

The Effect of Professional Allowances on Work Motivation and Performance of Elementary School Teachers in Cluster II, Sorong City, Southwest Papua

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Abstract: Teacher professional allowance is a strategic government policy intended to improve teachers' welfare, work motivation, and performance. However, better welfare does not always directly lead to better professional practice. This study analyzes the relationship between professional allowance, work motivation, and teacher performance among elementary school teachers in Cluster II, Sorong City, Southwest Papua. The study used a quantitative correlational design. Data were collected through questionnaires, observation, interviews, and literature study. The population comprised elementary school teachers in Cluster II, while the sample focused on certified teachers who received professional allowances. The research instruments measured professional allowance, work motivation, and teacher performance and were tested for validity and reliability. The findings show that professional allowance has a positive and significant relationship with teacher motivation, with a correlation coefficient of 0.515 and a determination coefficient of 26.52%. The relationship between professional allowance and teacher performance is very strong, with a correlation coefficient of 0.894 and a determination coefficient of 79.92%. These findings indicate that professional allowance strengthens teacher professionalism, although motivation still requires support from leadership, work climate, organizational culture, and continuous professional development.

Keywords: *professional allowance; work motivation; teacher performance; teacher professionalism; elementary school*

INTRODUCTION

Education holds a strategic position in human resource development because, through education, the intellectual, moral, social, and professional qualities of students can be systematically developed (Amelia Nasution et al., 2025). The quality of education is not only determined by the curriculum, infrastructure, and educational policies, but also highly depends on the quality of teachers as the main implementers of the learning process in schools (Papanthymou & Darra, 2023). Teachers play an important role in designing learning activities, implementing the teaching and learning process, assessing learning outcomes, guiding students, and shaping students' character within school life (Saekan, 2023). Therefore, the existence of teachers cannot be understood merely as transmitters of subject matter, but also as professional educators, facilitators, motivators, mentors, and role models for students (Warti & Arifannisa, 2025).

The development of education in the twenty-first century requires teachers to possess

increasingly complex competencies, including pedagogical, professional, social, and personality competencies (Pakaja et al., 2023). Teachers are not only required to master teaching materials, but must also be able to design active, creative, innovative, and student-centered learning activities that meet the needs of learners. Change and technological development also require teachers to be able to utilize instructional media, manage classrooms effectively, and conduct objective and continuous learning assessments. (Zaskia Nafasabilla, 2025) Thus, improving teacher performance has become one of the important agendas in efforts to enhance the quality of education in elementary schools (Santosa et al., 2022). In order to improve teacher professionalism, the Indonesian government has established a teacher certification policy and provided professional allowances for teachers who have met the requirements as professional educators. (Kadi, 2026) The teacher professional allowance is a form of government appreciation for the teaching profession as well as a policy instrument intended to improve teacher welfare,

work motivation, and performance (Sholeh & Wulandari, 2025). Conceptually, professional allowances are expected to reduce teachers' economic pressure so that they have greater opportunities to focus on carrying out instructional duties and developing their professional competence (Ayunda, 2025). Appropriate compensation in educational organizations can also increase job satisfaction, loyalty, responsibility, and work productivity among educators (Riyadi et al., 2023).

However, the provision of professional allowances has not always been directly proportional to the optimal improvement of teacher performance in the field (Sasmi et al., 2025). Several problems are still frequently found, such as low work discipline, suboptimal preparation of learning tools, limited creativity in the use of teaching methods, and inadequate implementation of learning evaluation (Daud & Nurachadijat, 2023). These conditions indicate that professional allowances should not be understood merely as additional income, but must also be viewed as a policy related to teachers' professional responsibilities (Mulyasa, 2013). In other words, professional allowances need to be directed not only toward improving teacher welfare, but also toward encouraging improvements in work quality and learning services for students (Law of the Republic of Indonesia Number 14 of 2005). Work motivation is one of the important factors that can explain the relationship between professional allowances and teacher performance (Daud & Nurachadijat, 2023). Teachers with high work motivation tend to demonstrate better discipline, responsibility, commitment, creativity, and enthusiasm in carrying out their professional duties (Armstrong, 2009). Conversely, teachers with low work motivation tend to be less productive, less innovative, and less optimal in implementing the learning process (Daud & Nurachadijat, 2023). Therefore, professional allowances can be viewed as an extrinsic factor that has the potential to strengthen teacher work motivation when supported by a conducive work environment, effective school principal leadership, a positive organizational culture, and opportunities for continuous professional development (Sasmi et al., 2025).

