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## **PREFACE**

Assalamualaikum warahmatullahi wabarakatuh and Greetings.

I would like to thank all authors for their contributions in the proceedings. I gratefully acknowledge Universitas Muhammadiyah Jakarta (UMJ) for their collaboration in organising Educational Initiatives Research Colloquium 2019. This collaboration has initiated the publication of this proceeding. This initiative is an effort to promote publication culture among academicians and students through their participation and engagement in this colloquium.

Finally, I would like to thank all parties involved in making the research colloquium and publication of proceedings a success.

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## The Effect of Regional Performance Allowances to the Improvement of Teachers' Performance at DKI Jakarta

Widia Winata<sup>1</sup>, Ahmad Suryadi<sup>2</sup>, Ansharullah<sup>3</sup>, Mahani Mokhtar<sup>4</sup>

<sup>1,2,3</sup> Universitas Muhammadiyah Jakarta, Jakarta, Indonesia

<sup>4</sup> School of Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Malaysia

**E-mail:** widia.winata@umj.ac.id<sup>1</sup>, ahmadsuryadi@umj.ac.id<sup>2</sup>, step\_ansharullah@yahoo.com<sup>3</sup>, p-mahani@utm.my<sup>4</sup>

**Abstract:** This study aims to determine the effect of providing Regional Performance Allowances (TKD) on improving teacher performance in the DKI Jakarta area, Indonesia. This study uses a descriptive-quantitative approach with a survey method. The sample used was 45 teachers with civil servant employment status. Data collection is done by distributing instruments / questionnaires with a percentage analysis of the answers given. Based on the results of the study there were 86.39% of teachers who stated that the provision of TKD was very significant influence on improving teacher performance in DKI Jakarta. TKD is able to encourage teachers to do their best, increase teacher income, motivate work, improve team work, competence, discipline, productivity, focus on student learning outcomes, and teachers are able to buy learning devices.

**Keywords:** performance, regional performance allowances, teachers.

### Introduction

The success of education is determined by various aspects or components of education, including: teachers, students, curriculum, and infrastructure. Policies and regulations related to improving the competence and welfare of teachers are regulated in regulations and legislation, both at the central and regional levels. At the Central level, Law Number 14 of 2005 concerning Teachers and Lecturers has been issued which regulates teacher competency, professionalism and welfare which are derived from Government Regulations and Ministerial Regulations.

One effort to improve competency and professionalism and teacher welfare is done by providing performance allowances by providing additional allowances with a relatively large nominal value. The DKI Jakarta Government, through Governor Regulation No. 22 of 2017 concerning Regional Performance Allowances for Principals, Deputy Principals, Teachers, School Supervisors, Supervisors and Staff of Learning, explained how the regulation of the allowance was provided. Through this Governor's regulation, every teacher Civil Servants (PNS) or Prospective Civil Servants is given regional performance allowances in the form of additional money from the basic salary of Rp. 1,100,000, - for prospective civil servants and Rp.6,100.00, up to Rp. 9.360,000, for PNS from group II to group IV.

In general, teachers in the DKI Jakarta region receive a salary of around Rp. 4,500,000 per month. For teachers who have just been appointed as civil servants, the salary range is Rp. 3,500,000 per month (Irianto, 2018). The salary is supplemented by professional certification allowances and Regional Performance Allowances (TKD) so that every teacher in DKI Jakarta who has a civil servant status has an average income of around Rp. 13,000,000 per month. In the Governor's Regulation of the Provincial Special Capital Region (DKI) of Jakarta mentioned PNS teachers with groups II / a dd II / d of Rp. 6,210,000, - The higher the class of a teacher, the more money he can get. At the highest level, teachers can get Rp. 9.360,000, - in groups IV / d.d IV e (Regulation of the Governor of the Province of the Special Capital Region of Jakarta, Number 22 of 2017: 68). The provision of regional performance allowances aims to improve the quality of service to the community, improve discipline and performance of civil servants and prospective civil servants, improve justice, welfare, integrity of civil servants and prospective civil servants and improve the orderly administration of regional financial management.

