

Teachers' Competencies, Incentives, And Performance Of The Teachers Of Elementary Schools

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Abstract—This study aimed to find out whether or not there is a relationship between competencies, incentives, and performance of elementary school teachers in Manado City. It is also measured that the extent of contribution of each independent variable on dependent variable. The population of this study was the elementary school teachers in Manado city and that was those who had the government's letter of decision as civil servant. The samples are 70 elementary school teachers taken from 20 elementary schools which were determined by cluster sampling method. The instrument of this study are questionnaires which underwent a try-out and met the requirement for validity and reliability. The data are treated with descriptive analysis, correlational analysis, and regression analysis aided by computer software SPSS version 17 for windows. The results of descriptive analysis revealed the following: (1) the variable performance of elementary school teachers of Manado city is categorized as good, even though 50% of them are below average. (2) the competencies of elementary school teachers in Manado City is categorized as good and less than 50% are above average. (3) the variable incentive was perceived by 50% of the respondents as being good in line with the local schools. The tests of the hypotheses showed that: (1) there is a strong and significant relationship between competencies and performance of the elementary school teachers in Manado City. The teacher's competencies contributed 37.8% to the performance. (2) there teachers in Manado City; yet the contribution of incentive is only 6.2% to the performance of teachers. (3) the simultaneous relationship of the two independent variables (competencies strong and significant. The contribution is 40.1% to the performance and the remaining 59.9% is contributed by other variables.

Keywords—teachers' competencies, incentives, performance.

I. INTRODUCTION

Some efforts to improve the quality of primary schools have been very urgent. Without an improvement in the quality of basic elementary schools, efforts to improve the quality of junior and senior high school level up to tertiary education will not succeed optimally. Primary school occupies a very vital and strategic position. Errors and inaccuracies in carrying out education at this basic level will be fatal for the next level of education. Conversely, the success of education at this level will result in the success of advanced education. However, various parties actually place basic education lower than other levels of education.

Primary school teachers as the spearhead of the success of forming a quality future generation, it seems that they really have to have high professional abilities and attitudes so that their abilities and professional attitudes can work seriously in educating the nation's cadres in a quality future. Because elementary school teachers work in the field of education, elementary school teachers who have professional abilities must have a professional attitude in the field of education, in order to improve their educational work performance, namely the quality of students, both psychologically and mentally. In the end it will reflect a teacher who is able to work professionally and has high professional competence.

The Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 states that Teacher Competency Standards are fully developed from four main competencies namely; pedagogical competence, personality competence, social competence, and professional competence. The fourth competency integrated in teacher performance.

Competence is very important in determining the quality of one's work, including elementary school teachers. Competency standards for elementary school teachers are the minimum criteria that must be met by a teacher so that he is capable and worthy of carrying out his duties as an elementary school teacher.

The teacher is one of the determinants of the high and low quality of education. The success of the implementation of education is largely determined by the level of readiness of the teacher in preparing students through teaching and learning activities. However, the teacher's strategic position to improve the quality of education is strongly influenced by teaching professional abilities and the level of welfare.

Teacher performance will be optimal, if it is integrated with the school component, whether it is the principal, teacher, or students. Teacher performance will be meaningful if accompanied by a clean and sincere heart and always aware of the shortcomings that exist in him. Today's performance will be better than yesterday's performance, and of course the future performance is better than today's performance (Isjoni 2004: 1). Without improving teacher performance, all efforts to improve education will run aground. The existence of a good curriculum, a complete library, sophisticated

laboratories, the availability of computers and the internet will have no meaning in improving the quality of education if the teachers are not qualified and do not love their profession.

Broadly speaking, the factors that influence a person's performance can be divided into two, namely intrinsic factors (which originate from within a person) such as talent, character or traits, interests, age, gender, education, experience, motivation, etc. and extrinsic factors (originating from someone outside) such as the physical environment, facilities and infrastructure, leadership management, working conditions, incentive systems, atmosphere, policies, administrative systems, and others. In this study examined the factors that affect performance both from someone outside (extrinsic) and from someone inside (intrinsic), namely the competence of teachers and incentive systems that exist in school.

