

Teacher Performance In Madrasah Ibtidaiyah Was Reviewed Of Perception Of Compensation

Sugiyono, Erwin Erlangga

Abstract: This study aims to examine the relationship between perception of compensation and teacher performance. The hypothesis of this study is that there is a positive relationship between perceptions of compensation and teacher performance. The more positive the perception of compensation, the higher the teacher's performance and vice versa. The subjects of this study were 150 Madrasah Ibtidaiyah teachers in Brebes. The sampling technique used is population study. Retrieval of data using teacher performance instruments and scale of perception of compensation. The number of valid items used for the final data analysis is 30 items for the scale of perception of compensation, while the teacher performance instrument is not tested for validity. Data analysis was performed using Product Moment correlation techniques. Calculation of data analysis using SPSS (Statistical Packages for Social Science) for windows version 23. The results showed no relationship between perceptions of compensation with teacher performance indicated by the results of $r_{xy} = -0.038$ and $p = 0.848$ ($p > 0.05$). This shows the conclusion that the higher the teacher's perception of compensation is not automatically the higher the teacher's performance.

Keywords: teacher performance, perception, compensation

1. INTRODUCTION

Education is a social process in which people are exposed to selected and controlled environmental influences (especially coming from schools), so that they can obtain or experience the development of social abilities and individual abilities optimally[1]. Education is a universal human need. Education is also seen as one aspect that plays a very important role in the process of improving the quality of human resources[2]. Teachers who are one of the elements in the field of education must play an active role and place their position as professional staff, in accordance with the demands of a growing society[3]. According to the National education system Act Law No. 20 of 2003 the teacher is a teaching staff specifically appointed with the main task of teaching[4]. States a teacher who has a high performance if he can carry out the teaching and learning process effectively and has a target of achieving high learning outcomes. Competent teachers will have a high level of performance and can increase the level of trust in society. Manifestation of teacher performance behavior is the teacher's activities in the learning process, namely how a teacher plans learning, implements learning activities and assesses[5]. Planning a good future education is to build and improve teacher quality[6]. Teacher performance so far has not seemed optimal. The teacher carries out his task only as a routine activity, a space of creativity. Innovation for teachers is relatively closed and their creativity is not part of achievement. Teachers developing their creativity tend to be considered a waste of time and wasteful[3]. One of the causes of the low quality of education in Indonesia is the component of teacher quality. The low professionalism of teachers in Indonesia can be seen from the feasibility of teaching teachers.

Data from the Directorate of Elementary Education in the Ministry of National Education in 2015 showed that there were 9243 (45.96%) elementary, junior high and high school teachers who did not have the minimum educational qualifications[7]. Based on preliminary findings from the results of a survey conducted by the Indonesian Teachers Association (PGRI) in 16 of the 28 provinces studied regarding the impact of teacher professional certification on teacher performance. The results have shown that the performance of certified teachers has not significantly improved. But from the phenomenon in the field, the authors see several problems that need to be further investigated to produce a change towards a better direction. Among them, some teachers who are not disciplined and lack discipline are present in schools and in planning learning. Based on the results of the author's initial interview with one of the teachers, a factor that constrains the teacher is compensation that is not in line with expectations, so the teacher looks for income outside the consequences, the teacher is not ready when entering class, the method used for students when teaching and learning is still a method that is monotonous, thus causing students to be bored and bored. Another problem for teachers is the lack of facilities and infrastructures that can be used to improve teacher performance. Based on data from interviews with other teachers, researchers see teachers do not have maximum performance indicators are teachers sometimes do not make Learning Implementation Plans (RPP) in preparation for teaching, teachers also often postpone daily tests as student evaluations, sometimes teachers also leave students on teaching and learning time, rarely use learning media facilitated by the school such as LCD. States that the higher the internal factors, the higher the performance[7] and conversely, the lower the internal factors, the lower the performance. States that performance comes from the notion of performance. According understanding of performance when associated with performance as a noun whose output is the result of work, then performance is the work achieved by someone in accordance with the authority and responsibility in the effort to achieve company goals.