Teacher performance is an important indicator in assessing the successful implementation of teachers' professional duties in schools (Mulyasa, 2013). Teacher performance can be seen from teachers' ability to plan lessons,

implement instruction, conduct assessments, guide students, manage classrooms, and develop their competencies continuously (Law of the Republic of Indonesia Number 14 of 2005). In the context of performance management, performance improvement is not only influenced by financial compensation, but also by clarity of work objectives, supervision, feedback, organizational culture, and individual commitment to work (Armstrong, 2009). Therefore, professional allowances need to be studied empirically to determine the extent to which this policy is truly related to teacher work motivation and performance (Sugiyono, 2019).

This study was conducted among elementary school teachers in Cluster II of Sorong City, Southwest Papua, because elementary school teachers have a fundamental role in building students' foundation of knowledge, skills, attitudes, and character (Law of the Republic of Indonesia Number 20 of 2003). The focus of this study was directed toward teachers who had received professional allowances so that the relationship among professional allowances, work motivation, and teacher performance could be analyzed more relevantly in accordance with the research objectives (Sugiyono, 2019). This study is important because its results can provide an empirical description of the effectiveness of professional allowances as an instrument for improving teacher welfare and professionalism (Sasmi et al., 2025). In addition, this study is also expected to provide input for the government, education offices, school principals, and teachers in optimizing the benefits of professional allowances to improve the work motivation and performance of elementary school teachers (Daud & Nurachadijat, 2023). Based on the explanation above, this study focuses on the effect of professional allowances on the work motivation and performance of elementary school teachers in Cluster II of Sorong City, Southwest Papua (Sugiyono, 2019). This study aims to analyze the relationship between professional allowances and teacher work motivation, as well as the relationship between professional allowances and teacher performance (Sugiyono, 2019). The results of this study are expected to strengthen the understanding that professional allowances do not only function as a welfare policy, but also as a strategic instrument in promoting professionalism and improving the quality of elementary education (Law of the Republic of Indonesia Number 14 of 2005).

METODE

This study employed a quantitative approach with a correlational research design. The quantitative approach was chosen because this study aimed to examine the relationships among variables objectively through numerical data and statistical analysis (Sugiyono, 2019). The variables in this study consisted of professional allowance as the independent variable, teacher work motivation as the intervening variable, and teacher performance as the dependent variable. The population of this study included all elementary school teachers in Cluster II of Sorong City. Based on the research data, the number of teachers in this area was 125, distributed across several elementary schools, consisting of certified and non-certified teachers. The research sample was focused on certified teachers who had received professional allowances, using a purposive sampling technique. Purposive sampling was used because the sample was selected based on specific criteria, namely teachers who had received professional allowances, making them relevant to the objectives of the study (Sugiyono, 2019).

Data collection techniques included library research, field research, observation, interviews, and questionnaire distribution. Library research was used to strengthen the theoretical foundation concerning professional allowances, work motivation, and teacher performance. Field research was conducted to obtain an empirical description of teacher conditions at the research site. Meanwhile, questionnaires were used as the main instrument to measure respondents' perceptions of each research variable. The measurement was carried out using a Likert scale so that the data could be analyzed quantitatively.

The research instruments were tested for validity and reliability before being used in the main data collection. The validity test was conducted using Pearson's Product Moment correlation, while the reliability test was carried out using Cronbach's Alpha. The reliability test results showed that the professional allowance variable had a Cronbach's Alpha value of 0.873, teacher work motivation had a value of 0.891, and teacher performance had a value of 0.915. Therefore, all research instruments were declared reliable and feasible for use in this study. Data analysis was conducted quantitatively with the assistance of the SPSS program. The analysis included descriptive statistics, prerequisite tests, Pearson Product Moment correlation tests, and the coefficient of determination. Descriptive statistics were used to describe the tendency of the data for each variable, while the correlation test was used to determine the relationship between professional allowances and teacher work motivation and performance. The coefficient of determination was used to determine the extent of the contribution of professional allowances to teacher work motivation and performance.