Efforts to improve teacher welfare are in line with the increasingly heavy duty and function and authority of teachers as professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education in formal education, basic education, and secondary education is expressly stated in the Law (Law Number 14 of 2005). The task carried out by a teacher is not only teaching but educating and even up to the process of evaluating student learning outcomes. This performance burden deserves appreciation in the form of adequate salaries and benefits to support teacher competence and professionalism.

Providing better teacher salaries and performance benefits must be balanced with a significant increase in teacher performance after receiving a fairly large salary and TKD. There needs to be an evaluation to see whether the performance allowance is able to increase the competence and professionalism of the teacher to be better after receiving the TKD. In Winarni's research stated that work performance assessment influences employee performance because it has a positive reaction and can motivate them to work better. Employee discipline increased by 78% after being given benefits. Furthermore, it is stated that benefits in any form can motivate work, both individually and together or in groups (Winarni, 2016: 278).

In order to evaluate the provision of performance allowances for teachers and education staff in DKI Jakarta, research is needed. A number of questions need to be asked, how is the teacher's performance in DKI Jakarta? Will teacher performance improve after being given performance benefits in DKI Jakarta? Through this research, it is expected to be able to explain whether there is an effect of giving regional performance benefits to improving teacher performance in DKI Jakarta.

### Background of the research

In the study of educational technology, there are relatively new issues in Indonesia, namely Human Performance Technology. In the definition of education technology in 2012 states that the role of educational technology in addition to functioning to facilitate learning (facilitating learning), is also intended to improve performance (performance improvement). Performance technology describes how the implementation of education and training programs (training) or training refers to professional or occupational needs (Prawiradilaga, 2018: 15). The definition and scope of performance technology is closely related to educational technology. According to Pershing stated the notion of human performance technology as follows:

*Human performance technology is the study and ethical practice of improving productivity in organizations by designing and developing effective interventions that are results-oriented, comprehensive, and systemic (Pershing, 2006: 6).*

Thus, performance technology emphasizes that many interventions can be done through an instructional approach in improving human performance. His analysis opens opportunities to overcome gaps and problems faced in the world of work (Prawiradilaga, 2008: 157).

The term performance is a translation of English, namely performance which is the output produced by the functions or indicators of a job or profession in a certain time (Wirawan: 2015: 5). Furthermore, Wirawan explained that there are 3 factors, namely: (1) internal factors of employees which are inherent factors of the employee; (2) internal factors of the organization's internal environment related to physical and non-physical support from the workplace organization; (3) organizational external factors, related to situations and conditions, events, outside the organization (Wirawan, 2015: 7-8).

Related to the development and improvement of teacher performance, it is explained that teacher performance is defined as the work achieved by teachers both in quality and quantity (Winarni, 2016: 278). Teacher performance appraisal measures the extent to which teacher performance improvements achieved in a certain period are carried out in various ways, including the use of Human Resources (HR) performance indicators. In its measurement, it can be made in the form of an HR assessment matrix that can be compiled both quantitatively and qualitatively like a survey (Rufaidah, 2012: 305).

To see the performance of a person, group or organization, a performance assessment in the form of a performance measurement system is needed. The performance appraisal process departs from traditional financial measures which then move to a dynamic business environment (Rivai, 2011: 595). Thus, various performance measures emerged, including Balance Score Cards (BSC), Six-Sigma, and others.

In relation to the management of education human resources, a system for measuring the performance of teachers and education personnel has been formulated in the Regulation of the Governor of DKI Jakarta Number 22 Year 2017. The provision of TKD aims to: (a) Improve the quality of services to the community; (b) Increasing discipline of PNS and prospective PNS; (c) Improving the performance of civil servants and prospective civil servants; (d) Improving justice and welfare of civil servants and prospective civil servants; (e) Improving the integrity of civil servants and prospective civil servants; and (f) Increasing orderly administration of regional financial management. There are two components of teacher performance appraisal, namely: attendance with a weight of 70% and work performance of 30% consisting of individual achievements (teacher competency tests, etc.) and group achievements (national exam results, student achievement / violations at school. Based on results This performance measurement is given a Regional Performance Allowance (TKD) in the form of a nominal amount of money (allowances) in accordance with attendance, individual achievement, and achievement / violation of the school. The measurement of teacher performance is very important to measure teacher performance and then determine how much benefits are received each month.

