



The Effect of Competence and Salary of Non-Civil Servant Physical Education Teachers in Performance in Cilacap District

Afan Ginanjar¹; Dimiyati²

¹ Master of Sport, Yogyakarta State University, Yogyakarta, Indonesia

² Department of Sports Science, Postgraduate Program, Yogyakarta State University, Yogyakarta, Indonesia

E-mail: aidcerkini@gmail.com

<http://dx.doi.org/10.47814/ijssrr.v5i12.711>

Abstract

This study aims to determine the teachers' competence and teacher salaries on the performance of non-Civil Servant Physical Education teachers in Cilacap Regency. The research method used in this study is a quantitative approach. The type of research is Ex Post Facto, a research design in which there is no manipulation of independent variables. The population in this study were 270 non-Civil Servant Physical Education teachers who did not have the status of PPPK or GTY (Permanent Teacher Foundation) Junior High School or equivalent in Cilacap Regency. The samples used were 105 samples consisting of 60 students, 15 superiors, 15 teacher colleagues, and 15 non-Civil Servant Physical Education teachers. The data collection technique used a questionnaire/questionnaire while the data analysis technique used statistical analysis. The results of the T-test are the significance value of $0.000 < 0.05$ and based on the T-table calculation, the results of the T-count value are $24.833 > t\text{-table } 2.051$. Meanwhile, the results of the F test have a significant value for the effect of the independent variable (x), namely teacher competence and teacher salaries simultaneously on the dependent variable (y), namely teacher performance is $0.000 < 0.005$. The calculated F value is $616.67 > 3.33$ F table value. Based on the test results above, it can be concluded that there is an influence of teacher competence on the performance of non-civil servant PJOK teachers in SMP in Cilacap Regency.

Keywords: *Teacher Competence; Teacher Salary; Teacher Performance; Junior High School*

Introduction

Teachers are the main key in efforts to improve the quality of education (Jaedun, 2009). The Law Number 14 of the Year 2005 Article 1 Paragraph 1 explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in

early childhood education through formal education, elementary education, and middle education. Quality teachers are one of the most important factors in achieving students' accomplishment (Miles & Katz, 2018). The teacher's role in education is very urgent as the front line of curriculum actors in the field, the progress of a country is in the hands of the teacher (Husain, 2016). Based on several explanations regarding the teacher, it is known that the teacher is a professional educator with many fundamental tasks. This means that the teacher must have the academic ability to master the subject matter, a good personality to be obeyed and imitated by students, and be able to socialize with various parties in an effort to become a professional teacher at school and outside school.

Based on the employment status of Civil Servant and Non-Civil Servant, according to the 2021 Ministry of Education and Culture Data Reference, data on the number of Civil Servant teachers are 1,610,608 teachers and Non-Civil Servant teachers are 1,295,631 teachers. In agreement with the data, it is certainly very concerning because there are still very many Non-Civil Servant teachers. This research was conducted in Cilacap Regency with the consideration that Cilacap is the largest Regency in Central Java with more schools and teachers, especially Physical Education teachers who will strengthen the research. Reinforced by data from the 2021 Ministry of Education and Culture Data Reference regarding teachers in Cilacap and Central Java districts are as follows:

1. Civil Servant teachers in Central Java are 193,191.
2. Non-Civil Servant teachers in Central Java are 143,475.
3. Civil Servant teachers in Cilacap Regency are 8,315.
4. Non-Civil Servant teachers in Cilacap Regency are 8,498.

There are around 270 Non-Civil Servant Physical Education teachers in Cilacap Regency. The data was taken from the number of Junior High Schools in Cilacap Regency in the Dapodik Even Semester of the 2020/2021 Academic Year and the Central Statistics Agency (BPS) on the Number of Schools, Students, and Junior High School Teachers/Equivalent which are 270 Junior High Schools. This includes non-certified Non-Civil Servant Physical Education teachers who teach in junior high schools in Cilacap Regency.

Based on the explanation of the data above, it is known that the number of Non-Civil Servant teachers in Cilacap Regency is more than Civil Servant teachers. This situation is very worrying even though there is a certification that can be followed by non-civil servant teachers. This research is focused on non-certified Non-Civil Servant Physical Education teachers. If we look at the salaries or welfare of Non-Civil Servant teachers who are not certified, they are still below the Regional Minimum Wage (UMR). Admitted or not, teacher salaries in Indonesia, especially honorary teachers, are still far from expectations and the Regional Minimum Wage (UMR) in their respective Districts (Wiyani, 2019). While on the other hand, based on government regulations number 30 of year 2015 concerning Civil Servant salaries, there was an increase of 6 percent in 2015 where the basic salary of class IA Civil Servants with a working period of 0 years is Rp 1,448,500/month while for civil servants class IVE A with a working period of 32 years is Rp. 5,620,300/month.

