



The Effect of Teacher Professional Allowances State Elementary School in Padang Ratu

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Article Info

Article history:

Received 30 Jul, 2025

Revised 09 Sep, 2025

Accepted 22 Oct, 2025

Keywords:

Professional Allowance,
Teacher Performance, Work
Motivation

ABSTRACT

This study aims to determine whether there is the influence of professional allowance and work motivation on teacher performance. The population in this study were all high school teachers in the District of Padang Ratu (55 teachers). The sampling technique used was proportionate stratified random sampling. The sample consisted of 2 groups: teachers who had received professional allowances and who had not received professional allowances. The sampling technique uses a sample size determination table developed by Isaac and Michael, for a population of 55 people with an error rate of 5%, a sample of 48 people. The results of data analysis show that (1) there is a significant effect between professional allowances on teacher performance by 25.3%; (2) there is a significant effect between work motivation on teacher performance variables with an influence of 47.0%; (3) there is a significant effect between the professional allowance and work motivation together on the teacher's performance of the Public High School in Muara Sugihan District at 57.0%.

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INTRODUCTION

This research originated from the results of the researcher's observation on September 29, 2025 of fellow teachers who were around the researcher's work environment, which showed that there were still teachers who were less enthusiastic about teaching, not making devices. Learning, leaving the classroom for which they are responsible, and being less innovative in carrying out learning. Even though a teacher should be a role model for students. The teacher's enthusiasm in teaching will have an influence on the ability of students. Unfortunately, some teachers have low motivation, so they do not carry out their duties optimally. This shows that the performance of teachers around the researcher's work environment is still lacking.

Finance Minister Sri Mulyani at the Shangri-La Hotel, Jakarta, Wednesday (22/11/2017) said that the government has set the focus of investment in 2018 in the field of infrastructure and Human Resources (HR). Especially for human resources, the government has increased supervision of teacher performance. In the field of education, Indonesia is still ranked 53rd in the world. In order to improve the quality of education in Indonesia, the performance of teachers in Indonesia is highlighted by Sri Mulyani. There are about four million teachers who are paid annually by the government, but their performance is incompetent (okezone.com, November 22, 2017).

In an article written by Muliastuti (2018), it is stated that the government's purpose in implementing teacher certification allowances is to motivate teachers to improve their professional qualifications. However, the problem to this day is that we are still dealing with the classic problem of teacher quality. Various assessments conducted by the Ministry of Education and Culture show that the pedagogical and professional competence of teachers is still low on average (detikNews, August 1, 2018).

The lack of welfare of teachers and education personnel (GTK) is suspected to have an effect on the non-optimal teaching of teachers. This statement is reinforced by Arief Rahman who said that on the one hand, teachers are burdened with the curriculum, but on the other hand their welfare is not properly considered. According to Arief, welfare has a great effect on teacher performance. Because welfare is often inappropriate and the number is not large, the teacher's teaching function is no longer unanimous, holistic and comprehensive. Furthermore, Arief said, a teacher must be sincere and serious in educating students. Even so, teachers are also human beings who need money to eat, drink, and others. This means that in addition to being required to teach wholeheartedly, the needs of teachers as human beings must also be met (Republika.co.id., November 28, 2017).

Based on some of the presentations above, this study aims to test the influence of professional allowances and work motivation on teacher performance. There have been several similar studies carried out, one of which is by Zetriuslista and Wahyuni (2013) which found that the influence of work motivation on the performance of mathematics teachers by 30.90% and the effect of welfare on the performance of mathematics teachers by 23.3%. Likewise, research by Andriani et al (2018) found that "work motivation had a positive and significant influence on the teachers performance of SD Negeri ". In another study, it was found that there was an influence of teacher professional certification on work motivation and there was an influence of teacher professional certification on teacher performance (Murwati, 2013). In his research, Fahmi (2017) also found that professional allowances had a significant effect on teacher performance in State Elementary Schools in Padang Ratu District, Central Lampung Regency by 28.8%, while work motivation had a significant effect on teacher performance in State Elementary Schools in Padangratu District by 33.5%. This means that 33.5% of the variants that occur in teacher performance at State Elementary School in Padang Ratu, Central Lampung Regency are influenced by work motivation factors. In other words, teacher performance can be improved if work motivation is increased. Professional allowance is an allowance handed over to teachers who have an educator certificate as a form of appreciation for their professionalism. The disbursement of allowances is carried out in 4 stages or can be called quarterly. The basis for payment is regulated in the Regulation of the Minister of Finance number 50/PMK.07/2017 concerning the Management of Transfers to Regions and Village Funds. For civil servant teachers, the allocation of funds that will be used to pay teacher professional allowances has been available in the regional financial treasury since the beginning of the fiscal year in accordance with the proposal submitted to the central government. The funds are directly sent by the ministry of finance to the respective regional treasury. For non-civil servant teachers, funds for the payment of their professional allowances are allocated or included in the Ministry of Education and Culture's budget. For these civil servant teachers, the distribution of their professional allowances will be sent directly to their accounts if they have met the stipulated provisions or requirements (Media Indonesia, 09 November 2018).