### Research Methodology

This study uses a quantitative descriptive approach with a survey method used to obtain information about TKD. According to Ary, survey research can be carried out because the purpose of this study is to describe the actual conditions, find information that can be used in decision making (Ary, 2004: 447). Data collection is done by distributing instruments / questionnaires with a percentage analysis of the answers given. The instrument in the form of a questionnaire was asked directly to 45 respondents (teachers) in the DKI Jakarta area. The research process lasts for six months (October 20018-March 2019).

## Findings and Discussion

In order to get an idea of the effect of performance allowances on improving teacher performance, a research questionnaire was compiled and disseminated containing 10 questions related to the effect of providing Regional Performance Allowances (TKD) on teacher performance improvement in DKI Jakarta. Answers to questions are made on Likert scales ranging from 1-4, namely: strongly agree (score 4), agree (score 3), disagree (score 2), and strongly disagree (1).

Based on the questionnaire given to 45 PNS teachers in DKI Jakarta from November 2018 to January 2019, data processing and analysis were carried out in the percentage of 4 answer choices. Discussion or discussion is associated with the results of data analysis through the percentage of respondents' answers. The following is an overview of the effect of giving TKD on teacher performance in DKI Jakarta. There are 10 questions given and answers submitted by respondents. Based on these questions it can be described as follows:

### 1. TKD encourages teachers to do their best

Question 1 given to respondents is: "Does the TKD encourage teachers to do their best?". There were 60% who stated strongly agree and 33% agreed. Meanwhile, those who stated they did not agree 7% and 0% who strongly disagree.

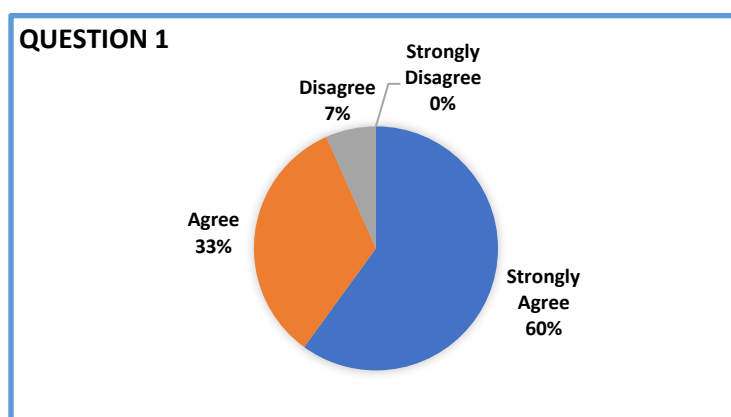


Figure 1. Percentage Question and Answers (Q&A) Number 1: Does the TKD encourage teachers to do their best?

Thus, 93% of teachers stated that TKD was able to encourage teachers to do their best after getting TKD.

### 2. TKD significantly increases teacher income

Question 2 given to respondents is: "Does the TKD significantly increase teacher income?". There were 60% who stated strongly agree and 36% agreed. Meanwhile, those who stated they did not agree 4% and 0% who strongly disagree.