Some problems that can be identified in this case are; (1) teachers often leave class during teaching hours, (2) teachers often arrive late and leave early, (3) teachers seem to make daily preparations, (4) less teachers create conducive psychological conditions (5) have not created conditions physical learning space and the provision of good teaching aids, (6) the principal's interpersonal relationship with the teacher is not good, (7) there are still many teachers who have not mastered information technology, (8) teachers rarely use technology and communication for learning purposes, and (9) the emergence of apathy of the teachers to carry out their duties in class because of the perception that there is no difference between the appreciation of teachers who excel and those who do not.

Some of the problems obtained are the reasons for researchers to conduct research on teachers in elementary schools, especially in the city of Manado. Because the high and low performance of the teacher can be used as a benchmark for the success of elementary school in carrying out their duties and functions. Because of these factors improving the quality of education through efforts to improve the performance of primary school teachers both by teachers, the school and the government and / or the national education office in Manado City can be optimally implemented.

2. LITERATURE REVIEW

Competence is a description of the qualitative nature of one's behavior. According to Lefrancois (1995: 5), competence is a capacity to do something, which results from the learning process. During the learning process the stimulus will join the contents of the memory and cause changes in the capacity to do something. If individuals succeed in learning how to do one complex job than before, then in that individual they must have changed their competence.

Competence is defined by Cowell (1988: 95), as an active skill / skill. Competencies are categorized from a simple or basic level to more difficult or complex which in turn will relate to the process of preparing materials or learning experiences, which usually consists of: (1) minimum mastery of basic competencies, (2) basic competence practices, and (3) addition of improvements or development to competencies or skills. These three

processes can continue as long as there is an opportunity to improve or develop their competencies.

Based on constitution number. 14 on 2005 states that: "Competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by the teacher or lecturer in carrying out professional duties". Teacher competency can be interpreted as roundness of knowledge, skills and attitudes in the form of intelligent and responsible actions in carrying out tasks as agents of learning. Furthermore, in Article 28 of the Government Regulation No. 19 of 2005 stated that: Educators must have academic qualifications and competencies as agents of learning, physically and mentally healthy, and have the ability to realize national education goals. Academic qualification is the minimum level of education that must be fulfilled by an educator as evidenced by a diploma and / or certificate of relevant expertise in accordance with applicable laws and regulations. Competence as an agent of learning at the level of primary and secondary education includes: pedagogical competencies, personality competencies, professional competencies, and social competencies.

Competency standards for elementary school teachers are the minimum criteria that must be met by a teacher so that he is capable and worthy of carrying out his duties as an elementary school teacher. In SD / MI Class Teacher Competency Standards Graduates of PGSD S1 issued by the Directorate General of Higher Education in 2006, competency standards are formulated in four competency clusters, namely: (1) ability to know students; (2) mastery of the field of study; (3) the ability to carry out educational learning; and (4) the ability to develop professional abilities on an ongoing basis. Changes in competence will not appear if there is no interest or opportunity to do so. Thus it can be interpreted that competence lasts long which causes individuals to be able to perform certain performance.

Performance is the embodiment of competencies that include ability, motivation to complete tasks and motivation to develop and motivation to manage environmental conditions. Campbell et al. cited by Cascio (1998: 43) argues that "*Performance may be defined as observable things people do that are relevant for the goals of the organization...*" next, Byars & Rue (1991:250) put forward that: "*Performance refers to degree of accomplishment of the tasks that make up an individual's job. It reflects how well an individual is fulfilling the requirements of a job*". According to Gomes (1997: 177) a person's performance will be related to two main factors, namely the willingness or motivation of the employee to work, which raises the business of employees and the ability of employees to carry it out.

The system of giving incentives tends to have an impact on a person's behavior in achieving effective work results. According to Paul Bennel (2004: iv) Incentives for schools and teachers in the public education system to perform well are often weak due to ineffective incentives and sanctions. As stated by Dessler (1997: 438) "there is nothing new about using incentives to motivate workers"

Based on Research on Incentive influences as a motivator published in the "Academy of Management Journal" in Mathis & Jackson, (2006: 459) the results of the study found that the regular salary approach to performance improved performance by 11%, but the money incentive approach improved performance by 32%. While the social recognition approach increases performance by 24%, and the performance feedback approach is as much as 20%. Overall, the results of the study indicate that salaries can actually improve performance, but it seems most successful if given in contingencies.