According to Maulidi (2016), the definition of teacher professional allowance is an allowance or financial award given to teachers after fulfilling the requirements that have been set. For government teachers (PNS), the professional allowance received is one month of basic salary and for non-civil servant permanent teachers per month receive Rp. 1,500,000 (one million five hundred thousand rupiah) after meeting the requirements in accordance with the provisions of the applicable laws, and are subject to income tax in accordance with tax provisions. The provision of teacher professional allowances is motivated by the Law on Teachers and Lecturers article 1 Number 14 of 2005 which mandates that the position of teachers is as a professional in the formal education pathway both at the level of early childhood education, basic education, junior secondary education, and upper secondary education.

Furthermore, according to him, as professional educators, teachers are required to have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize national education goals. Therefore, related to their duties as teachers, teachers are entitled to earn income above the minimum living needs and social welfare guarantees determined by the principle of appreciation on the basis of achievement. In Government Regulation on Education Funding Number 48 of 2008 Article 17, it is stated that one of the personnel costs of the education unit is the teacher's professional allowance. This allowance is permanent as long as the duties as a teacher are carried out by the teacher concerned by meeting the requirements in accordance with the provisions of the law. Funds for the payment of professional allowances for PNSD teachers are sourced from the State Revenue and Expenditure Budget (APBN) which is transferred to the Regional Revenue and Expenditure Budget (APBD) through the regional transfer fund mechanism.

A teacher is entitled to receive professional allowances if he meets the following criteria or requirements (Sudrajat, 2009). Have one or more educator certificates that have been given a teacher registration number by the Ministry of National Education.

Fulfilling the workload as a teacher. Teaching subjects or as a classroom teacher in an educational unit in accordance with the designation of the educator certificate he has. Registered with the Ministry of National Education as a permanent teacher. Maximum age is 60 (sixty) years. Not permanent staff in agencies other than the educational unit where they work.

Teachers are often found to be less enthusiastic in carrying out their duties, as a result of which the learning objectives they want to achieve are less successful. This is caused by various factors, one of which is the lack of motivation for teachers' work. Basically, motivation is divided into two, namely: internal motivation and external motivation. Internal motivation comes from the individual's self, while external motivation comes from outside the individual's self.

Fahmi (2017) expressed the opinion that work motivation is a set of enthusiasm and encouragement that can make a person able to do a good job. In this case, Sardiman (2012) work motivation cannot be observed directly, but can be interpreted from its behavior and can be seen as a change in energy in a person that is characterized by the emergence of feelings and preceded by a response to the existence of a goal. This statement has three meanings, namely (1) motivation is the beginning of energy changes in each individual; (2) motivation is characterized by the existence of a person's feelings, affections, in this case motivation is in line with psychiatric problems, affections and emotions that can determine human behavior; (3) motivation is stimulated because of the existence of a goal.

According to Uno (2009), teacher work motivation is an internal and external process or encouragement that is carried out to move teachers to have their enthusiasm and desire in carrying out real efforts to achieve the set goals. Based on this opinion, the following indicators of teacher work motivation were compiled.

Responsibility of teachers in carrying out duties.

Carry out tasks according to the curriculum.

Have clear and challenging goals.

There is feedback on the results of his work.

Have a feeling of pleasure at work.

Always try to outperform others (Zetriuslista & Wahyuni, 2013).

Work motivation must be possessed by teachers so that they are willing and willing to exert all their abilities in the form of expertise and skills in carrying out their duties and responsibilities. Thus, in order for the learning process to run effectively and produce something satisfying, teachers must improve their performance, and to achieve this, they must be supported by adequate welfare and high work motivation (Fahmi, 2017).