FINDINGS AND DISCUSSION

Findings
Description of Research Data

This study analyzed three main variables, namely teacher professional allowance, teacher work motivation, and teacher performance. Data were obtained through the distribution of questionnaires to respondents and were analyzed quantitatively. The score of each variable was then classified into very low, low, high, and very high categories.

Table 1. Initial Statistics of Research Variables

Statistic	X ₁ Professional Allowance	Y ₁ Teacher Motivation	Y ₂ Teacher Performance
Minimum	65	138	63
Maximum	96	184	84
Range	31	46	21
Number of Respondents	41	41	41

Based on Table 1, the minimum score for the teacher professional allowance variable was 65 and the maximum score was 96. The teacher motivation variable had a minimum score of 138 and a maximum score of 184, while the teacher performance variable had a minimum score of 63 and a maximum score of 84. These data indicate

that respondents' scores on the three variables tended to be at high to very high levels.

Variable Score Categories

The score categories were arranged based on the number of items in each variable. The teacher professional allowance variable consisted of 24 items, teacher motivation consisted of 46

items, and teacher performance consisted of 21 items.

Table 2. Categories and Score Intervals of the Teacher Professional Allowance Variable (X_1)

Category	Score Interval
Very Low	24-41
Low	42-59
High	60-77
Very High	78-96

Table 3. Categories and Score Intervals of the Teacher Motivation Variable (Y_1)

Category	Score Interval
Very Low	46-80
Low	81-115
High	116-150
Very High	151-184

Table 4. Categories and Score Intervals of the Teacher Performance Variable (Y_2)

Category	Score Interval
Very Low	21-36
Low	37-52
High	53-68
Very High	69-84

Distribution of Research Variable Categories

Table 5. Distribution of Categories for the Teacher Professional Allowance Variable (X_1)

Category	Interval	Frequency	Percentage
Very Low	24-41	0	0%
Low	42-59	0	0%
High	60-77	13	31.70%
Very High	78-96	28	68.30%
Total		41	100%

Based on Table 5, the majority of respondents were in the very high category, namely 28 respondents or 68.30%. Meanwhile, 13 respondents or 31.70% were in the high category.

There were no respondents in the low or very low categories. This indicates that teachers' perceptions of professional allowances were at a very good level.

Table 6. Distribution of Categories for the Teacher Motivation Variable (Y_1)

Category	Interval	Frequency	Percentage
Very Low	46-80	0	0%
Low	81-115	0	0%
High	116-150	8	19.50%
Very High	151-184	33	80.50%
Total		41	100%

Based on Table 6, 33 respondents or 80.50% had work motivation in the very high category. The remaining 8 respondents or 19.50% were in the high category. There were no

respondents in the low or very low categories. This finding indicates that teachers had strong work motivation in carrying out their professional duties.

Table 7. Distribution of Categories for the Teacher Performance Variable (Y₂)

Category	Interval	Frequency	Percentage
Very Low	21-36	0	0%
Low	37-52	0	0%
High	53-68	8	19.50%
Very High	69-84	33	80.50%
Total		41	100%

Based on Table 7, most teachers had performance in the very high category, namely 33 respondents or 80.50%. A total of 8 respondents or 19.50% were in the high category. Therefore, teacher performance in general can be considered

very good, especially in carrying out instructional duties, planning, implementation, evaluation, and professional responsibilities.

