

THE EFFECT OF THE UNDERSTANDING OF TEACHER PROFESSIONAL ALLOWANCE, JOB SATISFACTION, PROFESSIONAL COMPETENCE, PEDAGOGIC COMPETENCE AND ORGANIZATIONAL COMMITMENT TOWARDS THE POSITIVE BEHAVIOURS OF THE CERTIFIED TEACHERS

Suhartono

Education Office of Blitar District, Indonesia

Email: ton_rpa@yahoo.co.id

ABSTRACT

This study was aimed at describing and explaining the effect of the understanding of teacher professional allowance, job satisfaction, professional competence, pedagogic competence and organizational commitment towards the positive behaviors of the certified teachers. It utilized descriptive correlational and causal-comparative research design of quantitative approach. The sample which was 274 certified teachers was taken by using proportional random sampling. The data was collected by using questionnaire and it was analyzed by using structural equation model of descriptive statistics frequency distribution. The difference test was run simultaneously by using Chow Test of regression equation test. The result of the current study showed that (1) there was influence of the teacher professional allowance understanding towards job satisfaction, professional competence, pedagogic competence and organizational commitment, (2) there was no influence of teacher professional allowance understanding towards the positives behaviors of the certified teachers, (3) there was influence of job satisfaction and organizational commitment towards the positives behaviors of the certified teachers, and (4) there was no influence of professional and pedagogic competence towards the positive behaviors of the certified teachers.

Keywords: *teacher professional allowance understanding, job satisfaction, professional competence, pedagogic competence, organizational commitment and the positive behavior of the certified teachers*

INTRODUCTION

One of the government programs in improving the education quality was to give teacher professional allowance (TPA) or certification to teachers. According to Payong (2011), certification was intended to (a) determine the teachers' worthiness in carrying out their duty and realize the national education goals, (b) improve the learning process and the quality of learning outcome, (c) improve the teachers' dignity, and (d) improve the teachers' professionalism. Based on those purposes, teachers should be able to understand that the purpose of teacher professional allowance was not only to improve their welfare but also to have self-development so they could improve their professionalism in order to be more qualified, dignified and professional. Within the context of understanding, Aminuddin (1985) mentioned that teachers were expected to be able to interpret ideas, concept, statement, message, information, intention, instinct, content, and mind.

Dani (2005) mentioned that there were sixteen pillars for teachers to be able to teach from their heart. Those sixteen pillars emphasized on the attitude and the behavior of the teachers in developing their students' potential. The sixteen pillars of character building that teacher had to have were (a) having affection, (b) giving appreciation, (c) giving space for self-development, (d) having trust, (e) doing cooperation, (f) sharing, (g) motivating each other, (h) listening to each other, (i) having positive interaction, (j) instilling the moral values, (k) reminding each other humbly, (l) transmitting the enthusiasm, (m) exploring self-potential, (n) teaching

each other humbly, (o) inspiring each other, and (p) respecting the difference.

In fact, the purpose of providing teacher professional allowance was not immediately followed by the teachers' positive behavior in carrying out their duties. It could be proven by the result of the research conducted by the Directorate General of PMPTK which was facilitated by World Bank (2010). The result said that certified teachers could be described as the following. (1) Certification had not improved the teachers' professionalism but it improved their welfare. Around 76% of the teacher professional allowance was allocated for fulfilling their daily needs and the rest of it was used to improve their professionalism either directly or indirectly. (2) Certification had not improved the appreciation towards teachers as a job that could be proud of. (3) Certification still had not influenced the teachers' discipline in carrying out their professional duty.

Referring to the aforementioned research result, it could be said that the understanding of teacher professional allowance had not implemented by teachers as the receivers of the teacher professional allowance even though since 2006 the government had planned a program related to the improvement of teacher profession which later would be done by teachers after they received the teacher professional allowance. It might be caused by several factors influencing teachers in understanding the teacher professional allowance such as (1) job satisfaction, (2) professional competence, (3) pedagogic competence, and (4) organizational commitment.