According to Ilyas (1999), performance is the performance of the work or work of personnel, both quantity and quality in an organization and is the performance of individuals and groups of personnel. The description of performance concerns 3 important components, namely: (1) objectives, the determination of the objectives of each organizational unit is a strategy used to improve work; (2) size, it is necessary to measure whether a personnel has achieved what is expected, for that quantitative and qualitative performance standards for each task and position of personnel play an important role; (3) assessment, regular performance assessment associated with the process of achieving the performance goals of each personnel. The definition of performance with a description of objectives, operational size, and regular assessment has an important role in maintaining and increasing personnel motivation (Hanafi, 2006).

A teacher's performance will be seen in daily work situations and conditions. Performance can be seen in the aspect of carrying out tasks and the quality of these tasks. By looking at the main task of a teacher is teaching, the teacher's performance can be seen in the teacher's activities when teaching in the learning process. In terms of teachers, students, and teaching materials are the dominant elements in the learning process in the classroom. These three aspects are interrelated, influencing each other and supporting each other. If there is no one element, then the other elements cannot relate reasonably so that the learning process will not take place properly. If the teaching and learning process is reviewed in terms of teacher activities, it will be seen that teachers play a strategic role (Samaeng & Sutarsih, 2015).

According to Mangkunegara (2004), the factors that affect teacher performance are the factors of ability, dedication and motivation. As educators, teachers have heavy duties and responsibilities. The teacher must realize that he must do his job seriously, responsibly, sincerely and not carelessly, so that students can easily accept what is conveyed by the teacher. If this is achieved, teachers will have a high level of performance.

Meanwhile, according to Yuliandri and Kristiawan (2017), factors that affect teacher performance can come from within such as ability, motivation, skills, discipline, work experience and education. There are also external factors such as work climate, organizational culture, leadership, social security and income level. Based on his opinion, a teacher who has a high educational background and is in accordance with his field and is skilled in doing daily work, he will more easily achieve the expected performance. Therefore, a teacher should strive to teach according to his field as much as possible so that effective and quality learning results can be obtained.

Yogaswara (2010) in his article concluded that performance is a person's work ability that is manifested in the behavior displayed. The ability to understand and behave according to expectations can be interpreted as a work factor, high or low work ability can be seen from what has been achieved and the achievements obtained in a job. This means that teacher performance is the success of teachers in carrying

out quality teaching and learning activities, including aspects of loyalty and high commitment to teaching tasks, mastering and developing methods, mastering learning materials and utilizing learning resources, responsible for observing teaching and learning outcomes, discipline in teaching and other tasks, creativity in carrying out teaching, interacting with students to motivate, A good, honest and objective personality when guiding students, being able to think systematically about what they are doing, and understanding in teaching administration.

From these descriptions, it can be concluded that teacher performance indicators include:

- Ability to make planning and preparation for teaching;
- Mastery of the material to be taught to students;
- mastery of teaching methods and strategies;
- assigning assignments to students;
- the ability to manage classes;
- the ability to conduct assessment and evaluation (Yogaswara, 2010).

Based on the description that has been submitted, the formulation of this research problem is as follows. Does professional allowances have a significant effect on teacher performance? Does work motivation have a significant effect on teacher performance? Do professional allowances and work motivation together have a significant effect on teacher performance?

RESEARCH METHODS

This research is an ex-post facto research. It is called ex-post facto because the research variables, both independent variables and bound variables, have occurred before this research was carried out. According to Riduwan (2009), ex-post facto research is research in which independent variables are already taking place at the time the research is conducted, while researchers only observe bound variables to find out the relationship or influence caused. Judging from its approach, this study includes quantitative research with a correlational causal design, because this study seeks to explain the cause-and-effect relationship and the functional relationship between independent variables (professional allowance and work motivation) and bound variables (teacher performance).

Population and Research SampleThe population in this study is all public elementary school teachers in Padang Ratu District with a total of 55 teachers. Because the population is relatively small, the sample determination was carried out using the sample number determination table developed by Isaac and Michael (Sugiyono, 2010). With an error level of 5%, a sample of 48 teachers was obtained.

The sampling technique used is proportionate stratified random sampling, that is, a random sampling technique by considering a certain proportion of each strata present in the population. In this study, the population is divided into two strata, namely teachers who have received professional allowances and teachers who have not received professional allowances. By using this technique, it is hoped that each member of the population has an equal opportunity to be selected as a sample and still reflect the characteristics of the population proportionally.