This is extremely different from the income of non-certified Non-Civil Servant teachers who depend on the policies of the school where they teach. Based on the author's preliminary study, the salary they receive is around Rp. 300,000 to Rp. 1,300,000,-. This number is certainly far from the Cilacap Regency/Regional Minimum Wage (UMK) which has increased to the highest in Central Java in 2021 at Rp. 2,228,904 based on the Central Java Provincial Statistics Agency. The fact related to the salaries of Non-Civil Servant teachers in Cilacap Regency is worried to have an impact on teacher performance. If the teachers' welfare is low, their performance will also be the same (Wiyani, 2019). When teachers are

paid equitably for their salaries and supported in the growth of teachers as professionals, students will have a better chance of succeeding (Miles & Katz, 2018).

Apart from this, every teacher, both Civil Servant and Non-Civil Servant teachers, in their performance have the same duties and responsibilities. Civil Servant and Non-Civil Servant teachers must carry out their profession as professional teachers in accordance with regulations made by the government (Sa'adah, 2019). Teachers must continue to carry out their obligations as teachers, educators, mentors. As an educator, teachers must work professionally, teach systematically and based on government regulations. Facts in the field based on the author's preliminary study, there are disparities in various aspects between Civil Servant and Non-Civil Servant teachers which are quite far, especially in terms of quality and salary/welfare. This situation can be seen and can be assessed from the performance in the teaching and learning process in schools.

The performance of Civil Servant and Non-Civil Servant teachers is often compared. Performance in general is teacher performance in carrying out their duties and responsibilities. Teacher performance is basically the performance carried out by teachers in carrying out their duties as educators (Rahmatullah, 2016). Teacher performance is the teacher's perception of teacher work performance related to work quality, responsibility, honesty, cooperation and initiative (Zubair et al, 2017). Teacher performance can be assessed from four competencies that must be mastered by teachers. The four competencies are professional, pedagogic, social, and personality competencies. Teacher performance can be shown by looking at the teacher's ability to carry out the duties and responsibilities that must be carried out reflecting work patterns that can improve the quality of better education (Rahmatullah, 2016).

Based on the author's preliminary study, equal distribution of quality and welfare of teachers is a more visible problem than other teacher problems. Welfare is related to teacher salaries earned in one month's work, as well as allowances outside of the main salary. The quality of teachers is related to the competencies that must be mastered by teachers. Specifically, the above conditions require immediate improvements to the education system, especially improvements in the quality and salaries of educators (Anggraeni, 2020).

However, in fact, the teacher performance is still not implemented well (Sa'adah, 2019). The chairman of the Indonesian Teachers Association (IGI), Muhammad Ramli Rahim, explained that there are at least three problems that Non-Civil Servant teachers always face. The three problems are unclear status, low welfare, and teacher quality (Republika.co.id, 2021). Another problem related to the welfare of Non-Civil Servant teachers revealed by Arsyad (2019) is that their welfare is very low. The welfare level of Non-Civil Servant teachers is only paid 5,000/hour and 300 thousand per month and other welfare issues are health protection and the danger of accidents.

There are several factors that affect teacher performance, explained Pramesti & Muhyadi (2018). Factors that can affect teacher performance include: (1) principal supervision; (2) work environment; (3) teacher's work motivation; (4) the socio-economic status of the teacher. Not much different, Farmawati et al (2018) explained that teacher competence, principal leadership, teacher work motivation and work environment and teacher welfare have a significant and significant effect on teacher performance. Teacher competence, principal leadership, and teacher work motivation affect teacher performance (Susanto, 2015). There are factors that influence teacher performance (physical school environment, incentives/salaries and school policies) on teacher performance (Hidayatullah, 2018). Work motivation, welfare and supervision effectively have a positive and very significant contribution to the performance of Non-Civil Servant teachers (Estanurdianto, 2019).

Based on several teacher problems and factors that affect the teacher performance, the welfare and competence of teachers are the main concerns in this study. There are several previous research results related to competence, teacher salaries, and teacher performance that can strengthen the problem.

Teacher competence and teacher welfare are important aspects to successfully improve the quality of education (Maba et al., 2018). Work motivation and certification play an important role in efforts to improve teacher welfare and performance. Therefore, teacher performance can be predicted through teacher welfare (Zulkifli et al., 2014). There is a determination of competence, achievement motivation and teacher welfare on teacher performance (Asiatina, 2011). There is a positive and significant direct influence on salary provision, and work motivation on teacher professionalism (Merdja & Seto, 2020). Teacher salary levels and structures are not only important factors affecting the supply of primary and secondary school teachers, but are also important for attracting, training and retaining high-quality teachers, thus impacting the overall quality of education and teaching in schools (Xuehui, 2018).