Job satisfaction showed the general attitude of an individual towards his/ her job. Davis and Newstrom (1996) stated that job satisfaction was a set of employees' feelings whether their job was pleasant or not. The teachers' job satisfaction was closely related to their job because the higher their job satisfaction, the more positive their attitude towards their job. On the other hand, unsatisfactory job would lead to negative work attitude.

According to the law number 14 year 2005, professional competence was a competence to master the materials deeply and widely. Glickmen (1981) stated that a professional teacher was a teacher who had high ability, work ethic, commitment, and abstraction. Board of National Standards of Education in Musfah (2011) stated that professional competence was the ability to master the materials deeply and widely including (a) concept, structure, and scientific method, technology, the housing art, coherent teaching materials, (b) teaching materials that were available at schools, (c) the connection of concept among the related subjects, (d) the implementation of scientific concepts into the daily life, and (e) professional competition within the global context by preserving national values and cultures.

Pedagogic competence was an ability to manage the process of teaching and learning. Seven aspects of pedagogic competence taken from Guidelines for the Implementation of the Teacher's Performance Appraisal were (a) recognizing the students' characteristics, (b) mastering the learning theory and learning principles, (c) being able to develop curriculum, (d) creating educative learning activities, (e) developing the students' potential, (f) communicating with the students, and (g) assessing and evaluating the learning processes. According to Suyanto and Jihad Asap (2013), pedagogic competence that should be mastered by teachers included understanding the learners, planning and implementing the learning processes, evaluating the learning outcome, and developing the learners to actualize various potentials that the learners had. The essential indicators of pedagogic competence were (a) understanding the learners deeply, (b) planning the learning processes, (c) implementing the learning processes, (d) planning and carrying out the evaluation, (e) developing the learners' academic and non-academic potentials.

Durkin (1999) in Zurnali (2010) said that organizational commitment was a strong feeling of a person regarding the goals and the values of an organization in relation to their roles within the effort to reach the goals.

Based on those aforementioned statements, the researcher then conducted a study related to the effects of teacher professional allowance understanding, job satisfaction, professional competence, pedagogic competence and organizational commitment towards the positive behaviours of the certified teachers. Several

interesting characteristics of the variables of the study were (a) logically, certified teachers were professional ones so the quality of education should be better in terms of academic and non-academic achievement, (b) teachers should understand that certification was a tool or an instrument to reach a goal leading to quality improvement, and (c) teachers should do their duties well after they received the teacher professional allowance.

However, several of those characteristics agreed and disagreed with the previous study. To prove the effects of teacher professional allowance understanding towards the positive behaviors of the certified teachers, the researcher took job satisfaction, professional competence, pedagogic competence, and organizational commitment as variables. The effect of teacher professional allowance understanding would also be analyzed to differentiate the teacher professional allowance understanding of teachers in each education level (elementary, junior high, senior high, and vocational high schools). This study was expected to describe and explain: (1) the effect of understanding teacher professional allowance towards job satisfaction, professional competence, pedagogic competence and organizational commitment, and the positive behaviours of the certified teachers, (2) the effects of job satisfaction, professional competence, pedagogic competence and organizational commitment towards the positive behaviours of the certified teachers, and (3) the different effect of teacher professional allowance understanding towards the positive behaviors of certified teachers based on the level of education where the teachers taught (elementary, junior high, senior high, and vocational high schools).

METHODS

The current study was conducted by using descriptive correlational and causal-comparative of a quantitative approach. It utilized individual analysis unit which all variables were measured as an individual research subject. Looking at the time period, the study was a cross-sectional one because the data was collected just once. The population was certified teachers of elementary and high schools (junior, senior, and vocational high) consisting of 5,726 teachers. The sample which was 274 teachers was taken by using proportional random sampling. The respondents were chosen randomly by using estimation sampling formula which was sampling without replacement and the error level was 5% (0,05). The data was collected by using questionnaire based on the indicators which were described from the operational definition of the variables. The developed questionnaire was in the form of a group of closed questions and each of the items had five answers. The data was analyzed by (1) descriptive statistic frequency distribution which was the structure of the data based on the certain interval or category in a certain list (Hasan, 2001), (2) Structural Equation Modeling (SEM) which was a joined analysis technique between factor and regression analyses and which was carried out simultaneously. Based on the

relationship scheme among the variables, it could be seen that there were intervening variables of job satisfaction, professional competence, pedagogic competence, and organizational commitment which disturbed the relation between latent exogenous variables and the last endogenous variable (positive behaviors), and (3) difference test by using Chow Test technique of regression equation test. To analyze the data, Linear Structural Relations (LISREL) 8.30 statistics application program for Windows NT was used.

