

Effect Of Welfare And Teaching Motivation On Professional Competence Of Elementary Teachers Using Participatory Action Research (Par) Methods

by Tita Rosita Jurnal

Submission date: 16-May-2023 10:35AM (UTC+0700)

Submission ID: 2094308956

File name: Effect_of_welfare.pdf (269.62K)

Word count: 3178

Character count: 17467

Effect Of Welfare And Teaching Motivation On Professional Competence Of Elementary Teachers Using Participatory Action Research (Par) Methods

Mumu Munandar, Firmanul Catur Wibowo, Tita Rosita

Abstract: Teacher professional competence is one of the factors to improve the quality of education. The teacher's professional competence is influenced by several factors, including welfare and motivation to teach. This study aims to analyze the influence of these factors. This study was conducted on teachers in the Solear District 01 Cluster, totaling 76 respondents. The independent variable in this study is the welfare and motivation of teaching teachers while the dependent variable is the professional competence of teachers. The Participatory Action Research (PAR) method is used to see the difference between the results of the analysis without participation and the active participation of relevant stakeholders. So the involvement of the Principal is important in this research. Scale measurement using a Likert scale. Data collection procedures using questionnaire and observation methods. As for the analysis of the data using descriptive analysis and simple regression and multiple regression. The software used in the analysis is SPSS 20. From the estimated standard for the variables of Welfare (x_1), Teaching Motivation (x_2), Teacher Professional Competency (y) the structural equation can be made as follows $Y = 93.908 + 0.010 x_1 + 0.603 x_2$. The analysis shows that the variable Teacher Professionalism is influenced by the welfare and motivation to teach together at 96.3% while the remaining 3.7% is influenced by other variables outside this research model. So it can be concluded that the effect is very significant. However, if you look at the analysis results of each variable, the positive value is only the variable of teaching motivation while the welfare variable is negative. However, the principal's observations through the observation sheet during the research of the respondents showed positive changes in an effort to improve their professional competence.

Keywords: Welfare, Teaching Motivation, Professional Competence, Participatory Action Research (PAR)

1. INTRODUCTION

Based on the grades of the Education Quality report cards from the Ministry of Education and Culture (2018) that the lowest standard is the Standards of Educators and Education Personnel. One factor in the low standard is the difference between PNS and Non PNS teachers. These differences allow for differences in the welfare and motivation of teaching as well as others. So that these differences allow high or low teacher professional competence. It must be recognized that teachers who have high professional competence will produce high graduates as well, and vice versa. For this reason, the Law on Teachers or Educators states that there are four professional competencies that teachers must possess, namely: pedagogical competence, social competence, academic competence, personal competence related to his personality (Feng & Richards, 2018). The researcher considers it important to conduct research to be able to help solve problems or find solutions so that the competence of teacher professionalism increases. The thing that can be done is to analyze the factors that can influence the professionalism competence (Arifin, 2014). There are at least 2 factors mentioned above, namely welfare and teaching motivation. Haiyan, Walker, & Xiaowei (2016) in his research suggested that an increase in the welfare of employees or honorary teachers could improve their

qualifications and actualization. In essence, educators need help to become professional teachers in accordance with the requirements of the law. This can be done by involving teachers in training or coaching activities or programs or also increasing education strata both strata one and strata two. In addition, an appropriate salary can motivate teachers to improve their performance. This is in accordance with the results of (Zhu, Gardner, & Chen, 2016) research which found a positive Relationships between work team climate, individual motivation, and creativity. Arifin (2014) concluded there was an influence of teacher motivation with teacher performance. This is also consistent with research conducted by Lai, Hsiao, & Hsieh (2018) which states that teaching motivation provides a good increase in teaching performance. If you look at these two studies, it can be ensured that the teaching motivation of teachers is very important in improving their performance and professionalism. No less important is the effect of experience or tenure of the teacher.