Based on the problems and previous research that has been described, it encourages the author to find out more about the influence of teacher competence and salaries on the performance of Non-Civil Servant Physical Education teachers, especially in Junior High Schools (SMP) or equivalent in Cilacap Regency. It is also caused by so far, studies on competence, salary teachers and teacher performance in Cilacap Regency does not yet exist. There are no studies related to teacher competence, teacher salaries, and the performance of Non-Civil Servant Physical Education teachers, especially in Cilacap Regency. This can be a scientific renewal. Therefore, the authors raised the title "The Effect of Competence and Salaries of Non-Civil Servant Physical Education Teachers on Performance in Cilacap Regency."

Research Method

This study uses a quantitative approach which emphasizes the aspect of objective measurement of social phenomena. *Ex Post facto* research is a research design in which there is no manipulation of independent variables. According to Sugiyono (2010), *ex post facto* research is a study conducted to examine events that have occurred and then trace back to find out the factors that caused these events.

The population in this study were 270 Non-Civil Servant Physical Education teachers who did not have the status of PPPK or GTY (Permanent Teacher Foundation) Junior High School or equivalent in Cilacap Regency. Meanwhile, the sample in this study are 90 samples consisting of 60 students, 15 superiors, 15 teacher colleagues, and 15 Non-Civil Servant Physical Education teachers. The authors used a questionnaire method (questionnaire) in collecting data for this study. The data was then analyzed using statistical analysis, which was then tested through several test stages, namely: validity test, reliability test, normality test, linearity test, multicollinearity test, heteroscedasticity test, coefficient of determination test, F test and T test.

Results and Discussion

A. Research Results

This research was conducted in 15 schools, 4 sub-districts in Cilacap Regency on August 22 – September 13, 2022. The samples are 15 Non-Civil Servant Physical Education teachers, 15 teacher colleagues, 60 students, and 15 school principals. Data collection techniques used a questionnaire. The following are the results of the analysis of the data:

1. Coefficient of Determination Test (R^2)

The R2 test is used to determine the effect of the independent variable on the dependent variable. If R2 is small, it can be seen how the independent variable can explain the very limited dependent variable. This shows that there are other causes that are factors of the dependent variable. Meanwhile, if R2 has a large value, then the independent variable can explain well the dependent variable.

Table 1. 1. Coefficient of Determination Test (R²)

Model Summary				
odel	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.761 ^a	.578	.508	3.036
a. Predictors: (Constant), TEACHER SALARY, TEACHER COMPETENCY				

Based on the results of the Coefficient of Determination R2 test above, it can be concluded that the *Adjusted R Square* value is 0.508, which means that the influence of competence and salaries of Non-Civil Servant teachers on teacher performance based on the test is **50.8%**.

2. T Test

From the results of the T test using the SPSS 25 program, it was obtained a significance value of $0.000 < 0.05$. So, it can be concluded that there is an effect of the independent variables, namely teacher competence and teacher salaries on the dependent variable (Y) teacher performance. In addition, based on the t table calculation with the formula, it was obtained: $t \text{ table} = t (\alpha/2; n-k-1) = t (0.025; 27) = 2.051$. Based on the results of the t-table test, the results of the t-count value are $24.833 > t\text{-table } 2.051$, so it can be concluded that that there is an influence of teacher competence and teacher salaries on the performance of non-civil servant PJOK teachers in SMP in Cilacap Regency.

3. F Test

Based on the results of the F test above, it was obtained that the significance value for the influence of the independent variable (x), namely teacher competence and teacher salaries simultaneously on the dependent variable (y), namely teacher performance was $0.000 < 0.005$ and the calculated f value was $616.67 > 3.33$ F value tables. The formula F table = F (k; n-k) = F (2; 29) = 3.33. So it can be concluded, **Ha accepted**, that there is a simultaneous influence of teacher competence and teacher salaries on the performance of Non-Civil Servant Junior High School teachers in Cilacap Regency.

Table 2. F Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	551240.200	1	551240.200	616.679	.000 ^b
Residual	25028.767	28	893.885		
Total	576268.967	29			

a. Dependent Variable: TEACHER PERFORMANCE

b. Predictors: (Constant), TEACHER COMPETENCY AND SALARY

B. Discussion

From results of the Coefficient of Determination R2 test above, it can be concluded that the Adjusted R Square value is 0.508, which means that the influence of competence and salaries of non-civil servant teachers on teacher performance based on the test is **50.8%**.