RESULTS AND DISCUSSION

Teacher Professional Allowance Understanding

Based on the calculation, the table of frequency distribution was as following Table 1.

Most of teachers who became respondents in this study were in the teacher professional allowance understanding category of enough which was 10,21%, of high which was 43,06%, and of very high which was 40,86%.

Job Satisfaction

Based on the calculation, the table of frequency distribution was as following Table 2.

More than 50% of respondents had high job satisfaction. It meant that most of certified teachers had good job satisfaction.

Teacher Professional Competence

The teacher professional competence variable in this study could be distributed as in the following Table 3.

Based on the table of frequency distribution above, it could be seen that more than 48,91% respondents had high professional competence and even some of them had very high.

Pedagogic Competence

Based on the discussion of the variable, it could be presented in a table as following Table 4.

Most of 274 respondents had high pedagogic competence which was about 45,26%.

Organizational Commitment

Based on the result of study towards 274 certified teachers, it could be put in a table as following Table 5.

Based on the measurement result, more than 37,59% respondents had high organizational commitment.

Table 1 Frequency Distribution of Teacher Professional Allowance Understanding

Interval	Category	Distribution		
		F	% f	% cumulative
54,9 - 65	Very high	112	40,87	40,87
44,5 - 5,9	High	118	43,06	83,93
34 - 4,4	Enough	28	10,21	94,14
23,5 - 33,9	Low	11	4,01	98,15
13 - 23,4	Very low	5	1,85	100,00
Total		274	100	

Table 2 Frequency Distribution of Job Satisfaction

Interval	Category	Distribution		
		f	% f	% cumulative
33,6 - 40	Very High	85	31,02	31,02
26,9 - 33,5	High	144	52,55	83,57
20,4 - 26,8	Enough	24	8,75	92,32
14,4 - 20,3	Low	14	5,10	97,42
8 - 14,4	Very Low	7	2,58	100,00
Total		274	100,00	

Table 3 Frequency Distribution of Professional Competence

Interval	Category	Distribution		
		f	% f	% Cumulative
68 - 75	Very High	79	28,83	28,83
53 - 67	High	134	48,91	77,74
40 - 52	Enough	34	12,41	90,15
27 - 39	Low	19	6,93	97,08
15 - 26	Very Low	8	2,92	100
Total		274	100,00	

Table 4 Frequency Distribution of Pedagogic Competence

Interval	Category	Distribution		
		f	% f	% Cumulative
71,8 - 85	Very high	68	24,82	24,82
58,1 - 71,7	High	124	45,26	70,08
44,4 - 58,0	Enough	41	14,96	85,04
30,7 - 44,3	Low	29	10,59	95,63
17 - 30,6	Very low	12	4,37	100
Total		274	100,00	

Table 5 Frequency Distribution of Organizational Commitment

Interval	Category	Distribution		
		f	% f	% cumulative
38,2 - 45	Very high	94	34,31	34,31
30,9 - 38,1	High	103	37,59	71,9
23,6 - 30,8	Enough	38	13,87	85,77
16,3 - 23,5	Low	27	9,83	95,6
9 - 16,2	Very low	12	4,4	100
Total		274	100,00	

Table 6 Frequency Distribution of Positive Behaviors

Interval	Category	Distribution		
		F	% f	% cumulative
76 -90	Very high	97	35,40	35,40
61,5 - 75,9	High	103	37,59	72,99
47 - 61,4	Enough	40	14,59	87,58
32,5 - 46,9	Low	27	9,85	97,43
18 - 32,4	Very low	7	2,57	100
Total		274	100,00	