Descriptive Statistics of Research Variables

Table 8. Descriptive Statistics of Research Variables

Statistic	X ₁ Professional Allowance	Y ₁ Teacher Motivation	Y ₂ Teacher Performance
N	41	41	41
Minimum	65	138	63
Maximum	96	184	84
Range	31	46	21
Mean	81.15	169.98	77.44
Median	84	177	83
Mode	84	184	84
Standard Deviation	8.56	17.18	8.52

Based on Table 8, the teacher professional allowance variable obtained a mean score of 81.15, which was in the very high category. The median score of 84 and the standard deviation of 8.56 indicate that the data were relatively homogeneous and not widely spread from the mean. The teacher motivation variable had a mean score of 169.98, a median of 177, and a standard deviation of 17.18. This indicates that teacher work motivation was generally in the very high

category, although the variation in scores among respondents was greater than that of the professional allowance variable. Meanwhile, the teacher performance variable obtained a mean score of 77.44, a median of 83, and a standard deviation of 8.52. This value indicates that most teachers had high to very high performance.

Recapitulation of Total Variable Scores

Table 9. Recapitulation of Total Scores of Research Variables

Description	X ₁ Professional Allowance	Y ₁ Teacher Motivation	Y ₂ Teacher Performance
Σ Score	3,327	6,969	3,175
Mean	81.15	169.98	77.44
Median	84	177	83
Mode	84	184	84
Minimum	65	138	63
Maximum	96	184	84
Range	31	46	21
N	41	41	41

Table 9 reinforces the results of the descriptive statistics, showing that the three variables had a tendency toward high scores. The highest total score was found in the teacher motivation variable because the number of items in the motivation instrument was greater than that of the other two variables.

Pearson Correlation Analysis

Pearson Product Moment correlation analysis was used to determine the relationship between teacher professional allowance and teacher motivation and performance. The results of the analysis are presented in the following table.

Table 10. Summary of Pearson Correlation Test Results

Variable Relationship	r calculated	r table 5%	Decision	Relationship Category
X ₁ -> Y ₁	0.515	0.308	H ₀ rejected	Moderate
X ₁ -> Y ₂	0.894	0.308	H ₀ rejected	Very Strong

Based on Table 10, the correlation value between teacher professional allowance and teacher motivation was 0.515. This value was greater than the r table value of 0.308; therefore, H₀ was rejected and H₁ was accepted. This means that there was a positive and significant relationship between teacher professional allowance and teacher work motivation. The relationship was in the moderate category.

Furthermore, the correlation value between teacher professional allowance and teacher

performance was 0.894. This value was also greater than the r table value of 0.308; therefore, H₀ was rejected and H₁ was accepted. Thus, there was a positive and significant relationship between teacher professional allowance and teacher performance. The level of relationship was in the very strong category.

Hypothesis Testing

Table 11. Results of Hypothesis Testing

Hypothesis	r calculated	r table	Decision	Conclusion
Teacher professional allowance is positively related to teacher motivation	0.515	0.308	H ₀ rejected	Significant
Teacher professional allowance is positively related to teacher performance	0.894	0.308	H ₀ rejected	Significant

Based on Table 11, all hypotheses tested in this study were accepted. Teacher professional allowance was proven to have a positive and significant relationship with teacher work motivation. In addition, teacher professional

allowance also had a positive and significant relationship with teacher performance.

Coefficient of Determination

Table 12. Coefficient of Determination

Variable Relationship	r	CD (%)	Interpretation
X ₁ -> Y ₁	0.515	26.52%	Moderate effect
X ₁ -> Y ₂	0.894	79.92%	Very strong effect

Based on Table 12, the coefficient of determination for the relationship between teacher professional allowance and teacher motivation was 26.52%. This means that 26.52% of the variation in teacher motivation could be explained by teacher professional allowance, while the remaining 73.48% was influenced by other factors outside this study. Meanwhile, the coefficient of determination for the relationship between teacher professional allowance and teacher performance was 79.92%. This means that 79.92% of the variation in teacher performance could be explained by teacher professional allowance, while the remaining 20.08% was influenced by other factors.

Discussion

The findings of this study indicate that teacher professional allowance has a positive and

significant relationship with teacher work motivation and teacher performance. The results confirm that professional allowance is not merely a financial incentive, but also an important policy instrument that can influence teachers' psychological encouragement and professional behavior in carrying out their duties. In the context of elementary school teachers in Cluster II of Sorong City, Southwest Papua, the provision of professional allowance appears to contribute to strengthening teachers' commitment, responsibility, and performance in the learning process.