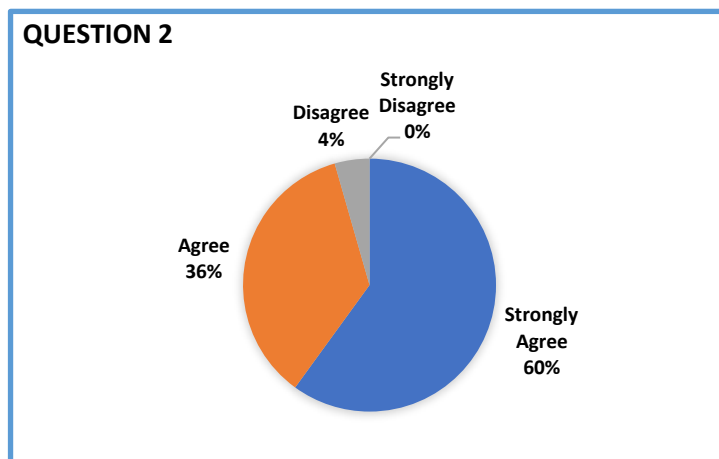


Figure 2. Percentage Question and Answers (Q&A) Number 2: Does TKD significantly increase teacher income?

Thus, there were 96% of teachers stating that TKD was able to increase teacher income significantly.



3. TKD motivates teachers to work longer than before

Question 3 given to respondents is: "Does TKD motivate teachers to work longer than before?". There were 51% who stated strongly agree and 45% agreed. Meanwhile, those who stated they did not agree 2% and 2% who strongly disagreed.

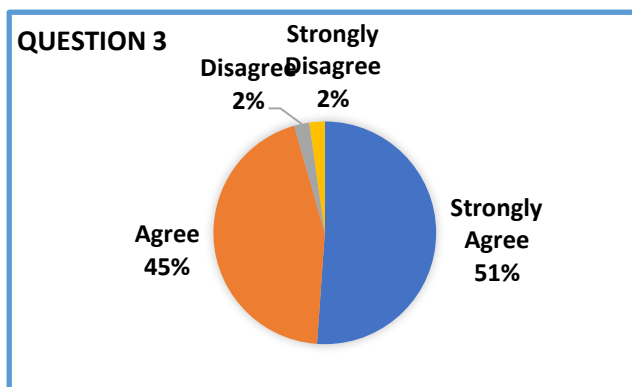


Figure 3. Percentage Question and Answers (Q&A) Number 3: Does TKD motivate teachers to work longer than before?

Thus, there were 96% of teachers stating that TKD was able to motivate teachers to work longer than before.

4. TKD increases teachers in teamwork at school

Question 4 given to respondents is: "Does TKD increase teachers in team work at school?". There were 45% who stated strongly agree and 42% agreed. Meanwhile, those who stated that they did not agree 13% and 0% who strongly disagreed.

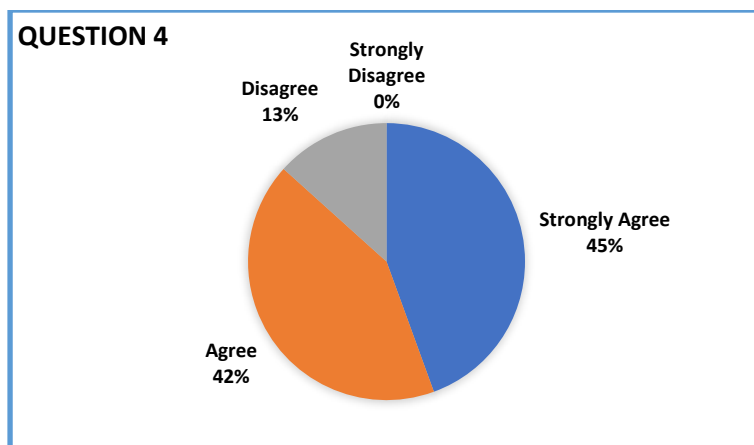
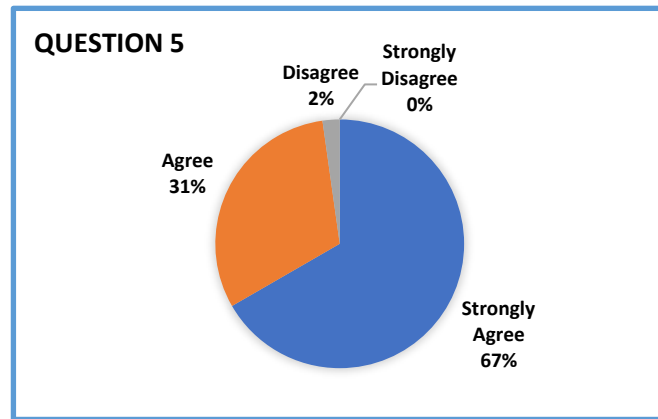


Figure 4. Percentage Question and Answers (Q&A) Number 4: Does TKD improve teachers in teamwork at school?

