performance is very important to note and evaluate because teachers carry out professional duties. That is, tasks can only be employed with specific competencies obtained through educational programs.

Assessing teacher performance in schools is not a simple matter. It needs good communication within the school itself to make a good assessment standard. Good teacher performance appraisal standards do not just appear. It is necessary to seek agreement from the party who will assess (the principal) and the teacher who will be assessed. The phenomenon that occurs at the Binjai City Education Office is that the allowances given to teachers are still insufficient to improve teacher performance because there are some teachers who complain about their income so that teacher performance is reduced and there are still many teachers who work not professionally in

teaching due to lack of allowances so that performance less teachers.

LITERATURE REVIEW

Professional Allowance/Teacher Certification

A professional allowance is an allowance given to teachers who have educator certificates as a reward for their professionalism. Teacher certification is a process of awarding teachers who have met qualification and competency standards as an effort to improve the quality of Istiari and Sukanti teachers in Zulkifli et al (2014). According to Kusnandar (2013) explains that professional allowance is an allowance given as a reward for professionalism to teachers and lecturers who have educator certificates.

Professional Allowance Indicator

Teacher certification indicators refer to Istiari and Sukanti in Zulkifli et al (2014), namely:

- (a) academic qualifications;
- (b) education and training;
- (c) teaching experience;
- (d) planning and implementation of learning;
- (e) assessment from superiors and supervisors;
- (f) academic achievement;
- (g) professional development work;
- (h) participation in scientific forums;
- (i) organizational experience in educational and social fields;
- (j) awards relevant to the field of education

Teacher Professionalism

According to Siagian (2019) professionalism is reliability and expertise in carrying out tasks so that they are carried out with high quality, at the right time, carefully, and with procedures that are easy for customers to understand and follow.



According to Andrias Harefa (2004) that professionalism is primarily a matter of attitude. Then he said there are several things that can be considered to represent professionalism, namely, high skills, provision of services oriented to the public interest, strict supervision of work behavior and a reward system that is is a symbol of work performance.

Indicators of Teacher Professionalism

Indicators of professionalism are ability, quality, facilities, infrastructure, number of human resources and information technology (Siagian 2019):

1. Ability is a skill or potential to master a skill that is innate or is the result of training or practice and is used to do something that is realized through his actions.
2. Quality is a dynamic condition associated with products, services, people, processes, and environment that meet or exceed expectations.
3. Facilities and infrastructure are a set of tools that are used in an activity process, both tools are auxiliary equipment and main equipment, both of which function to realize the goals to be achieved.
4. The number of human resources is a potential that exists within a person that can be used to support an organization or company in accordance with the skills or abilities possessed.
5. Information technology is a set of tools that help you work with information and perform tasks related to information processing.
6. Reliability is the consistency of a series of measurements or a series of measuring devices. It can be similar measurements from the same measuring instrument will give the same results.

Teacher Performance

This agrees with the explanation from Priansa (2018) which explains that "teacher performance is the level of success of the teacher in completing his work". Another opinion from Supardi (2016) states that "teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students who are under his guidance by increasing the achievement or learning outcomes of his students".

Teacher Performance Indicators

Teacher Performance Indicators according to Supardi (2016) are as follows:

1. Designing lesson plans.
2. Carry out learning.
3. Evaluate learning outcomes.

METHOD

The type of research that will be used is quantitative associative, namely research that aims to determine the relationship between two or more variables (Sugiyono, 2018). This research was conducted at the Binjai City Education Office. The time of this research was carried out from March 2023 to August 2023.

According to Sugiyono (2018), population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then the conclusion is drawn that the population used is 70 junior high school teachers who are ASN. According to Sugiyono (2018), the sample is part of the number and characteristics possessed by the population. The sampling technique is a saturated sample, which involves all respondents to become the sample, which means that the sample to be used is 70 teachers.



The data analysis technique used in this study is a quantitative data analysis method. Data analysis in this study used Partial Least Square (PLS) based Structural Equation Modeling (SEM) using SmartPLS 3.3.3 software. PLS is a method of solving Structural Equation Modeling (SEM) which has advantages over other SEM techniques. SEM has a higher degree of flexibility in research that links theory and data and is capable of carrying out path analysis with latent variables, so it is often used by researchers who focus on social sciences. PLS is a component- or variant-based structural equation model (SEM).

Measurement Model (Outer Model)

The procedure for testing the measurement model consists of a validity test and a reliability test.