TEACHER PERFORMANCE

- Sugiyono, Erwin Erlangga
- Sugiyono, Universitas Negeri Semarang, Indonesia. Email: sugiyono@mail.unnes.ac.id
- Erwin Erlangga, Universitas Semarang, Indonesia. Email: erwinerlangga@usm.ac.id

Teacher performance is an activity which includes planning learning, implementing learning or teaching and learning, and evaluating. In the National Education Ministerial Regulation Number 35 Year 2010 teacher performance is the result of an assessment of the process and work results achieved by teachers in carrying out their duties. According to assessment of teacher performance is an effort to obtain a picture of the knowledge, skills, values and attitudes of teachers in carrying out their duties and functions, which are shown in the appearance, deeds, and work performance. State teacher performance can be interpreted as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set during certain periods in the framework of achieving educational goals. Teacher performance criteria determined by the Ministry of National Education are as follows: (1) personal development ie the indicators used are teaching applications, extracurricular activities, teacher's personal qualities, (2) learning is the indicator used is planning, implementation, and evaluation, (3) learning resources, the indicators used are the availability of teaching materials and the use of learning resources. According Mulyasa[8] to there are three aspects assessed in teacher performance appraisal, consisting of: (a) learning planning includes the formulation of what will be done in facilitating student learning activities, and how to do it, as well as what students can get and absorb after completing learning (b) in carrying out learning activities there are five things that must be paid attention to by the teacher, namely generating student motivation, building effective communication with students, disciplining students, developing effective learning strategies and developing conducive classroom management, (c) evaluating learning outcomes to determine the level of absorption and ability of students and improve learning. State the factors that influence teacher performance, namely (a) internal factors include ability, skills, personality, perception, motivation to become a teacher, field experience, and family background, (b) external factors include salary, facilities and infrastructure, physical work environment, leadership.

PERCEPTION OF COMPENSATION

Perception is an automatic process that occurs very quickly and sometimes is not realized where someone can recognize the stimulus received. Perception is a process of receiving stimulus by individuals through the senses called the. Perception is essentially a cognitive process experienced by everyone in understanding information about their environment, both through vision, hearing, appreciation, feeling and smell[9]. Compensation is all income in the form of money, direct or indirect goods received by employees in return for services provided to the company[10]. Compensation is an important factor that influences how and why people work in one organization and not in other organizations[11]. Aspects of perception is the effect or result of a stimulus that gives rise to a state or state contained in the human psyche that includes cognition related to recognition, emotions related to feelings, conations related to motives or wills. Aspects of perception according are as follows: the process of recognition, the process of interpreting or interpreting the information obtained, making conclusions that shape the form of

individual perception. According Mathis[12] to there are two components of compensation, consisting of financial and non-financial. Financial consisting of (a) direct compensation consists of basic payments, salaries, commission bonuses, profit sharing, profit sharing, share distribution, (b) indirect compensation consists of health insurance programs, pensions, labor insurance, non-working hours such as holidays, holidays, annual leave, maternity leave, and facilities such as vehicles, office space, parking spaces. Non-financial consisting of (a) characteristics of the job include interesting tasks, challenges, responsibilities, recognition, a sense of achievement, (b) the work environment includes healthy policies, competent supervision, pleasant working relatives and a comfortable work environment.

2. METHOD

Research Subjects

Population is all parts or members of the object to be observed. The population can be people, objects, objects, events, or whatever is the object of the survey. The study population was the teacher at the Madrasah Ibtidaiyah in Brebes, while the sampling using the Mc Kecy table (in Sugiyono) with an error of 5% so as to get the number of 150 respondents as research subjects

Data analysis method

After the data is obtained, the researcher analyzes the data using the Product Moment Correlation technique, the results are used to prove the hypothesis of the research and finally it can be used as the final conclusion of the study. The data obtained were processed using the SPSS (Statistical Program for Social Science) program for Windos 23. There is a positive relationship between perceptions of compensation and teacher performance. The more positive the perception of compensation, the higher the teacher's performance and vice versa.

3. RESEARCH RESULT

Normality test

Normality test is carried out on the teacher performance variable and the perception variable on compensation to determine whether the research variable is normal or not. Normality test results show that: (1) Teacher performance variables are normally distributed with Kolmogorov-Smirnov value $Z = 1,339$ $p = 0.056$ ($p > 0.05$). (2) Variable perceptions of compensation are normally distributed with the value of Kolmogorov-Smirnov $Z = 1184$ $p = 0.121$ ($p < 0.05$).

Linearity Test

Linearity testing is carried out on the perception variable towards compensation and the teacher performance variable to determine the relationship between the two. Linearity test results performed on the variable perception of compensation with teacher performance shows that the Flinier of 0.290 with $p = 0.602$ ($p > 0.05$) states there is no linear relationship between the teacher performance variable data and the perception variable towards compensation.

Hypothesis testing

After testing the assumptions, then testing the hypothesis using the Product Moment correlation technique to test whether there is a relationship of perception of compensation with teacher performance with the help of SPSS (Statistical Packages for Social Science) for windows version 23. Based on the results of data analysis obtained $r_{xy} = -0.036$ and $p = 0.829$ ($p > 0.05$) so the hypothesis in this study was rejected. This shows there is no relationship between perception of compensation with teacher performance.