Thus, there were 87% of teachers stating that TKD was able to significantly improve teachers in team work in schools.

5. TKD motivates teachers to improve competence

Question 5 given to respondents is: "Does TKD motivate teachers to improve competence?". There were 67% who stated strongly agree and 31% agreed. Meanwhile, those who stated they did not agree 2% and 0% who strongly disagreed.

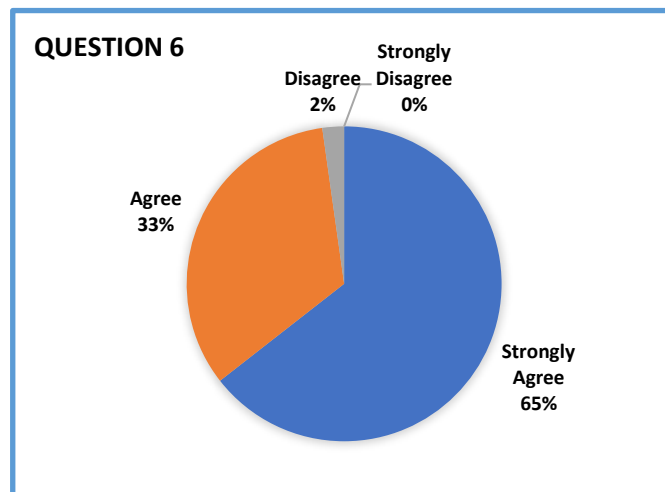


**Figure 5.** Percentage Question and Answers (Q&A) Number 5:  
Does TKD motivate teachers to improve competence?

Thus, there were 98% of teachers stating that TKD was able to motivate teachers to improve competence significantly.

6. TKD builds the spirit of competition to do the best among teachers

Question 6 given to respondents is: "Does TKD build a spirit of competition to do the best among teachers?". There were 65% who stated strongly agree and 33% agreed. Meanwhile, those who stated they did not agree 2% and 0% who strongly disagree.

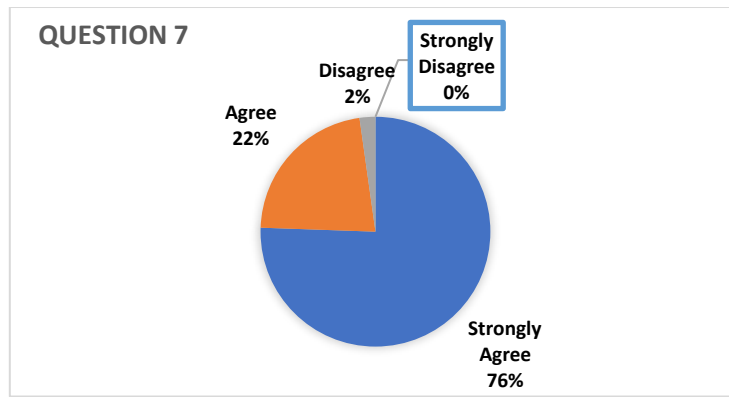


**Figure 6.** Percentage Question and Answers (Q&A) Number 6:  
Does TKD build a spirit of competition to do the best among teachers?

Thus, there were 98% of teachers stating that TKD was able to build a spirit of competition to do the best among teachers significantly.

7. TKD increases teacher discipline in carrying out their duties

Question 7 given to respondents is: "Does TKD increase teacher discipline in carrying out their duties?". There were 76% who stated strongly agree and 22% agreed. Meanwhile, those who stated they did not agree 2% and 0% who strongly disagree.