1. Validity test

The validity test is used to assess whether or not a questionnaire is valid. A questionnaire is said to be valid if the questionnaire questions are able to reveal something that is measured by the questionnaire. Validity testing is applied to all question items in each variable. There are several stages of testing that will be carried out, namely through convergent validity and discriminant validity tests.

a. Convergent Validity

At this stage, it will be seen how big the correlation is between the indicators and their latent constructs. So that it produces a loading factor value. The loading factor value is said to be high if the component or indicator correlates more than 0.70 with the construct you want to measure. However, for research at the early stages of development, a loading factor of 0.5 to 0.6 is considered sufficient (Ghozali, 2014). In addition,

at this stage it is seen how much value each variable has. So that it produces an AVE (Average Variance Extracted) value. The AVE value is said to be high if it has a value of more than 0.5. If there is an AVE value of less than 0.5, then there is still an invalid indicator. (Ghozali, 2014).

b. Discriminant Validity

This validity test explains whether the two variables are sufficiently different from one another. The discriminant validity test can be fulfilled if the correlation value of the variable to the variable itself is greater than the correlation value of all other variables. This value is called Fornell Lacker. Besides that, another way to fulfill the discriminant validity test can be seen in the cross loading value (how much is the correlation value between indicators that measure variables). The cross loading value is acceptable if the cross loading value of each variable statement item to the variable itself is greater than the correlation value of the statement item to other variables (Ghozali, 2014).

2. Reliability Test

In general, reliability is defined as a series of tests to assess the reliability of statement items. The reliability test is used to measure the consistency of measuring instruments in measuring a concept or measuring the consistency of respondents in answering statement items in questionnaires or research instruments. To measure the level of reliability of research variables in PLS, you can use the value of the alpha coefficient or Cronbach's alpha and composite reliability). Cronbach's alpha value is suggested to be greater than 0.7 and composite reliability is also



suggested to be greater than 0.7. (Now, 2014)

Structural Model (Inner Model)

This test was conducted to determine the relationship between exogenous and endogenous constructs which has become a hypothesis in this study (Hair et al., 2017). To produce inner model test values, steps in SmartPLS are carried out using the bootstrapping method. The structural model is evaluated using the R-square for the dependent variable, the Stone-Geisser Q-square test for predictive elevation and the t test and the significance of the structural path parameter coefficients with the following explanation:

1. Coefficient of Determination / R Square (R²)

In assessing the model with PLS begins by looking at the R-square for each dependent latent variable. The interpretation is the same as the interpretation in regression. Changes in the R-square value can be used to assess the effect of certain independent latent variables on the dependent latent variable whether it has a substantive effect (Ghozali, 2014). The value of R² is generally between 0 and 1.

2. Predictive Relevance (Q²)

This test is used to measure how well the observed values are generated by the model and also the parameter estimates. If the Q² value is greater than 0, it indicates that the model has predictive relevance, which means it has a good observation value, whereas if the value is less than 0, it indicates that the model does not have predictive relevance (Ghozali, 2014).

3. t-Statistics

At this stage it is used for hypothesis testing, namely, to determine the

significance of the relationship between variables in research using the bootstrapping method. In the full Structural Equation Modeling model besides confirming the theory, it also explains whether or not there is a relationship between latent variables (Ghozali, 2012). The hypothesis is said to be accepted if the t statistic value is greater than the t table. According to (Latan and Ghozali, 2014) the criteria for a t table value of 1.96 with a significance level of 5%

4. Path Coefficient (Path Coefficient)

This test is used to determine the direction of the relationship between variables (positive/negative). If the value is 0 to 1, then the direction of the relationship between variables is positive. Meanwhile, if the value is 0 to -1, then the direction of the relationship between variables is declared negative.

5. Fit models

This test is used to determine the level of suitability (fit) of the research model with the ideal model for this study, by looking at the NFI value in the program. If the value is closer to 1, the better (good fit).

RESULTS AND DISCUSSION

Outer Model Analysis

There are three steps in utilizing the information checking method with SmartPLS to survey external models, namely Focused Legitimacy, Discriminant Legitimacy, and Composite Dependence.

Convergent validity

Convergent validity of the estimation model with reflexive markers was evaluated by looking at the relationship between the item score/part score assessed by PLS programming. A single reflexive measure



should be high assuming a relationship of more than 0.70 to the estimated building.