III. METHOD

This study uses an ex post facto approach, meaning that a study is conducted to examine the events that have occurred and then trace back through data to find the factors that precede or determine the possible causes of the event under study (Sugiyono, 1992: 3). The reason why researchers use this approach, that the teacher's performance referred to in this study is the optimal work done by the teacher so far, and will see what factors influence it while carrying out work as educators in primary schools, especially in Manado City.

The analysis technique used in this study is correlation analysis and regression analysis. Pearson product moment correlation analysis technique is used to determine the degree of relationship and contribution of independent variables to the dependent variable. But because the variable has a functional relationship and causal relationship, the correlation analysis is followed by regression analysis (Riduwan, 2009: 96-97). Basically according to Riduwan correlation analysis and regression analysis have a very strong relationship and have closeness.

Terms that must be met if the Pearson product moment correlation analysis is used, namely: (1) the data is normally distributed, (2) the data connected in a linear pattern, and (3) the connected data has the same pair in accordance with the same subject (homogeneous). If one is not fulfilled, correlation analysis cannot be used (Riduwan, 2009: 80). Therefore, before testing the hypothesis with correlation and regression analysis, the normality test, linearity test and homogeneity test are first carried out.

IV. RESULTS AND DISCUSSION

Statistically descriptive analysis of the three variables in this study, namely teacher competency, incentive giving and performance of elementary school teachers in the city of Manado are still classified as good. But the percentage shows different things. Teacher competency and the performance of elementary school teachers in the city of Manado score is still below the average score, in this case it has not reached 50%. This means that there are still many teachers whose competencies and performance are still below the average teacher in Manado. Different realities are shown by teachers' perceptions of providing incentives to elementary school teachers in the city of Manado. The results of the analysis show that the score is above the average score, in this case more than 50% shows a good

perception of giving incentives. This is certainly understandable due to the increasing attention of the government regarding the welfare of teachers. Both through teacher certification programs by the central government as well as regional performance allowances by local governments and various forms of incentives provided by schools.

The results of testing hypothesis I show that there is a significant relationship between teacher competency and the performance of elementary school teachers in the city of Manado. Variations that occur in the performance of primary school teachers 37.8% are determined by teacher competence. The relationship between teacher competency and the performance of primary school teachers in Manado city has a positive direction, because the analysis results show a regression equation $\hat{Y} = 47,711 + 0,615X_1$. The performance of elementary school teachers will increase by an average of 0.615 for each one score increase in teacher competency.

The results of testing Hypothesis II show that there is a relationship between providing incentives with the performance of elementary school teachers in the city of Manado. The results of the analysis show that the variation that occurs in the performance of elementary school teachers by 6.2% is determined by the provision of incentives to teachers. The relationship between giving incentives and the performance of elementary school teachers in the city of Manado has a positive direction, because the results of the analysis show a regression equation $\hat{Y} = 71.409 + 0.249X_2$. The performance of elementary school teachers will increase by an average of 0.249 for each one score increase in giving incentives. Its contribution is not too big but this is a positive thing because the perception of some teachers states that getting an incentive or not, they must carry out their duties and responsibilities as a teacher.

The results of testing the hypothesis III indicate that there is a simultaneous significant relationship between teacher competency and the provision of incentives with the performance of elementary school teachers in the city of Manado. The results of the analysis state that 40.1% of the variations that occur in the performance of primary school teachers in the city of Manado are determined jointly by teacher competence and incentive provision. The test results obtained a regression equation $\hat{Y} = 26,217 + 0,572X_1 + 0,209X_2$. This regression equation shows a positive direction which means an increase or decrease in teacher competency variables (X_1) and giving incentives (X_2) will result in an increase or decrease in teacher performance (Y). Similarly, if we increase or decrease the variable X_1 by controlling X_2 or vice versa, it will result in an increase or decrease in variable Y .