Table 7 Alignment Test of the Third Alternative Model

Quantity Model	Coefficient	Criteria	Conclusion
Chi-Square (χ^2)	182,81	Small (non-significant)	Not fulfilled
P-value	0,00	$\geq 0,05$	Not fulfilled
Df	81	---	---
Cmin (χ^2/Df)	1,98	$\leq 2,00$	Good, fulfilled
RMR (standardized)	0,053	$\leq 0,08$	Good, fulfilled
RMSEA	0,068	$\leq 0,08$	Good, fulfilled
GFI	0,92	$\geq 0,90$	Good, fulfilled
AGFI	0,98	$\geq 0,90$	Good, fulfilled
CFI	0,97	$\geq 0,94$	Good, fulfilled
IFI	0,97	$\geq 0,94$	Good, fulfilled
NNFI	0,95	$\geq 0,94$	Good, fulfilled
AIC (Model)	260,81	small, relative	Good, fulfilled

Positive behavior variable in this study was indicated by: (1) positive behaviors to students, (2) positive behaviors to colleagues, and (3) positive behaviors to schools. Based on the result of the study, 37,59% of 274 studied teachers had high positive behaviors and 35,40% had very high positive behaviors.

The Result of Test Simulation Analysis Model

During the best simulation test, lambda coefficient or factor loading had construct validity and the coefficient of structural equation which described the influence level

of exogenous variable towards endogenous variable was also significant. The alignment of the model could also be seen from the adequacy of the quantities which determined the level of alignment in fulfilling the criteria which were suitable with the requirements of structural model analysis.

In the third alternative model, all the quantities had fulfilled the required criteria. The lambda coefficient (λ), coefficient of determination (R^2), and T-values of each manifest which constructed the latent variables both exogenous and endogenous ones could be presented in the table as follows:

Table 8 The Manifests of Construct Forming the Third Alternative Model

No.	Variable	Manifest	λ	R^2	T-values
1	TPA	X ₁₁	4,28	0,46	9,38
		X ₁₂	0,81	0,10	8,06
		X ₁₄	2,40	0,58	4,12
2	JS	X ₂₁	3,82	0,81	3,82
		X ₂₂	16,89	0,64	9,94
3	PRC	X ₃₁	4,36	0,67	9,94
		X ₃₂	1,29	0,79	8,35
		X ₄₂	1,35	0,67	1,35
4	OC	X ₄₄	2,76	0,66	9,08
		X ₄₅	8,88	0,67	9,13
5	OC	X ₅₁	4,90	0,86	4,90
		X ₅₂	0,85	0,63	9,06
6	PB	Y ₁	1,83	0,66	0,43
		Y ₂	0,43	0,70	2,31
		Y ₃	0,88	0,88	12,03

Based on the data analysis, not only the structural model be found but also the coefficient of direct and indirect effects of one variable to another. The coefficient

of direct effect of one variable to another which was in line with the analysis result and research finding model could be put in a table as follows.

Table 9 Direct and Indirect Effects

No	Effects	Affecting Coefficient			T-values	Note
		Direct	Indirect	Total		
1.	TPA → JS	0,75	-	0,75	10,30	Significant
2.	TPA → PRC	0,75	-	0,75	8,16	Significant
3.	TPA → PC	0,92	-	0,92	10,56	Significant
4.	TPA → OC	0,86	-	0,86	13,05	Signifikan
5.	TPA → PB	0,01	-	0,01	0,01	Not Significant
6.	JS → PB	0,79	-	0,79	4,59	Significant
7.	PRC → PB	0,07	-	0,07	0,53	Not Significant
8.	PC → PB	-0,54	-	-0,54	-1,24	Not Significant
9.	OC → PB	0,66	-	0,66	2,53	Significant
10.	TPA JS PB	0,75	0,75	0,56	12,59	Significant
11.	TPA PRC PB	0,75	0,07	0,05	8,69	Not Significant
12.	TPA PC PB	0,86	0,66	0,56	15,53	Not Significant
13.	TPA OC PB	0,86	0,66	0,57	15,58	Significant

Based on the table above and in line with the hypothesis of the study, the results of the hypothesis test as the following: (1) there was influence of the teacher professional allowance understanding towards job satisfaction, professional competence, pedagogic

competence and organizational commitment, (2) there was no influence of teacher professional allowance understanding towards the positives behaviours of the certified teachers, (3) there was influence of job satisfaction and organizational commitment towards the

positives behaviours of the certified teachers, and (4) there was no influence of professional and pedagogic competence towards the positive behaviours of the certified teachers.