4. DISCUSSION

Hypothesis testing results show that there is no relationship between perception of compensation with teacher performance so that the hypothesis proposed by researchers is rejected. Compensation is an important factor that influences how and why people work in an organization and not in other organizations compensation is a counter achievement against the use of labor or services that have been provided by workers work ... Compensation is the number of packages offered for the use of labor, assessment of teacher performance is an effort to obtain a picture of the knowledge, skills, values and attitudes of teachers in carrying out their duties and functions, which are shown in the appearance, deeds, and work performance. The performance of teachers can be interpreted as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set during a certain period in the framework of achieving educational goals. With the rejection of this hypothesis, it raises the thought of causing the rejection of the first possible hypothesis because the teacher performance assessment comes from the assessment of existing performance and is the result of secondary data that does not use methods of validity and reliability of the data. Based on secondary data obtained by researchers that teacher performance is in the low category. The possibility of both teacher performance is low, this is not necessarily due to teacher perceptions of compensation, this is because perception is subjective. Perception is the teacher's perspective on the compensation received, so it does not mean reducing teacher performance. Based on the results of secondary data obtained it can be concluded that teacher performance is categorized as "low", while perceptions of teacher compensation are categorized as high, so teacher performance is influenced by other factors. Many factors affect teacher performance. States the factors that affect teacher performance are internal factors that come from within the teacher which include: ability, skills, personality, perception, motivation to become a teacher, field experience, and family background. External factors that come from outside the teacher include salary, facilities and infrastructure, physical work environment, leadership, stated that compensation is not the main factor in influencing teacher performance, other factors that influence performance are motivation and education. in accordance with research conducted on the contribution of internal and external factors to improving the professional performance of teachers, states that compensation is not the main factor influencing teacher performance. The main

factor for improving teacher performance is the education management process that requires a variety of approaches to achieve goals, including an integrated system approach and approach. The system approach studies management from the point of view of the system, sub-systems and system components with an emphasis on interactions between the components within it. While the integrated management approach is based on prevailing norms and conditions, examines the past, and is carefully oriented towards the future. Education management is a system of management and structuring of educational resources, such as education staff, students, the community, curriculum, funds (financial) educational facilities and infrastructure, governance and educational environment. The model that can be used is the SBM Model/ School Based Model The SBM (School Based Management) model or School Based Management in Indonesia arises due to political changes and economic crises that develop into socio-political crises that have an impact on changes in education management. SBM aims to empower schools by giving authorities (delegation of authority) to schools to make improvements and improve quality on an ongoing basis (quality continuous improvement). SBM as a result of political change also aims to design school management by changing the decision-making system that was originally the central authority transferred to its autonomy at the school level. The school is an educational institution, the goal is to achieve the resulting processes and outputs based on educational values and transformation. Therefore, in its implementation, a condition which is nuanced in education is needed, including in management. Basically, school management is a management process that is carried out systematically, planned, and continuously. In general, the process relates to school construction, school finance, school personnel, facilities and teaching and learning processes. All aspects, in essence, are very much determined by the characteristics of leadership abilities, internal and external communication in achieving school goals. School management is very complex and unique, complex related to personal and group involvement both internally and externally. As for the typical, namely the objectives to be achieved in connection with the demands of the need for education. Thus, a dynamic school managerial is needed in line with the development of community demands in general. One strategic component in school management is the principal. In the state school organizational structure, the principal is a formal position. In order to achieve school goals, the principal must meet the educational leadership criteria. Facing the complexity of the school path, it takes personal who has the ability to minimize the complexity of the problem. One of the personal components on which schools are based is the school principal. The principal is required to have the ability, (a) to see that the resources available to provide adequate encouragement for teachers, (b) devote much time to the processing and coordination of the teaching and learning process, and (c) communicate regularly with staff, parents, students and members of the surrounding community. Many opinions say that leaders are people who bring change, and people who always want to know why something happened. Even leadership is often regarded as the most important factor for the success or failure of an institution such. As an educational institution, schools must