Test results T test using the SPSS 25 program = it was obtained a **significance value** of 0.000 < 0.05. So, it can be concluded that there is an effect of the independent variables, namely teacher competence and teacher salaries on the dependent variable (Y) teacher performance. In addition, based on the t table calculation with the formula: it was obtained t table = $t(\alpha/2; n-k-1) = t(0.025; 27) = 2.051$. Based on the results of the t-table test, the results of the t-count value are $24.833 > t\text{-table } 2.051$, so it can be concluded, **Ha accepted**, that there is an influence of teacher competence and teacher salaries on the performance of Non-Civil Servant Physical Education teachers in Junio High School in Cilacap Regency.

From the results of the F test, it was obtained that the significance value for the influence of the independent variable (x), namely teacher competence and teacher salaries simultaneously on the dependent variable (y), namely teacher performance is $0.000 < 0.005$ with an f value of $616.67 > 3.33$ F value table. It was also obtained the formula f table = $F(k; n-k) = F(2; 29) = 3.33$. So it can be concluded that there is a simultaneous influence of teacher competence and teacher salaries on the performance of Non-Civil Servant Junior High School teachers in Cilacap Regency.

Conclusion

Based on the results of the F test, it is known that the significance value for the influence of the independent variable (x), namely teacher competence and teacher salaries simultaneously on the dependent variable (y), namely teacher performance is $0.000 < 0.005$ and the calculated F value is $616.67 > 3.33$ F table value. Therefore, it can be concluded that there is a simultaneous influence of teacher competence and teacher salaries on the performance of Non-Civil Servant Junior High School teachers in Cilacap Regency.

References

- Anggranei, F. N. (2020). Realitas Kompetensi Guru Pasca Sertifikasi. *Scientific Journal of Reflection: Economic, Accounting, Management and Business*, 3(4), 331-340.
- Arsyad, A. R. (2019). Pengelolaan Dan Pemberdayaan Guru Non-Pns Madrasah Negeri Di Kota Gorontalo (MIN, MTsN, MAN dan MAN IC). *EDUCANDUM*, 5(2), 221-233.
- Asiatina, I. P. (2011). Determinasi kompetensi, motivasi berprestasi dan kesejahteraan guru terhadap kinerja guru pada SMP Negeri di kecamatan Busungbiu. *Jurnal Ilmiah Pendidikan dan Pembelajaran Ganesha*, 7(2), 96875.
- Departemen Pendidikan Nasional. 2003. Undang-Undang Nomor 20 Tahun 2003, Tentang Sistem Pendidikan Nasional. Jakarta: Depdiknas
- Depdikbud. (2005). Kamus Besar Bahasa Indonesia. Jakarta: Balai Pustaka.
- Estanurdianto, E. (2019). Efektivitas Motivasi Kerja, Kesejahteraan dan Supervisi Terhadap Pelaksanaan Proses Pembelajaran Guru Non PNS. *Media Manajemen Pendidikan*, 1(3), 16-25.
- Hidayatullah, R. (2018). Faktor-faktor yang mempengaruhi Kinerja Guru IPS SMP dan MTS di Kecamatan Marioriwawo kabupaten Soppeng (Doctoral dissertation, Universitas Negeri Makassar).
- Husain, R. (2016). Guru Di Abad 21. *PROSIDING*, 13.
- Jaedun, A. (2009). Evaluasi kinerja profesional guru. Makalah. Jaedun@ yahoo. com. hal1-16. html.
- Maba, W., Perdata, I. B. K., Astawa, I. N., & Mantra, I. B. N. (2018). Conducting assessment instrument models for teacher competence, teacher welfare as an effort to enhance education quality. *International research journal of management, IT and social sciences*, 5(3), 46-52.
- Miles, K. H., & Katz, N. (2018). Teacher salaries: A critical equity issue. *State Education Standard*, 18(3), 18.
- Rahmatullah, M. (2016). The Relationship between Learning Effectiveness, Teacher Competence and Teachers Performance Madrasah Tsanawiyah at Serang, Banten, Indonesia. *Higher Education Studies*, 6(1), 169-181.

- Sugiyono. 2016. *Metode Penelitian dan Pengembangan: Research and Development*. Bandung: CV. Alfabeta.
- Susanto, H. (2012). Faktor-faktor yang mempengaruhi kinerja guru sekolah menengah kejuruan. *Jurnal Pendidikan Vokasi*, 2(2).
- UU No.13 tahun 2003 tentang Ketenagakerjaan
- Wiyani, N. A. (2019). *Pengembangan Profesi Keguruan Pada Era Revolusi Industri 4.0*. Yogyakarta: Penerbit Gava Media.
- Xuehui, A. (2018). Teacher salaries and the shortage of high-quality teachers in China's rural primary and secondary schools. *Chinese Education & Society*, 51(2), 103-116.
- Zulkifli, M., Darmawan, A., & Sutrisno, E. (2014). Motivasi Kerja, Sertifikasi, Kesejahteraan dan Kinerja Guru. *Persona: Jurnal Psikologi Indonesia*, 3(02)

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).