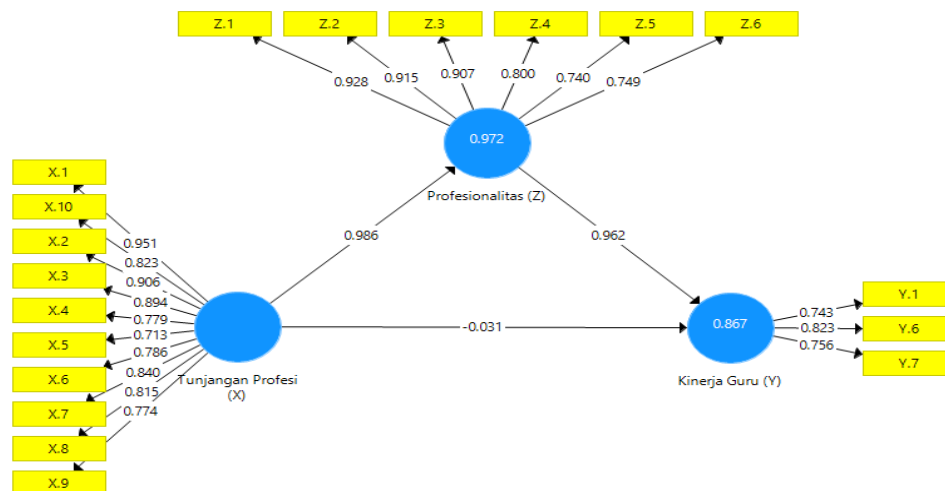


Figure 1. Outer Model
Source: Smart PLS 3.3.3

In this study there are equations, and the equation consists of two substructures for substructure 1:
 $Z = b_1X + e_1$

$Z = 0.986 + e_1$
For substructure 2:
 $Y = b_2X + b_3Z + e_2$
 $Y = 0.962 - 0.031 + e_2$

Table 1. Outer Loadings

	Teacher Performance (Y)	Professionalism (Z)	Professional Allowance (X)
X.1			0.951
X. 10			0.823
X.2			0.906
X.3			0.894
X.4			0.779
X.5			0.713
X.6			0.786
X.7			0.840
X.8			0.815
X.9			0.774
Y. 1	0.743		
Y.6	0.823		
Y.7	0.756		
Z. 1		0.928	
Z. 2		0.915	
Z. 3		0.907	
Z. 4		0.800	



Z. 5		0.740	
Z. 6		0.749	

The consequences of using SmartPLS should be seen in the table above. External model values or the relationship between builds and factors satisfies joint legitimacy because all markers have values greater than 0.70, and that implies this exploration is substantial.

Discriminant Validity

Discriminant legitimacy is carried out to guarantee that each idea of each idle variable is not the same as a different factor. The model has great discriminant legitimacy if each stack value of each sign of the inert variable has the largest stack value with other stack values for other idle factors. The side effects of discriminant legitimacy testing are obtained as follows:

Table 2. Discriminant Validity

	Teacher Performance (Y)	Professionalism (Z)	Professional Allowance (X)
X.1	0.857	0.939	0.951
X. 10	0.660	0.767	0.823
X.2	0.784	0.907	0.906
X.3	0.808	0.905	0.894
X.4	0.820	0.811	0.779
X.5	0.766	0.742	0.713
X.6	0.706	0.794	0.786
X.7	0.723	0.799	0.840
X.8	0.719	0.769	0.815
X.9	0.748	0.719	0.774
Y. 1	0.743	0.603	0.611
Y.6	0.823	0.800	0.765
Y.7	0.756	0.740	0.740
Z. 1	0.842	0.928	0.942
Z. 2	0.769	0.915	0.898
Z. 3	0.834	0.907	0.881
Z. 4	0.823	0.800	0.765
Z. 5	0.756	0.740	0.740
Z. 6	0.677	0.749	0.740

Source: Smart PLS 3.3.3

It can be seen in table 2 above that the loading factor has a greater value for each variable with the other loading factors. It can be explained that the value of the cross-

loading factor for the Teacher Performance variable is greater than the cross-loading of other variables. The cross-loading value of the Professionalism variable is greater than the



cross loading value of other variables. The cross loading value of the Professional Allowance variable is greater than the cross loading value of other variables. In this case the research is valid in discriminant circumstances.

Evaluating Reliability and Average Variance Extracted (AVE)

The validity and reliability criteria can also be seen from the reliability value of a construct and the Average Variance Extracted (AVE) value of each construct. The construct is said to have high reliability if the value is 0.70 and the AVE is above 0.50. Table 3 will present the Composite Reliability and AVE values for all variables.