The descriptive findings show that teachers' perceptions of professional allowance were generally in the high to very high categories. Based on the distribution of the teacher professional allowance variable, 68.30% of respondents were in the very high category, while 31.70% were in the high category. This means that

most teachers perceived professional allowance as an important form of recognition and support for their profession. Such a finding is relevant because professional allowance can improve teachers' sense of being valued by the government and educational institutions. When teachers feel that their profession is recognized and supported through appropriate compensation, they are more likely to develop positive attitudes toward their work.

The high score of professional allowance also suggests that the respondents viewed this allowance as beneficial for improving welfare and supporting their professional responsibilities. In educational organizations, compensation is closely related to job satisfaction, loyalty, and work productivity (Armstrong, 2009). For teachers, professional allowance can reduce economic pressure and allow them to focus more on instructional tasks, classroom management, lesson planning, student assessment, and professional development. Therefore, the professional allowance policy needs to be understood not only as an economic policy, but also as part of a broader strategy to improve teacher professionalism and the quality of education.

The findings also show that teacher work motivation was generally in the very high category. A total of 80.50% of respondents had very high work motivation, while 19.50% were in the high category. This indicates that most teachers had strong internal and external encouragement to perform their professional duties. High motivation is important because teachers with strong work motivation tend to be more disciplined, responsible, creative, and committed in carrying out the learning process. In this study, the high level of motivation may be associated with teachers' perception that professional allowance provides both material support and professional recognition.

However, the correlation between professional allowance and teacher motivation was moderate, with a correlation coefficient of 0.515 and a coefficient of determination of 26.52%. This means that professional allowance contributed to teacher motivation, but its contribution was not dominant. In other words, only 26.52% of the variation in teacher motivation could be explained by professional allowance, while the remaining 73.48% was influenced by other factors outside this study. This finding is important because motivation is a complex psychological variable. Teacher motivation is not only influenced by

financial compensation, but also by school leadership, work environment, organizational culture, collegial relationships, workload, career development opportunities, and personal commitment to the teaching profession.

This moderate relationship indicates that professional allowance functions as an extrinsic motivational factor. It can encourage teachers to work better, but it cannot fully determine the level of teacher motivation. Teachers may receive professional allowance, but their motivation will not develop optimally if they work in an unsupportive environment, experience weak leadership, have limited opportunities for professional development, or face excessive administrative burdens. Therefore, the effectiveness of professional allowance in increasing motivation needs to be supported by non-financial factors, such as academic supervision, appreciation, professional training, fair workload distribution, and a positive school climate.

The findings related to teacher performance show a stronger result. Based on the distribution of the teacher performance variable, 80.50% of respondents were in the very high category and 19.50% were in the high category. This indicates that most teachers demonstrated very good performance in carrying out instructional duties, lesson planning, implementation of learning, evaluation, and professional responsibilities. Teacher performance is an important indicator of the success of educational processes because it directly affects the quality of learning services received by students.

The correlation analysis showed that professional allowance had a very strong positive and significant relationship with teacher performance. The correlation coefficient between professional allowance and teacher performance was 0.894, which was higher than the *r* table value of 0.308. This means that the better the teachers' perception of professional allowance, the higher their tendency to demonstrate good professional performance. The coefficient of determination was 79.92%, indicating that a large proportion of the variation in teacher performance could be explained by professional allowance. This finding shows that professional allowance has a substantial contribution to teacher performance.

The strong relationship between professional allowance and teacher performance can be interpreted from the perspective of professional responsibility. Teachers who receive professional allowance are expected to demonstrate better

performance because the allowance is attached to their status as certified professional educators. In this context, professional allowance is not only a financial reward, but also a form of accountability. Teachers who receive this allowance are expected to improve their competence, prepare learning materials properly, apply effective teaching methods, conduct objective assessments, and provide better learning services to students.

This finding supports the idea that teacher welfare and teacher performance are closely related. When teachers' welfare is improved, they may have better psychological stability, stronger work focus, and greater opportunity to improve their professional competence. Professional allowance can help teachers access learning resources, participate in training or workshops, prepare teaching materials, and improve the quality of classroom instruction. Therefore, the provision of professional allowance can strengthen teachers' ability to perform their professional duties more effectively.