Research InstrumentsData collection was carried out using several methods, namely:

Questionnaire (questionnaire)

Questionnaires are used to obtain data on professional allowances, work motivation, and teacher performance. The questionnaire instrument was compiled based on the indicators of each research variable which were then elaborated into question items. The questionnaire uses the Likert scale with four alternative answers that have a score range of 4 to 1, namely:

Strongly Agree (SS) = score of 4

Agree (S) = score of 3

Disagree (TS) = score of 2

Strongly Disagree (STS) = score of 1This scale was chosen to make it easier for respondents to provide answers that are in accordance with their perceptions, as well as to facilitate the data quantification process.

DocumentationThe documentation method is used to obtain or obtain supporting data related to teacher conditions, personnel data, and other documents relevant to professional allowances and teacher performance.

InterviewsInterviews were conducted with several selected sources to strengthen the data obtained through questionnaires and documentation. This interview is more complementary so that the research results are more valid.

Data Analysis Techniques

The data that has been collected is analyzed using correlation and regression techniques. Correlation analysis is used to determine the close relationship between independent variables and bound variables,

while regression analysis is used to determine the magnitude of the influence of free variables on bound variables, both partially and simultaneously. Data processing is carried out with the help of the SPSS version 20 program so that the calculation is more accurate and efficient.

Research HypothesesThe hypotheses proposed in this study are as follows:

Professional allowances have a significant effect on teacher performance.

Work motivation has a significant effect on teacher performance.

Professional allowances and work motivation together have a significant effect on teacher performance.

RESULTS

The first hypothesis proposed in this study is that professional allowances have a significant effect on teacher performance. There was a significant influence between professional allowances on teacher performance by 25.3%. It can be interpreted that the performance of State Elementary School teachers in Padang Ratu District of 25.3% is determined by professional allowances, the remaining 74.7% is determined by other factors.

Table 1. Results of Simple Linear Regression Analysis

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503a	.253	.237	3.366

Predictors: (Constant), Tunjangan_Profesi

Source: Research data

The second hypothesis is that work motivation has a significant effect on the performance of State Elementary School teachers in Padang Ratu District. There was a significant influence between work motivation on teacher performance variables with an influence of 47.0%. Thus, it can be interpreted that the performance of State Elementary School teachers in Padang Ratu District of 47.0% is determined by work motivation, the remaining 53.0% is determined by other factors.

Table 2. Results of Simple Linear Regression Analysis

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685a	.470	.458	2.837

Predictors: (Constant), Motivation

Source: Research data

The third hypothesis is that professional allowances and work motivation together have a significant effect on teacher performance. There was a significant influence between professional allowances and work motivation together on the performance of State Elementary School teachers in Padang Ratu District by 57.0%. It can be interpreted that the performance of State Elementary School teachers in Padang Ratu District of 57.0% is determined by professional allowances and work motivation, the remaining 43.0% is determined by other factors that were not studied in this study.

Table 3. Multiple Linear Regression Analysis Results

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755a	.570	.551	2.583

a. Predictors: (Constant), Motivation, Tunjangan_Profesi

Source: Research data

After an in-depth study through the analysis process above, it is believed that the research hypothesis that professional allowances and work motivation affect the performance of State Elementary School teachers in Padang Ratu District can be accepted and have been tested at a confidence level of 95%. Data analysis shows that teachers' performance is influenced by the provision of professional allowances and work motivation. Professional allowances and work motivation are two very important factors because they can affect teacher performance. Professional allowances provided by the government should be able to increase work motivation which then further improves the performance of teachers in carrying out or carrying out their duties.

Based on the results of document studies and interviews, researchers found several things that affect the performance of teachers in Padang Ratu District. Teacher commitment is the main thing that affects the low performance. The next factor is the lack of supervision from the principal and curriculum representatives, this results in teachers being careless in preparing learning administration. The distance between the teacher's residence and the school and the terrain that is difficult to travel in the rainy season also results in teachers being often late, thus reducing the time allocation in the teaching and learning process.

The findings in the above study are in line with the findings of Fahmi (2017) in his research entitled "The Implementation of Professional Allowances for State Elementary School Teachers in Padang Ratu District, Central Lampung Regency". This study aims to determine the influence of professional allowances and work motivation on teacher performance. The population of this study is all teachers in State Elementary Schools in Padaang Ratu District with a total of 150 people, the number of samples in this study is as many as 72 people were randomly selected. The method of data collection was carried out through a questionnaire using a Likert scale. Data analysis shows that professional allowances and work motivation together have an effect on the performance of State Elementary School Teachers in Padang Ratu District, Central Lampung Regency with an influence of 28.8%.

