

Investigating Teaching Performance of Vocational School Teachers: Profession Allowance and Work Motivation

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Abstract— This research aims to reveal and analyze the teaching performance of Vocational High School (VHS) teachers which is influenced by profession allowance and work motivation. Profession allowance and work motivation are the most significant variables beside competence. Profession allowance becomes motivation for teachers to improve the teaching performance. Meanwhile, the empirical study shows that there are some teachers who still have low motivation and some teachers take certification for profession allowance only. It is the reason why performance of some teachers is not optimal yet. The method which is used in this research is survey by correlational research approach. The population of this research is teachers which have possessed certification at VHS in West Java. The finding of research shows that teacher's motivation and profession allowance have positive and significant influences to the teaching performance of the teachers. The correlation value of teacher motivation to the teaching performance of the teacher is in medium level and the correlation value of profession allowance to the teaching performance of the teacher is in low level. Based on the research, there are some suggestions which are given by researcher to the concerned parties.

Keywords: *Profession Allowance, Work Motivation, Teaching Performance.*

I. INTRODUCTION

Motivation is the most essential thing in development of world education system, it becomes the first rank of educational resource strategy and surely decided success of education and performance [6]. Motivation is aspect which will influence the teaching performance because the capacity of people in doing their work is influenced by how far their encouragement coerces them to work. Motivation is a tendency which is possessed by someone to expand, implement and making exploration which is appropriate [2]. Motivation of teacher performance is motoric system to produce the teaching performance of the teacher. The rising of teaching performance of the teachers improves the possibilities of growing the teacher performance. Teachers with good teaching performance will produce an interesting lesson, as teachers they should motivate students. In the class, teachers come into being main character who make the students can give their

questions and opinions actively. Teachers should make a planning to give questions which could be answered by students creatively and imaginatively. The educational proses will not happen by itself, it should be planned, programed and facilitated by the teachers as educator. Therefore, high motivation is really needed by teachers to get best teaching performance.

Profession allowance is given by government to the teachers when they have possessed educator certificate. It is based on the law of 'Undang-Undang Guru and Dosen pasal 16', cited that "Teachers who possess educator certificate, they have a right to get incentive as profession allowance". The incentive from profession allowance which will be given by government to the teachers is as much as salary per month. Therefore, the teacher who have possessed the profession allowance is expected can improve their teaching performance. The main purpose of certification is not to get profession allowance but to prove that they are competence. It should be realized that teachers will not find another way to get profession certificate but preparing their self by learning to face certification. In fact, there are always teachers who do not show their professionalism at teaching. This is the factor why student lesson achievement hard to get improvement.

Mitchell (Yusrizal, 2008: 1) states that performance is the function from ability and motivation factor. It means if there were a changing on function from that factor then it would influence the performance directly. Therefore, teachers who have possessed profession allowance are expected can improve their performance. Performance is not only about competence but also motivation and commitment to work the job. On the other words, performance is the realization of competence which consists of ability. There are two motivation, first is motivation to finish the job and second is motivation to progress and process the environment condition.

Based on those factors above, it is not easy to make realization of the expectation at all. The latest studied showed that certification program which was given by government did not improve teaching performance at school directly. Teachers who work by low motivation and teachers who take

certification, they only expect to get profession allowance. They do not realize that to fulfill the duty as a professional teacher is not easy. Based on the background above, teachers are the central character of studying and teaching process. They have huge influences of the success of education at school. Therefore, the researcher is interested to analyze and find out the influences “The Teacher Work Motivation and Profession Allowance to The Teaching Performance of The Teacher at VHS in West Java.”

The method which is used in this research is quantitative research approach (Qualitative Research). The object of this research is teachers which have possessed certification at 50 VHS in West Java at sector of technology and electronics engineering study program by pedagogic competence of industrial electronics engineering. Meanwhile, the population of this research is the whole certificated teachers at VHS in West Java.

II. METHOD

The method which used in this research is quantitative research, which is survey by correlational research approach, inferential statistics research as a research model and the population is Vocational High School teachers of 50 VHS in West Java, Indonesia which have possessed certification. To choose the sample is use a stratification random number.

III. RESULT

As the aims of the research, classification data is analyzed as in the tests and the result of analysis can be seen as in the following:

A. Linearity Tests

Applying SPSS 16.00 in the data analysis obtains the calculation of linearity test X1 as following:

TABLE I. ANOVA^B

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5561.508	1	5561.508	16.342	.000 ^a
	Residual	16335.372	48	340.320		
	Total	21896.880	49			

^a. Predictors: (Constant), Teacher Motivation

^b. Dependent Variable: Teaching Performance of Teacher

TABLE II. COEFFICIENTS^A

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	75.716	25.357		2.986	.004						
	Teacher Motivation	.923	.228	.504	4.043	.000	.504	.504	.504	1.000	1.000	

