

The Evaluation of Teacher Professional Allowance Policy in Minahasa Regency

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Abstract— Law No. 14 of 2005 on Teachers and Lecturers is one of the measures taken by the government aimed to enable teachers in improving their quality of academics, competence, and level of welfare. This study aims to analyze and explain how the evaluation of teacher professional allowance policy and the inhibiting factors of this policy evaluation implemented in the Minahasa Regency. This study used a qualitative research approach. The results of the study found that the provision of professional teacher allowance in the Minahasa Regency has not given a significant impact, because teachers who received professional allowance have not been able to improve their academic quality and competence as planned by the Government. Their lack of understanding of the use of technology makes it difficult for them to balance technology-based teaching and learning methods. Based on the results of this study, it is recommended that teachers who receive the Professional Allowance and hold the status as professional teachers should be upgraded so that they work as competent and competitive professional teachers and can adjust to the current development of science and technology.

Keywords - Evaluation, Policy, Teacher Professional Allowances

I. INTRODUCTION

Developing the nation's intellectual life is one of the objectives of the Republic of Indonesia as clearly stated in the Preamble of the 1945 Constitution of Republic of Indonesia, and the teacher is one of the professions that are very helpful in realizing this objective in an effort to produce intelligent and competent young generations who can compete with other countries.

Based on the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers Article 1, professional teachers are defined as follows: (1) Professional is work or activities carried out by a person and becomes a source of income for life that requires expertise, skills, or skills that meet certain quality standards or norms and requires professional education [1].

II. RESEARCH METHODS

The qualitative research is conducted in a natural setting and the data collected is generally qualitative. Therefore, this study was a qualitative study. According to Sugiyono (in Pasolong 2013: 161) qualitative research is a research method used to examine the condition of natural objects, as opposed to experiments, where researchers are key instruments, data collection techniques are carried out by triangulation (combined), emphasizing the meaning of generalization [2].

III. RESULTS AND DISCUSSION

This research employed operational theory based on Law No. 14 of 2005 Chapter II Article 4 that the position of the teacher as a professional staff referred to in article 2 paragraph (1) serves to improve the dignity and role of the teacher as a learning agent functions to improve the quality of national education.

In doing their professional duties, the teachers have the right to earn income above a decent standard of living and social security. It includes basic salary, attached-allowances to salary as well as other allowances such as teachers' professional allowances, functional allowances, special allowances, and additional benefits related to their duties as teachers, which are stipulated by the principle of achievement-based rewards.

Based on the results of this study, it can be concluded that the welfare level of teachers is defined by Law No. 14 of 2005 Chapter II Article 4, as follows:

Level of Welfare: Regarding whether the teacher professional allowance can increase the welfare of teachers in the Minahasa Regency. The results of the study concluded that the teacher professional allowance policy helps the financial condition of teachers who received the allowance in the Minahasa Regency.

The role of the teacher as a learning agent serves to improve the quality of national education: regarding whether the teachers who received the allowance has worked professionally by adjusting themselves to current technological

developments. Based on the results of the study, it can be concluded that some of the senior teachers have not been able to operate electronic devices, such as laptops and LCDs in the teaching and learning process. However, given the current technological advances, as professional teachers, they should learn and adjust themselves to the current teaching and learning system, but because most of the senior teachers do not understand the technology, it makes them unable to adjust to other schools. The minimum technological facilities also inhibit the teaching-learning process.

A. Factors Influencing the Professional Teacher Allowance Evaluation Process in Minahasa Regency

Following the data obtained on inhibiting factors in evaluating the teacher professional allowance policy and associated it with the theory presented by William Dunn regarding the criteria in evaluating public policy, there are six indicators proposed namely effectiveness, efficiency, adequacy, equity, responsiveness, and accuracy. However, out of the six indicators, it was only four indicators were used, namely effectiveness, efficiency, adequacy, and responsiveness. The reason for not using equality and accuracy indicators because based on the investigation, equity is about income, educational opportunities or public services recommended based on equality, while accuracy refers to the value or price of program goals and the profundity of the assumptions underlying these goals. The researcher assumes that these indicators have the same focus as the first indicator.

The first indicator in this study is effectiveness. The researcher focused on whether the achievement of the teachers as recipients of the allowance is according to Law No. 14 of 2005 Chapter II Article 4.

To become a professional teacher, one must attend some training and adjusted to the talent he has. The teacher who has status as a professional teacher must behave like a professional. It means that he has to be professional in all fields and not only professional in his expertise, but must also be professional with the current development of science and technology.

The second indicator is efficiency. The researcher focused the question on the efforts of the teachers as recipients of the allowance to improve their current teaching and learning methods. Similarly, Saud suggested that a professional must be able to develop his abilities continuously. This is what teachers who received the allowance should do. However, different facts were found that the teachers have not been able to be creative in meeting the requirements as professional educators. Age and facility became inhibiting factors for them to develop. They also complained that the allowance received could not meet the above-decent living standards, moreover, to obtain the learning media. The amount of income they earn is only enough to finance their daily needs and finance the educational needs of their children at the tertiary level.

The third indicator is adequacy. In this case, the researcher focused on how significant the achievement results of the professional teacher allowance policy. The teachers who receive professional allowances have not been able to implement and attempt to learn seriously about media technology. The dissatisfaction with these policy stakeholders was clearly expressed by them. In the development era, in

which all have been technology-based, teachers who have the status of professional teachers should adjust themselves with the teaching and learning process. The lack of understanding of senior teachers in using technology is one of the inhibiting factors in technology-based teaching activities, whereas these professional allowances should be a reference for them to work professionally as well. They must balance between allowance and the teaching quality and performance. Based on the evaluation, it was found that there were diligent and lazy teachers. There were also qualified and unqualified teachers.

Associated with the fourth indicator, responsiveness, with a focus on questions to students about how the quality of teaching methods used by teachers in Minahasa Regency, the researcher found that in general, students wanted the learning methods using electronic aids. They claimed that their school has not been able to catch up with the other schools that are generally often used electronic media such as LCDs and laptops. When the teachers use these tools, it will greatly help the teaching-learning process in the classroom. The teachers do not need to shout to explain, and the students do not get the difficulty to listen as everything has been displayed via the LCD. Heretofore, the teaching-learning methods used by these teachers are still based on manuals using printed books and teaching aids only. It is restated that the lack of school facilities and also technological literacy became inhibiting factors in this study. Inhibiting factors of Professional

B. Teacher Allowance Evaluation Policy

This study found that when the teacher has status as a professional teacher, then he should also work professionally by adjusting himself to the development, both in the ability to master the materials and technology. The current administration encourages teachers to work professionally. This reflects the increasing demand in the current development era, and the government, school leaders and even students are expected to work with full responsibility, quality, and not just carelessly work without perceiving the development of the current era.

This professional allowance is a policy measure taken by the government to improve academic qualifications and competencies and to increase the level of welfare of teachers. When teachers work professionally, it will certainly have a good impact on the progress of our country. Technology is one important aspect in the world of education, but this study found out that teachers have not been able to work creatively in increasing knowledge in the field of technology. The lack of technological facilities from schools and private facilities is an inhibiting factor for teachers who received the allowances. The amount of salary received can certainly be left to purchase a personal electronic device to develop their teaching and learning system, but age is one of the barriers for senior teachers to learn.

IV. CONCLUSION

The role of teachers as learning agents whose function is to improve the quality of national education in terms of mastering current technological developments, clearly cannot compete with others. It was found that some of the senior teachers who

did not understand technology were unable to apply electronic media, and the lack of electronic equipment caused the teaching-learning process hampered.

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