Nevertheless, the strong contribution of professional allowance to teacher performance should be interpreted carefully. A high statistical relationship does not mean that financial allowance alone is sufficient to improve teacher performance. Teacher performance remains influenced by many factors, including pedagogical competence, professional knowledge, school facilities, leadership, supervision, student characteristics, and institutional support. Therefore, professional allowance needs to be accompanied by a clear performance evaluation system. Without systematic monitoring and professional development, the allowance may only become additional income and may not fully contribute to improving the quality of learning.

The findings also suggest that professional allowance has a stronger relationship with teacher performance than with teacher motivation. This can be understood because performance is more directly related to observable professional duties, such as planning lessons, teaching, assessing students, and completing administrative responsibilities. Meanwhile, motivation is an internal psychological condition that is influenced by broader personal and organizational factors. Thus, professional allowance may more easily encourage teachers to fulfill performance indicators than to fully shape their internal motivation.

From a policy perspective, these findings imply that the professional allowance program should be maintained and strengthened. The government

needs to ensure that professional allowance is distributed transparently, fairly, and on time. Delays or administrative problems in allowance distribution may reduce teachers' trust and weaken the motivational impact of the policy. In addition, professional allowance should be linked to continuous professional development so that teachers are encouraged to use the allowance productively for improving competence and instructional quality.

At the school level, principals have an important role in ensuring that professional allowance contributes to teacher performance. Principals need to conduct regular academic supervision, provide constructive feedback, encourage collaboration among teachers, and create a professional work culture. Professional allowance will be more effective when teachers work in a school environment that supports innovation, discipline, responsibility, and continuous learning. Therefore, the role of school leadership is essential in transforming professional allowance into improved teacher performance.

For teachers, the findings of this study imply that professional allowance should be used as a motivation to improve professional quality. Teachers are expected to view professional allowance not merely as additional income, but as a responsibility to provide better educational services. Teachers should use part of the allowance to support professional development, such as purchasing books, accessing digital learning resources, attending seminars, joining training programs, and developing innovative instructional media. In this way, professional allowance can contribute directly to improving learning quality.

Overall, the findings of this study show that professional allowance has an important role in strengthening teacher motivation and performance, although the level of contribution differs between the two variables. The relationship between professional allowance and teacher motivation was moderate, indicating that motivation requires broader support beyond financial incentives. Meanwhile, the relationship between professional allowance and teacher performance was very strong, indicating that professional allowance is closely related to teachers' ability to carry out their professional duties. Therefore, professional allowance should be positioned as part of an integrated policy for improving teacher welfare, strengthening professional responsibility, and enhancing the quality of elementary education.

CONCLUSION

Based on the findings and discussion, it can be concluded that teacher professional allowance has a positive and significant relationship with teacher work motivation and teacher performance among elementary school teachers in Cluster II of Sorong City, Southwest Papua. The relationship between professional allowance and teacher work motivation was in the moderate category, with a correlation coefficient of 0.515 and a coefficient of determination of 26.52%. This indicates that professional allowance contributes to improving teacher motivation, although other factors such as school leadership, work environment, organizational culture, professional development opportunities, and individual commitment also influence teachers' motivation.

Furthermore, teacher professional allowance had a very strong positive and significant relationship with teacher performance, with a correlation coefficient of 0.894 and a coefficient of determination of 79.92%. This finding shows that professional allowance makes a substantial contribution to teacher performance, particularly in supporting teachers' responsibilities in lesson planning, learning implementation, assessment, classroom management, and professional duties. Thus, professional allowance can be understood not only as a welfare policy, but also as a strategic instrument for strengthening teacher professionalism.

The implication of this study is that the professional allowance program needs to be maintained and optimized through transparent distribution, regular academic supervision, objective performance evaluation, and continuous professional development. Teachers are also expected to use professional allowance productively to improve their competence and the quality of learning services. Therefore, improving teacher welfare through professional allowance should be integrated with broader efforts to enhance teacher motivation, professional responsibility, and the quality of elementary education.

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