be led by a school principal who is capable and competent as an administrator as well as a leader. The principal is an essential factor for school improvement and reform. In an effective school program, staff and students formulate a vision and mission that will develop consensus and ownership of the aims and objectives of the school. As a key educational actor, the headmaster of an effective school is seen as the person most responsible for the progress of the school and the person who must guarantee a good and orderly atmosphere, disciplined and purposeful, a climate for creating high expectations, for staff and students, collegial and collaborative relationships between staff, commitment between staff and students towards school goals, adequate learning time, and adequate staff development. As an administrator as well as a leader, the principal must be prepared to be able to obtain knowledge, both theoretically and practically, conduct research, as well as practice about supervision. To prepare an effective headmaster one must be prepared with theoretical and practical knowledge and skills. To advance learning in schools, it requires that instructional leadership requires continuous and long-term dedication from the principal, to superior teaching processes, not just once. To create leadership in an effective learning process at school, a school principal must truly understand, and experience educational techniques, and have a personal vision of academic excellence that can be translated into effective classroom strategies. A school principal demands to be involved in various activities that produce various impacts and have a direct effect on the learning program. The principal must set a mission and develop a common goal and a vision to build the same direction for all followers. In managing curriculum and learning, principals must have knowledge of the latest content, content, media programs, learning programs, and strategies and approaches. A positive learning climate is built by giving high hopes to teachers that their students will perform high, build relationships between daily activities and student achievement, and reward their academic achievements. The principal manages the teaching through observation and evaluation of the teaching strategies used by the teacher. Then also need to be assessed regularly and periodically through summative and formative evaluation, to match the curriculum that is running with the desired curriculum. Efforts to provide quality formal education are closely related to carefulness and accuracy in identifying, formulating, packaging, and describing educational policies, strategies and operational programs. This means that the principals' managerial abilities and professional services of education personnel need to be developed and functioned optimally. Therefore, schools as the foremost work units that are directly related to the real needs in the field of education, it is time to have work autonomy in carrying out management in their schools. Under the leadership of professional principals, they are expected to be able to present and develop themselves in accordance with their potential, which in turn can improve the quality of education in their institutions. Thus, an effective school will be created which causes the public trust in formal education institutions to increase. Head leadership is the core of school management, because leadership is the driving force of all sources and tools (resources) available to an organization. These resources are classified into two major groups,

namely: (1) human resources; (2) non-human resources. The basic task of a leader is to form and maintain an environment where people work together in a well-organized group, completing the task of achieving the goals set.

5. CONCLUSION

Based on the results of the study it can be concluded that there is no relationship between perception of compensation with teacher performance, so the hypothesis in this study was rejected. The school principal along with paraguru and all staff employees who are in the school should always try to create a comfortable, healthy and conducive climate in the school organization. This will be able to create a sense of comfort for students, thus increasing motivation to learn and get maximum learning results. As a principal, the competency of the principal must exceed the competency of an ordinary teacher. A school principal must have dimensions of personality competence, managerial, entrepreneurship, supervision, and social. The results of other studies indicate that community participation, leadership, human resource development, and facilities and infrastructure influence efforts to improve the quality of schools in MI. The four elements are interconnected with each other and the lack of one of these elements can have a negative impact on the other three elements. So, it must be done as much as possible to make improvements and improve the quality of the four elements so that the ideals to raise the name of MI in line with other favorite schools can be realized.

6 REFERENCES

- [1] A. Y. S. Sudharto, Tri Suyati, Agus Sudarno, Wiwik Kusdaryani, Pengantar Ilmu Pendidikan. Semarang: FIP IKIP PGRI Semarang, 2009.
- [2] E. Erlangga and T. Prihatin, "Management Model Of Social Capital Based Schools To Improve Teacher Performance," vol. 8, no. 12, pp. 4037–4043, 2019.
- [3] Sadirman, *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Press, 2011.
- [4] Popi Sopiati, *Manajemen Belajar Berbasis Kepuasan Siswa*. Bogor: Ghalia Indonesia, 2010.
- [5] Rusman, *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Press, 2011.
- [6] I. Shofwan, R. Sugiarti, E. Erlangga, and A. Yogatama, "Indicator Of Teacher Work Stress," vol. 8, no. 12, pp. 730–736, 2019.
- [7] Syaiful Sagala, *Manajemen Strategik dalam Peningkatan Mutu Pendidikan*. Bandung: Alfabeta, 2009.
- [8] E. Mulyasa, *Uji Kompetensi dan Penilaian Guru*. Bandung: PT Remaja Rosdakarya, 2013.
- [9] Barnawi dan Mohammad Arifin, *Kinerja Guru Profesional*. Jogjakarta: AR-Ruzz Media, 2012.
- [10] M. S. . Hasibuan, *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara, 2009.
- [11] R. L. dan J. H. J. Mathis, *Manajemen Sumber Daya Manusia*. Alih Bahasa: Jimmy Sadeli dan Bayu Prawira Hie. Jakarta: Salemba Empat, 2002.
- [12] Henry Simamora, *Manajemen Sumber Daya Manusia Edisi III*. Yogyakarta: STIE YKPN, 2004.