^c. a. Dependent Variable: Teaching Performance of Teacher

The analysis shows that F value is 16.342 with signification 000a. The result shows that Sig. (16.342) > a (0.05), it means that the model regression is linear. Furthermore, the analysis of X2 by applying SPSS 16.00 shows the result as following:

TABLE III. ANOVA^B

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3504.113	1	3504.113	9.145	.004 ^a
	Residual	18392.767	48	383.183		
	Total	21896.880	49			

^a. Predictors: (Constant), Profession Allowance

^b. Dependent Variable: Teaching Performance of Teacher

TABLE IV. COEFFICIENTS^A

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	92.395	28.338		3.260	.002						
	Profession Allowance	1.488	.492	.400	3.024	.004	.400	.400	.400	1.000	1.000	

^a. Dependent Variable: Teaching Performance of Teacher

The analysis shows that F value is 9.145 with signification .000a. The result of analysis shows that sig. (9.145) > a (0.05), it means that the model regression is linear.

B. Correlation Test

Data analysis is applying SPSS 16.00 to obtain the calculation of correlation test X1 towards Y as following:

TABLE V. DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
Teacher Motivation	110.42	11.537	50
Teaching Performance of Teacher	177.68	21.139	50

TABLE VI. CORRELATIONS

		Motivasi Guru	Kinerja Mengajar Guru
Teacher Motivation	Pearson Correlation	1	.504**
	Sig. (2-tailed)		.000
	N	50	50
Teacher Performance	Teaching Pearson Correlation	.504**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the analysis on the table above, relationship value between X1 variable and Y variable is 0.504; it means that relationship between Teacher Motivation toward Teaching Performance of Teacher is in medium level. Value of Sig. (2-tailed) = 0.000. Value of Sig. (2-tailed) is smaller than $\alpha = 0.05$, size of influences each variable is clarified by determination of coefficient (r²) that is 0.5042 = 0.254 or 25.4%. The hypothesis in this research which stated that “There are positive and significant influences from Teacher

Motivation variable to Teaching Performance of Teacher variable” is accepted. The presentation of influences is 25.4%.

Furthermore, by applying SPSS 16.00 is obtained the calculation of correlation test X2 towards Y as following:

TABLE VII. DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
Profession Allowance	57.32	5.684	50
Teaching Performance of Teacher	177.68	21.139	50

TABLE VIII. CORRELATIONS

		Tunjangan Profesi	Kinerja Mengajar Guru
Profession Allowance	Pearson Correlation	1	.400**
	Sig. (2-tailed)		.004
	N	50	50
Teaching Performance of Teacher	Pearson Correlation	.400**	1
	Sig. (2-tailed)	.004	
	N	50	50

** Correlation is significant at the 0.01 level (2-tailed).

The table shows data analysis of relationship between X2 variable and Y variable 0.400; it means relationship level between Profession Allowance towards Teaching Performance of Teacher in low level. Value of Sig. (2-tailed) = 0.000. Value of Sig. (2-tailed) is smaller than $\alpha = 0.05$, size of influences each variable is clarified by determination of coefficient (r^2) that is $0.400^2 = 0.16$ or 16%. The hypothesis in this research which stated that “There are positive and significant influences from variable Profession Allowance to Teaching Performance of Teacher” is accepted. The presentation of influences is 16%.

The last data analysis is still applying SPSS 16.00 to obtain the calculation of correlation test variable X1 and X2 towards Y as following:

TABLE IX. DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
Teacher Motivation	110.42	11.537	50
Profession Allowance	57.32	5.684	50
Teaching Performance of Teacher	177.68	21.139	50

TABLE X. CORRELATIONS

		Motivasi Guru	Tunjangan Profesi	Kinerja Mengajar Guru
Teacher Motivation	Pearson Correlation	1	.743**	.504**
	Sig. (2-tailed)		.000	.000
	N	50	50	50
Profession Allowance	Pearson Correlation	.743**	1	.400**
	Sig. (2-tailed)	.000		.004
	N	50	50	50
Teaching Performance of Teacher	Pearson Correlation	.504**	.400**	1
	Sig. (2-tailed)	.000	.004	
	N	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

TABLE XI. MODEL SUMMARY^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	.505 ^a	.255	.224	18.625	.255	8.062	2	47	.001	.772

^a Predictors: (Constant), Profession Allowance, Teacher Motivation

^b Dependent Variable: Teaching Performance of Teacher

As in the analysis before, the table shows data analysis of relationship between X1 and X2 towards Y variable is 0.505; it means relationship level between Teacher Motivation towards Teaching Performance of Teacher in medium level. Value of Sig. (2-tailed) = 0.000. Value of Sig. (2-tailed) is smaller than $\alpha = 0.05$, size of influences each variable is clarified by determination of coefficient (r^2) that is $0.505^2 = 0.255$ or 25.5%.