CONCLUSION

Based on the result of the data analysis and the result of the research discussion, it could be concluded that there was influence of teacher professional allowance understanding towards job satisfaction, professional competence, pedagogic competence and organizational commitment.

There was no influence of teacher professional allowance understanding towards the positives behaviors of the certified teachers. It was strengthened by the researcher's finding that teachers who received teacher professional allowance tended to use it to fulfill their consumption so it was not fully used to improve the teachers' competence and they prioritized their personal needs in completing the administrative requirements to receive the teacher professional allowance instead of doing their main duties and functions.

There was influence of job satisfaction and organizational commitment towards the positives behaviors of the certified teachers. There was no influence of professional and pedagogic competence towards the positive behaviors of the certified teachers. It was supported by the result of the study showing that the implications of professional and pedagogic competences towards the positive behaviors of the certified teachers needed relatively long time and professional and pedagogic competences theoretically should influence the positive behaviors of the certified teachers. In this study, however, it did not happen because the positive behaviors were influenced by social and personal competences.

Based on the current research findings and discussions, several suggestions could be delivered to the government especially Directorate General of Teachers and Education Personnel should be prioritized the improvement of teachers' competence, including professional and pedagogic competences, in implementing teachers' certification. The local government should plan activities to improve the teachers' competence through the continuous development of professionalism by involving personnel of education department and optimizing the roles of supervisors of teachers and education personnel as well as the quality control in forming the monitoring and evaluating team related to the performance of the certified teachers. Principals should monitor and supervise the certified teachers so

the principals could conduct evaluation programs in order to improve the quality of the certified teachers leading to teachers' positive behaviors towards the students, colleagues, and organization. Certified teachers should have responsibility towards their main duties and functions as professional teachers and develop themselves by conducting scientific activities or any activities related to their continuous development of professionalism. Other researchers should conduct study related to the understanding of professional allowance, professional competence, pedagogic competence towards teachers' positive behaviors.

REFERENCES

- Aminuddin, 1985, *Semantik Pengantar studi tentang makna*, Malang: Sinar Baru Algensid.
- Dani. M., R. 2005. *Seni Mengajar dengan Hati*. Jakarta: Alex Media Komputindo
- Davis, K., & Newstrom. J., W. 1996. *Perilaku dalam Organisasi Jilid 2. (Terjemahan)*. Jakarta : Erlangga
- Ditjen PMPTK & World Bank. 2010. *The Teacher Certification Impact Evaluation, Preliminary Baseline Survey Results*. Jakarta : Ditjen PMPTK
- Glickman, J. V. 1981. *Developmental Supervision. Alternative Practices for Helping Teachers Improve Instruction*. Virginia : ASCD.q
- Hasan, M. I. 2001. *Pokok-pokok Materi Statistik I (Statistik Deskriptif)*, Bumi Aksara. Jakarta.
- Musfah, J. 2011. *Peningkatan Kompetensi Guru Melalui Pelatihan dan Sumber Belajar Teori dan Praktek*. Jakarta : Penerbit Prenada Media Group
- Payong, M. A. 2011. *Sertifikasi Profesi Guru. Konsep Dasar, Problematika, dan Implementasinya*. Jakarta: PT Indeks Permata Puri Media.
- Solimun, 2002. *Structural Equation Modeling, LISREL dan AMOS*. Malang : Program Pasca Sarjana.
- Suyanto & Jihad, A. 2013. *Menjadi Guru Profesional. Strategi meningkatkan Kualitas dan Kuantitas Guru di Era Global*. Jakarta : Penerbit Erlangga.
- Undang-undang No. 14 tahun 2005 tentang Guru dan Dosen. *Kementrian Pendidikan dan Kebudayaan RI*
- Zurnali, C. 2010. *Learning Organization, Competency, Organizational Commitment, dan Customer orientation : Knowledge Worker - Kerangka Riset Manajemen Sumberdaya Manusia di Masa Depan*. Bandung : Penerbit Unpad Press. Bandung.