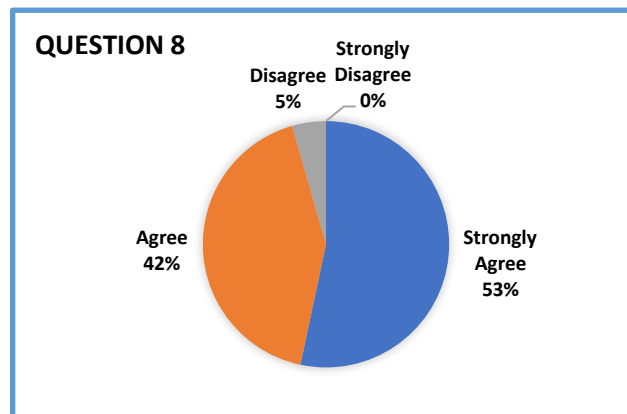


**Figure 7.** Percentage Question and Answers (Q&A) Number 7: Does TKD improve teacher discipline in carrying out their duties?

Thus, there were 98% of teachers stating that TKD was able to improve teacher discipline in carrying out teacher duties significantly.

8. TKD increases teacher productivity

Question 8 given to respondents is: "Does TKD increase teacher productivity?". There were 76% who stated strongly agree and 22% agreed. Meanwhile, those who stated they did not agree 2% and 0% who strongly disagree.

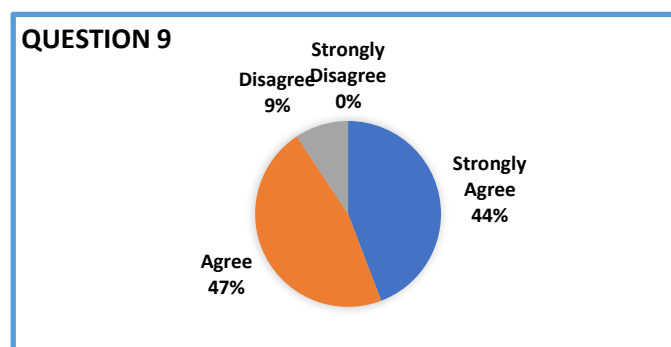


**Figure 8.** Percentage Question and Answers (Q&A) Number 8: Does TKD increase teacher productivity?

Thus, there are 95% of teachers stating that TKD increases teacher productivity significantly.

9. TKD makes each teacher focus on student learning outcomes

Question 9 given to respondents is: "Does TKD make each teacher focus on student learning outcomes?". There were 44% who stated strongly agree and 47% agreed. Meanwhile, those who stated that they did not agree 9% and 0% who strongly disagree.



**Figure 9.** Percentage Question and Answers (Q&A) Number 9: Does TKD make each teacher focus on student learning outcomes?

Thus, there were 91% of teachers stating TKD was able to make each teacher focus on student learning outcomes significantly.

10. TKD makes teachers able to buy learning tools/equipment

Question 10 given to respondents is: "Does TKD make teachers able to buy learning tools/equipment?". There were 27% who stated strongly agree and 38% agreed. Meanwhile, those who stated they did not agree 33% and 2% who strongly disagree.

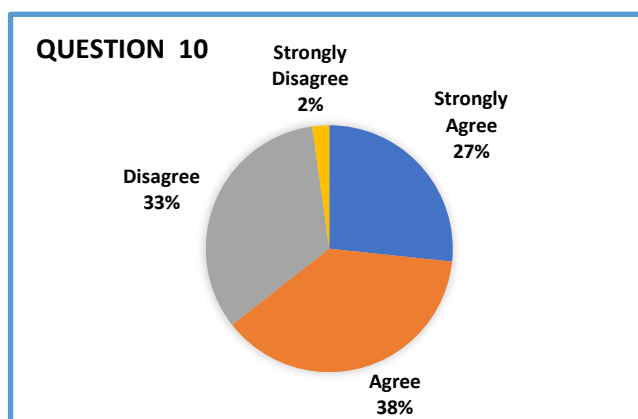


Figure 10. Percentage Question and Answers (Q&A) Number 10: Does TKD enable teachers to buy learning tools/equipment?