Table 3. Composite Reliability and Average Variance Extracted

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Teacher Performance (Y)	0.700	0.818	0.600
Professionalism (Z)	0.916	0.936	0.711
Professional Allowance (X)	0.949	0.957	0.690

Source: Smart PLS 3.3.3

Based on table 3 above, it can be concluded that all constructs meet the criteria of being reliable. This is indicated by the composite reliability value above 0.70 and AVE above 0.50 as the recommended criteria.

Structural Model Testing (Inner Model)

Testing of the inner model or structural model is carried out to see the relationship between the constructs, the significance value

and the R-square of the research model. The structural model is evaluated using R-square for the dependent construct.

Coefficient of Determination (R²)

In assessing the model with PLS begins by looking at the R-square for each dependent latent variable. The table below is the result of Rsquare estimation using SmartPLS.

Table 4. R Square Results

	R Square	Adjusted R Square
Teacher Performance (Y)	0.867	0.863
Professionalism (Z)	0.972	0.972

Source: Smart PLS 3.3.3

As can be seen in table 4 above, there is an R square value for the Teacher Performance variable of 0.867 with a percentage of 86.7%, meaning that the influence of the Professional Allowances and Professionalism variables affect Teacher Performance by 86.7%, the remaining 86.7% on other variables. There is an R square value

for the Professionalism variable of 0.972 and the percentage is 92.2%, meaning that the influence of Professional Allowance on Professionalism is 97.2% and the rest is in other variables.



Hypothesis test

After assessing the inner model, the next thing is to evaluate the relationship between latent constructs as hypothesized in this study. Hypothesis testing in this study was carried out by looking at the T-Statistics and P-

Values. The hypothesis is declared accepted if the T-Statistics value is > 1.96 and the P-Values are < 0.05 . The following are the results of the Path Coefficients of direct influence:

Table 5. Path Coefficients (Direct Effects)

	Original Sample (O)	T Statistics (O/STDEV)	P Values
Professionalism (Z) -> Teacher Performance (Y)	0.962	3,395	0.001
Professional Allowance (X) -> Teacher Performance (Y)	-0.031	0.107	0.915
Professional Allowance (X) -> Professionalism (Z)	0.986	372,336	0.000

Source: Smart PLS 3.3.3

In table 5 above there is a hypothesis value and can be explained as follows:

1. Professionalism has a positive and significant effect on teacher performance with an original sample value of 0.962 and P values of $0.001 < 0.05$ meaning that if teacher professionalism increases, teacher performance will increase and if it decreases, teacher performance will also decrease.
2. Professional allowances have a negative and insignificant effect on teacher performance with original sample values of -0.031 and 0.915, meaning that allowances

cannot make teacher performance improve teacher performance. poor performance and still does not improve teacher performance.

3. Professional allowances have a positive and significant effect on professionalism with an original sample value of 0.986 and P values $0.000 < 0.05$ meaning that if professional allowances increase, professionalism will increase; if professional allowances decrease, professionalism will decrease.

Table 6. Path Coefficients (Indirect Effects)

	Original Sample (O)	T Statistics (O/STDEV)	P Values
Professional Allowance (X) -> Professionalism (Z) -> Teacher Performance (Y)	0.948	3,397	0.001

Source: Smart PLS 3.3.3



Can be seen in table 6 above, there is an indirect value explanation as follows. indirectly and significantly, it can be concluded that there is a teacher's professional allowance - teachers will work professionally, although not all teachers do this, only some teachers have good and professional performance to improve the intelligence of students.

CLOSING

Conclusion

After getting the results, conclusions will be made as follows:

1. Professionalism has a positive and significant effect on teacher performance at the Binjai City Education Office.
2. Professional allowance has a negative and insignificant effect on teacher performance at the Binjai City Education Office
3. Professional Allowance has a positive and significant effect on Professionalism at the Binjai City Education Office
4. Professional allowance has a positive and significant effect on teacher performance through professionalism at the Binjai City Education Office

Suggestion

1. Organizations must provide professional allowances to teachers who carry out their duties and profession well and allowances are also given to teachers who have good performance and which teachers are good at work.
2. All teachers must do their job professionally because teachers are required to work well and teach well so that the professional level of teachers will increase with professional allowances.
3. Teachers must provide good work performance, if allowances are to be given, schools or organizations should provide

teachers with allowances where the teacher is recorded as a good and professional teacher at work.

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