Furthermore, the results of this study are supported by the findings of Hesti Murwati (2013) in her research entitled "The Effect of Teacher Professional Certification on Work Motivation and Teacher Performance in State Elementary Schools in Central Lampung Regency". The data collection technique in this study is questionnaire, while the data analysis technique uses simple regression analysis. Based on the results of the study, it was found that: (1) there is an effect of teacher professional certification on work motivation, this is shown by the t calculation of the $> t$ table, which is $10,664 > 1,664$; (2) There is an influence of teacher professional certification on teacher performance, this is shown by the t count of $> t$ table, which is $8,226 > 1,991$.

The results of this study are similar to the research conducted by Zetriuslita and Reni Wahyuni entitled "The Relationship between Work Motivation and Welfare to Performance Religious Teacher of SD Negeri Sekabupaten Lampung Tengah". The population of this study aims to determine the influence of professional allowances and work motivation on teacher performance in several schools in Central Lampung Regency. The research was conducted using a quantitative approach using an instrument in the form of a Likert scale questionnaire. The study population consisted of teachers in public elementary schools, with a random sample taken.

Hypothesis 1: The Effect of Professional Allowances on Teacher Performance

The results of simple linear regression analysis showed that professional allowances had a significant effect on the performance of State Elementary School teachers in Padang Ratu District. The magnitude of the influence was 25.3%, which means that professional allowances determine a quarter of teacher performance, while the remaining 74.7% were influenced by other factors.

Table 4. Results of Simple Linear Regression Analysis

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503a	.253	.237	3.366

Hypothesis 2: The Influence of Work Motivation on Teacher Performance

Regression analysis shows that work motivation has a greater influence than professional allowances, which is 47.0%. This means that almost half of the performance of State Elementary School teachers in Padang Ratu District is determined by their level of work motivation.

Table 5. Results of Simple Linear Regression Analysis

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685a	.470	.458	2.837

Hypothesis 3: The Effect of Professional Allowance and Work Motivation Together on Teacher Performance

The results of multiple regression analysis showed that professional allowances and work motivation simultaneously had a significant effect on the performance of State Elementary School teachers in Padang

Ratu District. The magnitude of the influence was 57.0%, while the remaining 43.0% was influenced by other factors that were not studied.

Table 6. Multiple Linear Regression Analysis Results

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755a	.570	.551	2.583

DISCUSSION

The results of the study show that both professional allowances and work motivation have a significant influence on teacher performance. Professional allowances provided by the government should be able to increase teachers' work motivation, which ultimately has a positive impact on their performance in carrying out their duties and responsibilities as educators.

However, based on document studies and interviews, several other factors were found that also affected the performance of teachers in Padang Ratu District, including:

Teacher Commitment: Low commitment to tasks and responsibilities is a major factor that affects performance.

Lack of Supervision: Lack of supervision from the principal and curriculum representatives leads to negligence in the preparation of learning administration.

Geographical Conditions: The distance of the teacher's residence far from the school and the terrain that is difficult to travel during the rainy season causes delays and reduced learning time.

This finding is in line with the research of Fahmi (2017) which shows that professional allowances and work motivation together affect the performance of State Elementary School teachers in Padang Ratu by 28.8%. This study uses a survey method with a sample of 72 teachers from a total population of 150 teachers.

In addition, the results of this study are strengthened by the findings of Hesti Murwati (2013) who stated that teacher professional certification has an effect on work motivation and teacher performance in State Elementary Schools throughout Central Lampung Regency. The results of the analysis show that:

Teacher professional certification has an effect on work motivation ($t \text{ count} = 10.664 > t \text{ table} = 1.664$).

Teacher professional certification has an effect on teacher performance ($t \text{ count} = 8.226 > t \text{ table} = 1.991$).

The research of Zetriuslita and Reni Wahyuni also supports this finding, stating that work motivation and welfare have a significant relationship with the performance of public elementary school religious teachers in Central Lampung Regency.

SUGGESTIONS

Based on the results of the influence research. Based on the results of a study involving 334 teachers with a sample of 117 teachers, using an instrument in the form of a Likert scale questionnaire, it was found that the relationship between work motivation and welfare to the performance of mathematics teachers reached 66%. In detail, work motivation had an influence of 30.90%, while welfare had an influence of 23.3% on the performance of mathematics teachers. Therefore, there are some suggestions that can be given are as follows:

On behalf of the School and the Education Office

Improving Professional Development Programs: Schools and education offices need to provide relevant training, workshops, and competency development activities to increase teachers' morale or motivation.