The performance of elementary school teachers has increased by an average of 0.572 for each one score increase in the competence of primary school teachers by controlling the incentive variable. Also the provision of incentives has increased by one score by controlling the variable of teacher competence, the performance of primary school teachers will increase by 0.209. Furthermore, if there is an increase in the two variable variables (teacher competency and provision of

incentives), then the variable performance of primary school teachers also increases. This result shown at figure 1

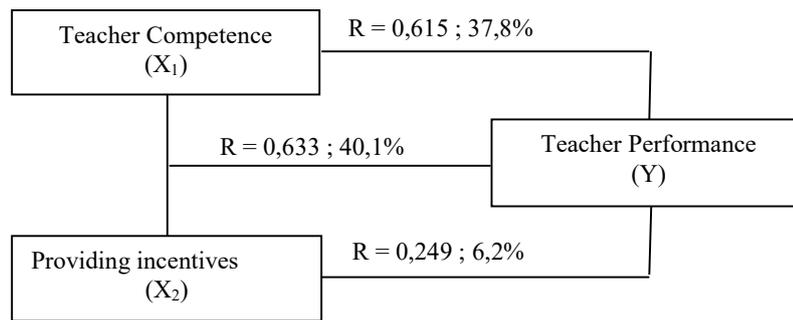


Figure 1. Scheme on Results of Correlation and Regression Analysis

The increase that occurred in the performance of elementary school teachers caused by an increase in teacher competency variables in line with Law No. 14/2005 which states: "Competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by the teacher or lecturer in carrying out professional duties". Teacher competency can be interpreted as roundness of knowledge, skills and attitudes in the form of intelligent and responsible actions in carrying out tasks as agents of learning. The same opinion was also expressed by Mulyasa (2004: 37). According to him, competence is knowledge, skills and abilities that are mastered by someone who has become a part of him, so that he can do cognitive, affective and psychomotor behavior as well as possible. Saud (2010: 44) suggests that competency is seen as a pillar of teacher performance. Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competence, suggests that teacher competency standards are fully developed from 4 main competencies, such as: (1) pedagogical competencies, (2) personality competencies, (3) Social competencies, and (4) professional competencies. The fourth competency integrated in teacher performance. Teacher competency contributed 37.7% to the performance of elementary school teachers in the city of Manado.

For the increase that occurs in the performance of elementary school teachers caused by an increase in the variable giving incentives in line with the opinion of Desler (2005: 438) "there is nothing new about using incentives to motivate workers" means that giving incentives is the main tool to motivate employees. This means that by providing adequate incentives, an employee will perform seriously and with good quality. This is in line with the opinion of Paul Bennel (2004: iv) Incentives for schools and teachers in the public education system to perform well are often weak due to ineffective incentives and sanctions. This means that incentives for schools and teachers in the public education system work well are often weak due to ineffective incentives and sanctions. From this statement

it can be seen, that the system of giving incentive tendencies will have an impact on a person's behavior in achieving effective work results. The provision of incentives contributed 6.2% to the performance of primary school teachers in the city of Manado.

V. CONCLUSION

Based on the results of data analysis in this study, some conclusions can be drawn as follows:

1. There is a meaningful relationship between teacher competence and the performance of elementary school teachers in the city of Manado. The direction of positive relations with the regression equation $\hat{Y} = 47,711 + 0,615X_1$, and the magnitude of the relationship of 0,615 or 37,8% of the performance of primary school teachers in the city of Manado is determined by teacher competency variables.
2. There is a meaningful relationship between providing incentives with the performance of elementary school teachers in the city of Manado. The direction of a positive relationship with the regression equation $\hat{Y} = 71.409 + 0.249X_2$, the relationship of 0.249 or about 6.2% of the performance of primary school teachers in the city of Manado is determined by the incentive variable.
3. There is a meaningful relationship between teacher competence and providing incentives with the performance of elementary school teachers in the city of Manado. The direction of a positive relationship with the regression equation $\hat{Y} = 26,217 + 0,572X_1 + 0,209X_2$. The relationship of 0.635 or about 40.1% of the performance of primary school teachers in the city of Manado is determined simultaneously by variables of teacher competence and incentive giving.

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