Brody & Hadar (2015) writes that teachers devote themselves in the world of education so that the length of their service will affect their professionalism in carrying out their tasks compared to those who have not recently served. This is appropriate because in pursuing their fields, teachers gain additional experience and expertise. The experience will increase with the increase in the teacher's tenure. So that the competence of teacher professionalism can continue to increase and develop according to the needs of the times. With increasing teacher professional competence, the quality and quality of education can continue to compete in the global world. From the results of the study of researchers above there is no linking with the task of supervisors and principals. Katewa & Heystek (2018) in their research revealed that the leadership of the principal as a manager can produce brilliant achievements. The participation of school principals and supervisors in the

- Mumu Munandar currently pursuing a master's degree program in education at the Universitas Terbuka of Indonesia, PH- + 6285284370290. Email: mumu.munandarrazka@gmail.com
- Firmanul Catur Wibowo is currently a lecturer at Universitas Negeri Jakarta of Indonesia Email: firmmanul27@gmail.com
- Tita Rosita is currently a lecturer at the Universitas Terbuka of Indonesia Email: tita@ecampus.ut.ac.id

research will likely get different results from previous studies. For this reason, in this study using the Participatory Action Research (PAR) method (Paredes-Chi & Castillo-Burguete, 2018). Of course, researchers hope the results can be useful for improving teacher professional competence so that the quality of education can improve.

2. METHOD OF RESEARCH

The research began with making instrument lattices and proceed with arranging instruments. The instruments that have been prepared are tested for their validity and reliability. It is also validated by experts who are experienced in education. The instrument used in the form of a questionnaire. After the questionnaire is distributed and the data obtained, then the data is processed and analyzed, then the results are discussed and concluded. The population is teachers in Cluster 01, Solear District, Tangerang Regency with a total of 76 people. Because it is less than 100, the sampling technique is saturated sample that is taken entirely. For measuring the scale used a Likert scale. The procedure for collecting data uses the questionnaire method. To support the PAR method, observations were also made by the Principal. The data obtained were analyzed descriptively, then normality and linearity were tested. After that the data is analyzed using simple regression and multiple regression.

3. DISCUSSION AND RESULTS

1. Descriptive Analysis Results

a. Teacher Welfare

A total of 8 teachers or respondents (10.53%) were in the low category, and 30 teachers or respondents (39.47%) were in the medium category, and 38 teachers or respondents (50%) were in the high category section.

b. Teacher's Motivation

A total of 23 teachers or respondents (30.26%) were in the low category, 17 respondents (22.37%) were in the medium category, and 36 respondents (47.37%) were in the high category section.

c. Teacher Professional Competencies

22 teachers or respondents (28.95%) were in the low category, 15 respondents (19.74%) were in the medium category, and 39 respondents (51.31%) were in the high category section.

d. Observation of Teacher Administration and Learning

Teacher Administration Observation Results were 18 teachers or respondents (23.7%) in the low category, 28 respondents (36.8%) were in the medium category, and 30 respondents (39.5%) were in the high category section. Whereas for Teacher Learning the results are as many as 15 teachers or respondents (19.7%) in the low category, 19 respondents (25%) are in the medium category, and 42 respondents (55.3%) are in the high category section.

2. Pre-Test Requirements

a. Normality Test

The value of Kolmogorov-Smirnov is 0.711 and significant at 0.432, where the significant value > 0.05 means that the residual data is normally distributed.

b. Linearity Test

1). Linearity Test X1 with Y

The results of the analysis of the value of Sig. Deviation from linearity is 0.170. Where $0.170 > 0.05$. Then from these results it can be concluded that there is a relationship between teacher welfare variables with teacher professionalism.

2). Linearity Test X2 with Y

The results of the analysis of the value of Sig. Deviation from linearity is 0.220. Where is $0.220 > 0.05$. Then from these results it can be concluded that there is a relationship between the variables of teacher teaching motivation and teacher professionalism.

3. Hypothesis Test

a. Effect of X1 on Y

Significance test of the correlation coefficient is done by t-test, the value of tcount is equal to $-10,757 < t$ table 1,995.

Based on the results of significant testing explained that teacher welfare associated with teacher professionalism was less significant.

b. Effect of X2 on Y

Significance test of the correlation coefficient is done with the t test, the value of tcount is equal to $44,004 > t$ table 1,995. Seeing the results obtained in the significant testing of teacher teaching motivation related to significant teacher professionalism.

c. Effect of X1 and X2 on Y Simultaneously

Table 1 Multiple Regression Coefficients

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients	Standardized Coefficients	Beta		
		B	Std. Error			
1	(Constant)	93,908	5,850		16,052	,000
	Teacher Welfare	,010	,045	,009	,228	,820
	Teaching Motivation	,603	,023	,988	26,479	,000

In the multiple regression calculation of the teacher professionalism variables obtained the regression direction b1 for welfare is worth 0.010 and b2 for teaching motivation worth 0.603 with a constant equal to 93.908. Thus the form of correlation obtained between the independent variable and the dependent variable is reflected in the regression equation $Y = 93.908 + 0.010 X1 + 0.603 X2$.