Giving Awards and Appreciation: A form of appreciation for teachers' achievements, both formally and informally, can increase morale and a sense of appreciation.

Improving Financial and Non-Financial Well-Being: There is a need to evaluate the system of benefits, incentives, and work facilities so that teachers feel more prosperous and motivated.

For Religious Teachers

Increase Intrinsic Motivation: Teachers are expected to continue to develop motivation from within, such as the passion to learn, teach innovatively, and contribute to the world of education.

Maintaining Work-Life Balance: Teachers need to maintain physical and mental health in order to remain productive and perform well.

Actively Participate in Professional Communities: Joining a community of religious teachers can be a forum for sharing experiences, learning strategies, and supporting each other.

For the Next Researcher

Adding Other Variables: Follow-up research may consider other variables such as principal's leadership, work culture, or workload as factors that affect teacher performance.

Using Mixed Methods: A combination of quantitative and qualitative approaches can provide a more comprehensive picture of the factors that affect teacher performance.

Expanding Research Locations: Research can be conducted in various regions or levels of education to see the differences and similarities in the patterns of motivation and well-being on teacher performance.

CONCLUSIONS

Based on the data and analysis results that have been described, the following conclusions can be drawn. Professional allowances have a significant effect on the performance of teachers of SD Negeri 2 Bandarsari, Padang Ratu District by 25.33%. This means that 25.33% of the variants that occur in teacher performance at State Elementary Schools in Padang Ratu District, Central Lampung Regency are influenced by the professional allowance factor. Teacher performance can be improved if professional allowances are provided. Work motivation has a significant effect on the performance of teachers at SD Negeri Padang Ratu District by 46.97%. This means that 46.97% of the variants that occur in the performance of State Elementary School teachers in Padang Ratu District are influenced by work motivation factors. Teacher performance can be improved if teachers' work motivation is increased. The findings of the study prove that teacher performance has a significant relationship with professional allowances and work motivation partially or collectively. Statistically, professional allowances and work motivation are positively and significantly related to the performance of State Elementary School teachers in Padang Ratu District by 43.47%. This means that teacher performance can be improved through professional allowances and work motivation.

Professional allowances and work motivation for teacher performance as stated above, opinions can be conveyed so that teachers increase their responsibility in teaching, instill a sense of joy in carrying out their duties, and always strive to outperform others. It is recommended to the principal to provide a division of teaching tasks in accordance with the educational qualifications of the teacher so that teachers teach in accordance with their respective fields of knowledge.

Based on the data obtained, the results of the analysis, as well as the discussion of research on the influence of professional allowances and work motivation on the performance of State Elementary School teachers in Padang Ratu District, the following conclusions can be drawn:

The Effect of Professional Allowances on Teacher Performance Professional allowances have a significant effect on the performance of State Elementary School teachers in Padang Ratu District by 25.33%. This means that about a quarter of the variation that occurs in teacher performance can be explained by the existence of professional allowances. These results show that the provision of professional allowances is able to improve teacher performance, both in planning, implementation, and learning evaluation. Thus, the better the system of providing and utilizing professional allowances, the better the performance of teachers produced.

The Influence of Work Motivation on Teacher Performance Work motivation has a significant effect on the performance of State Elementary School teachers in Padang Ratu District by 46.97%. This shows that, almost half of the variation in teacher performance is influenced by work motivation. These findings indicate that the higher the work motivation that teachers have, both in the form of intrinsic motivation (such as a sense of responsibility, teaching satisfaction, and desire to achieve) and extrinsic (such as rewards and a conducive work environment), the higher the teacher's performance in carrying out their professional duties.

The Simultaneous Effect of Professional Allowances and Work Motivation on Teacher Performance Together, professional allowances and work motivation have a significant effect on the performance of State Elementary School teachers in Padang Ratu District with a contribution of 43.47%. This proves that the combination of welfare through professional allowances and high work motivation is an important factor in encouraging teacher performance improvement. In other words, efforts to improve teacher performance will be more effective if both factors are considered and improved at the same time.

Research Implications The results of this study explain the importance of the role of professional allowances in improving teacher welfare which ultimately has an impact on improving the quality of performance. In addition, work motivation has also been proven to be a dominant factor that affects teacher performance. Therefore, improving the quality of education can not only be achieved through the policy of providing professional allowances, but also by creating a work climate that is able to motivate teachers to work more optimally.

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