IV. DISCUSSION

The result of research shows relationship between variable X1, variable Y is in medium level with value 0.504. Meanwhile value of Sig. (2-tailed) = 0.000. Value of Sig. (2-tailed) is smaller than $\alpha = 0.05$, the size of effect each variable is clarified by determination of coefficient (r^2), that is $0.504^2 = 0.254$ or 25.4%. It can be concluded that statement of “There are positive and significant influences from Teacher Motivation variable to Teaching Performance of Teacher variable” is accepted. The percentage of influences is 25.4%. Teacher needs high motivation to do their duty. High motivation will give a commitment and also high responsibility in carrying out the job. As following this statement:

Studies have suggested that teachers or instructors who are committed and responsible or accountable for their classroom and students would result in classroom and teachers’

effectiveness. Numerous studies found that commitment and responsibilities ensure quality or effective classroom management and teaching effectiveness [1].

Motivation has big influences to the teacher performance because motivation is controlled from inside. In the classical theory, motivation which is from the inside of human or called as intrinsic motivation will effect to the daily activities especially in teaching. Therefore, motivation will show the big influences to the teacher in educational activities [8]. Teacher motivation is influential, it can be drawn by how the teacher guide and deliver their knowledge to the students. It is a proven that motivation is more significant to improve the productivity of teaching and also contribute more to progress of student activities in the class [3]. Following the result of research, it is necessary to design some strategies for developing teacher motivation because teacher motivation truly gives big influence to the rising of teacher performance.

Another result of the research shows that the relationship value each X2 variable towards Y variable is 0.400; it means the level of relationship between Profession Allowance and Teaching Performance of Teacher is in low level. Value of Sig. (2-tailed) = 0.000. Value of Sig. (2-tailed) is smaller than $\alpha = 0.05$, the size of influences is clarified by determination of coefficient (r^2) that is $0.400^2 = 0.16$ or 16%. It can be concluded that statement of "There are positive and significant influences from variable Profession Allowance to Teaching Performance of Teacher" is accepted. The percentage of influences is 16%.

Profession allowance is given to teachers and lecturers who have possessed educator certificate as appreciation of professionalism (PP No.41 Years 2009). Certification is prime requirement for teachers who want to possess profession allowance. National Commission on Educational Services (NCES) in Mulyasa (2007: 34) explains the meaning of certification commonly as "Certification is a procedure whereby the state evaluates and reviews a teacher candidate's credentials and provides him or her a license to teach". The purpose of profession allowance must be following by teacher certificate is to improve the quality of teachers as appreciation of professionalism. It can take up the prestige, competence, study quality and educational service of the teachers.

The last finding of this research shows relationship value between X1 variable and X2 with Y variable is 0.505; it means level of relationship between Teacher Motivation and Profession Allowance to Teaching Performance of Teacher is in medium level. Value of Sig. (2-tailed) = 0.000. Value of Sig. (2-tailed) is smaller than $\alpha = 0.05$, the size of influences each variable is clarified by determination of coefficient (r^2), that is $0.505^2 = 0.255$ or 25.5%. It can be concluded that statement of "There are positive and significant influences from Teacher Motivation and Profession Allowance variable to Teaching performance of Teacher" is accepted. The percentage of influences is 25.5%. The result of this research show that in forming teacher performance optimally is needed some influential factors, such as motivation and profession allowance which must be designed systematically. The main purpose of teacher performance system is to make sure that students receive many advantages from educational system which is

managed by teacher. Teacher should make some evaluations equitably, effectively and consistently in every schools, it promotes the growing of professional teachers [4].

V. CONCLUSION AND SUGGESTION

The results of the research show positive and significant influences of Teacher Motivation variable to The Teacher Teaching Performance by relationship level in medium level. The influences of profession allowance to the teacher teaching performance, both of them have positive and significant influences with low relationship level. The last result is positive and significant influences of Teacher Motivation and Profession Allowance to Teaching Performance of Teacher with medium relationship level. Based on those results, there are some factors besides motivation and allowance which influence the teaching performance of the teachers, such as factors of teacher competence, lesson media, culture at school, leadership of principal, etc.

From the results of research, there are some indicators which possess low score rather than another indicator. This is some suggestions that researcher presents based on the analysis, such as:

1. Principal/Headmaster

- a. Interlacing a harmony relationship with teachers and becoming a motivator for them in performing the job.
- b. Creating a policy which have mutual benefit between teachers and schools, so the teachers feel comfortable and have a passion to improve the schools.
- c. Giving facilities to the teachers which support to improve the potential aspects by giving a rewards to the teachers who possess high dedication and achievement.
- d. Giving a change to the teachers for holding a training and studying by supporting an optimal fund.

2. Teachers

- a. Improving and motivating the potential aspect for obtaining their expectations.
- b. Improving discipline with high responsibility for obtaining the school vision and mission.
- c. Improving academic skill by holding a formal education or training, such as: making an academic paper and lesson modules.
- d. Improving commitment to school, such as: teaching seriously, involving to school activities, showing the loyalty and dedicating to school development.

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