Table 2 Analysis of Multiple Linear Regression Variants

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4093,468	2	2046,734	955,798	,000 ^b
	Residual	156,321	73	2,141		
	Total	4249,789	75			

Test its significance by using the F test worth $F_{count} = 955.798$. $F_{count} > F_{table}$ ($955.798 > 3.12$). Thus the hypothesis regarding the statement that there is a positive effect on the validity of the welfare and motivation to teach together with the professionalism of the teacher.

Table 3 Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.981 ^a	.963	.962	1,46335

The coefficient of determination of R Square = $0.963 \times 100\% = 96,3\%$.

d. **Effects of the Use of the PAR Method**

The result obtained is a good change in terms of teacher administration management. In addition, teachers begin to carry out learning very well. This can be seen from the results of the descriptive data analysis. These changes are due to the treatment of the principal of the research results that have been carried out.

4. DISCUSSION

a. Effect of Welfare Variables on Teacher Professionalism

The influence of welfare is not good and not significant to the teacher's professionalism competence as evidenced by the value of the regression coefficient equal to -0.946 with a value of t equal to -10.757 . The results of this study are not in accordance with the results studied by (Maba, Perdata, & Astawa, 2017). In his thesis stating that welfare has a good influence on teacher professional competence. The striking difference of respondents with research conducted by (Maba, Perdata, & Astawa, 2017) allows different results like this. In his research he only used a sample of 30 people while the researcher used a sample of 76 respondents. In addition, the welfare of each region is different - this also allows different results for this study. Of course these results are not in accordance with Börner, et.al (2017) study which states that welfare is important in determining effectiveness. Haiyan, Walker, & Xiaowei (2016) that the welfare of honorary teachers must be improved. Because if they improve their welfare at least it can improve their educational qualifications as well. In addition, it can also attend seminars on increasing competence. Thus, they can improve the quality of themselves each - and ultimately the quality of education can improve. It is also in accordance with the results of (Lauer mann & König, 2016) which states that there is a significant influence between the level of education and professional competence.

b. The Effect of Teaching Motivation Variables with Teacher Professionalism

The effect of good and significant teaching motivation on teacher professionalism competence as evidenced by the regression coefficient value of 0.599 and the value of t value of 44.004 . The results obtained are certainly in accordance with the results of previous studies. (Zulkifli, Darmawan, Sutrisno, 2014) in his research showed good and significant results. It is this high enthusiasm for teaching and dedication to the nation that enables the variable of teaching motivation to be very significant. Chen & Law (2016) also gets the same result where the effect of

overall motivation on the ability of educators can improve teacher performance. Of course this teaching motivation applies to Non PNS teachers. Even though they have not received the same welfare as PNS teachers but have a high enthusiasm in teaching so they continue to be motivated in teaching. This is in accordance with research by (Jumriatunnisah & Tamsah, 2016) which revealed that internal motivation has a positive and significant effect on the performance of honorary teachers. There are still many studies that get the same results. For example, Arifin (2014) concluded that there is an influence of teacher motivation on performance. In addition, Lai, Hsiao, & Hsieh (2018) states teaching motivation gives a good increase in teacher performance. This proves that the motivational factors of teaching can increase the professional competence of teachers. For this reason, this variable must be maintained and improved so that the quality and quantity can also be improved.

c. Effects of Welfare and Teaching Motivation Together Professionalism

The variables of teacher welfare and motivation to teach together have a positive and very significant relationship with teacher professional competence. This is indicated by the calculated F value of $955,798$ and a significant value of $0,000$. If the welfare and motivation of teaching increases, it will also increase the professional competence of teachers in schools. The amount of contribution R^2 equal to 96.3% in this case shows that teacher professionalism is influenced by the variables of welfare and teaching motivation by 96.3% , while the 3.7% that influences are other variables not specified in this study.

d. Pengaruh Penggunaan Metode Participatory Action Research (PAR)

With the help of the principal, the researcher can see excellent results before the principal becomes involved in the research. After the researchers conducted the research and got the results, the researcher conveyed to the principal about the results regarding the teacher's professionalism competence. Finally, the school principal agreed to conduct the treatment by inviting school supervisors in the context of coaching and motivating teachers to continue to be enthusiastic in carrying out their duties. From the observation results of the principal through the observation sheets that have been prepared obtained very good results. Whether it's observation about teacher administration or teacher learning. Both observations get very satisfying results. In the amendment sheet that had been filled out by the school principal, almost over 86% of teachers in cluster 01, Solear District, Tangerang Regency worked on administration.