Thus, 65% of teachers stated that TKD was able to make teachers able to buy learning tools/equipment.

In general, it can be explained that the effect of giving TKD on improving teacher performance has been very good. The following is an overview of the influence of TKD on improving teacher performance based on a combination of all the questions given to respondents:

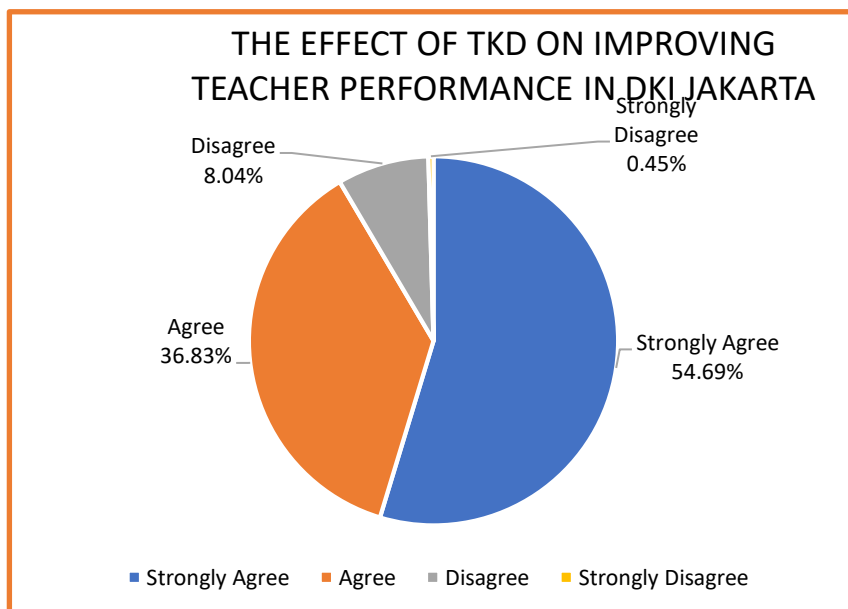


Figure 11. General Answer Percentage of the Effect of TKD on Improving Teacher Performance in DKI Jakarta

Based on figure 11, there were 54.69% of respondents who said they strongly agreed and there were 36.83% who agreed. Meanwhile there are 8.04% who disagree and there are 0.45% who strongly disagree. This shows that the provision of regional performance allowances has a very significant role with a total percentage of agreeing and strongly agreeing at 86.39% which illustrates the agreement on the influence of TKD on improving teacher performance in DKI Jakarta.

## Conclusion

Based on the analysis and discussion, it can be concluded that:

1. In general, the provision of regional performance allowances has a very significant role with a total percentage of agreeing and strongly agreeing at 86.39% which describes the agreement on the influence of TKD on improving teacher performance in DKI Jakarta.
2. Partially based on the 10 questions asked: (1) There are 93% of teachers stating that TKD is able to encourage teachers to do their best after getting TKD; (2) There are 96% of teachers stating that TKD is able to increase teacher income significantly; (3) There are 96% of teachers stating that TKD is able to motivate teachers to work longer than before; (4) There are 87% of teachers stating that TKD is able to significantly increase teachers in team work in schools; (5) There are 98% of teachers stating that TKD is able to motivate me to improve competence significantly; (6) There are 98% of teachers stating that TKD is able to build a spirit of competition to do the best among teachers significantly; (7) There are 98% of teachers stating that TKD is able to improve teacher discipline in carrying out teacher duties significantly; (8) There are 95% of teachers stating that TKD increases teacher productivity significantly; (9) There are 91% of teachers stating that TKD is able to make each teacher focus on student learning outcomes significantly; and (10) There are 65% of teachers stating that TKD is able to make teachers able to buy learning tools/equipment.
3. Provision of regional performance allowances in DKI Jakarta can be a model for other regions in order to improve teacher's performance even though there are still many factors that need to be updated.

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