4. CONCLUSION

Referring to the results and discussion above, then in order to improve teacher professionalism, it is suggested that the government can optimize the role of school principals and supervisors in terms of supervision and guidance of teachers. In addition, it is also important to pay attention to components related to teacher motivation to teach, such as improving welfare, improving working conditions or work environment, giving awards or gifts to teachers or teachers who excel at work, giving teachers assignments in

accordance with their education or expertise owned, and also provides incentives to meet the living needs of teachers. It is also recommended that teachers or instructors who have longer years of work or experience be given positions or opportunities to be able to hold high

positions, such as the appointment of the principal, supervisor, or other positions. This is so that teachers who have a longer term of service feel appreciated, but that will also create motivation for other teachers

REFERENCES

- [1] Arifin, H. M. (2014). The Influence of Competence, Motivation, and Organisational Culture to High School Teacher Job Satisfaction and Performance. *International Education Studies*, 8(1).
- [2] Börner, J., Baylis, K., Corbera, E., Ezzine-de-Blas, D., Honey-Rosés, J., Persson, U. M., & Wunder, S. (2017). The Effectiveness of Payments for Environmental Services. *World Development*, 96, 359–374
- [3] Brody, D. L., & Hadar, L. L. (2015). Personal professional trajectories of novice and experienced teacher educators in a professional development community. *Teacher Development*, 19(2), 246–266
- [4] Chen, C.-H., & Law, V. (2016). Scaffolding individual and collaborative game-based learning in learning performance and intrinsic motivation. *Computers in Human Behavior*, 55, 1201–1212.
- [5] Feng, Y., & Richards, L. (2018). A review of digital curation professional competencies: theory and current practices. *Records Management Journal*, 28(1), 62–78.
- [6] Haiyan, Q., Walker, A., & Xiaowei, Y. (2016). Building and leading a learning culture among teachers. *Educational Management Administration & Leadership*, 45(1), 101–122.
- [7] Katewa, E., & Heystek, J. (2018). Instructional and Distributed Selfleadership for School Improvement: Experiences of Schools in the Kavango Region. *Africa Education Review*, 1–21
- [8] Lai, H.-M., Hsiao, Y.-L., & Hsieh, P.-J. (2018). The role of motivation, ability, and opportunity in university teachers' continuance use intention for flipped teaching. *Computers & Education*, 124, 37–50
- [9] Lauermaun, F., & König, J. (2016). Teachers' professional competence and wellbeing: Understanding the links between general pedagogical knowledge, self-efficacy and burnout. *Learning and Instruction*, 45, 9–19
- [10] Maba, W., Perdata, I. B. K., & Astawa, I. N. (2017). Constructing assessment instrument models for teacher's performance, welfare and education quality. *International Journal of Social Sciences and Humanities*, 1(3), 88-96
- [11] Paredes-Chi, A. A., & Castillo-Burguete, M. T. (2018). Is Participatory Action Research an innovative pedagogical alternative for training teachers as researchers? The training plan and evaluation for normal schools. *Evaluation and Program Planning*, 68, 176–184
- [12] Zhu, Y.-Q., Gardner, D. G., & Chen, H.-G. (2016). Relationships Between Work Team Climate, Individual Motivation, and Creativity. *Journal of Management*, 44(5), 2094–2115

Effect Of Welfare And Teaching Motivation On Professional Competence Of Elementary Teachers Using Participatory Action Research (Par) Methods

ORIGINALITY REPORT

3%

SIMILARITY INDEX

3%

INTERNET SOURCES

0%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to Universitas Brawijaya

Student Paper

3%

Exclude quotes On

Exclude matches < 3%

Exclude bibliography On

Effect Of Welfare And Teaching Motivation On Professional Competence Of Elementary Teachers Using Participatory Action Research (Par) Methods

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4
