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SALARY PAYMENT BASED ON PERFORMANCE IN ELEMENTARY SCHOOL 06667 MEDAN

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ABSTRACT

This study aims to analyze the influence of the performance-based payment system on improving the quality of education in SD Negeri 06667 Medan City. The research method used is qualitative descriptive with a case study approach. Data was obtained through in-depth interviews with school principals, teachers, and education staff, observation of learning activities, and documentation studies. The focus of the research includes the effectiveness of performance-based payment systems, obstacles in implementation, and their impact on the quality of the process and learning outcomes. The results show that performance-based payment has a positive impact on teachers' work motivation and professionalism. Teachers are more motivated to improve pedagogic competence and apply innovations in learning, which has an impact on improving student learning outcomes. However, there are several obstacles in its implementation, such as the determination of objective performance indicators, transparency in evaluation, and resistance from some teachers to this new system. For the sustainability of the program, it is necessary to strengthen performance evaluation mechanisms, training for teachers, and effective communication between stakeholders. These findings conclude that performance-based payments can be an effective strategy in improving the quality of education, as long as it is supported by comprehensive planning, implementation, and evaluation.

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INTRODUCTION

Improving the quality of education is one of the main goals of development in the education sector. In an effort to achieve these goals, the role of teachers is very important because they function as the spearhead in the learning process. Teachers are not only responsible for delivering the subject matter, but also for shaping character, increasing students' motivation to learn, and creating an effective and enjoyable learning atmosphere.

At SD Negeri 06667 Medan City, like many other schools, the quality of education still faces various challenges. One of the factors that affects the quality of education is teacher performance. Good teacher performance can have a direct impact on student achievement, while less than optimal performance can hinder the teaching-learning process. Therefore, the performance-based payment system (payment-based performance) is one of the policy alternatives to encourage the improvement of the quality of education.

Payment based on teacher performance is one of the strategies that is expected to improve the quality of education at SD Negeri 06667 Medan City. In an increasingly competitive education era, it is important for schools to implement a system that not only values teaching experience and duration, but also tangible results from teacher performance. By associating compensation with performance achievements, it is hoped that teachers will be more motivated to provide the best for students.

This performance-based payment system focuses on several indicators, such as improved student learning outcomes, active participation in school activities, and innovations in teaching methods. With clear indicators, teachers can understand what is expected of them and strive to achieve them. This not only improves the quality of teaching, but also encourages teachers to continue learning and growing in their profession.

The implementation of this system can also create a more collaborative work culture among teachers. With performance-based incentives, teachers are more likely to support each other and share best practices to achieve common goals. This can lead to increased professionalism and a sense of responsibility towards students' education.

Challenges in the implementation of performance-based payment systems must be considered. The determination of objective and fair performance indicators is crucial so as not to cause dissatisfaction among teachers. In addition, an effective monitoring

and evaluation mechanism is needed to ensure that this system runs well and has a positive impact on the quality of education at SD Negeri 06667 Medan City. Performance-based payment (PBK) is a system that provides incentives to teachers based on certain achievements, such as improving student learning outcomes, teacher attendance levels, and innovation in learning. This system is expected to motivate teachers to work more professionally, creatively, and innovatively in carrying out their duties. However, the implementation of PBK also has challenges, such as the need for an objective and transparent assessment system.

METHOD

This research method uses a descriptive qualitative approach to deeply understand how payment based on teacher performance affects the quality of education at SD Negeri 06667 Medan City. The study was conducted at the school site and involved several main subjects, namely teachers who receive performance-based payment schemes, principals who play a role in overseeing the implementation of the policy, and parents of students who can provide views on the impact of this policy on the quality of their children's learning. In addition, other stakeholders such as representatives of the education office or school supervisors are also involved to provide a broader perspective. Data were collected through in-depth interviews, participatory observations, and documentation studies. Interviews were conducted directly with a semi-structured guide to explore the participants' perceptions, experiences, and views regarding this policy. Observation was carried out to observe patterns of interaction and policy implementation in the school environment, while documentation studies involved reviewing official documents such as policies, performance evaluation reports, and student learning outcomes. The collected data was analyzed using thematic analysis techniques with steps such as data organization, coding, theme identification, and interpretation of results to answer the research objectives. Data validity is guaranteed through data source triangulation, member checks, and trail audits.

RESULTS AND DISCUSSION

Results

Payment system based on teacher performance in SD 06667 Medan The payment system for teacher performance at SD Negeri 06667 Medan applies a different mechanism based on personnel status. Teachers with the status of State Civil Apparatus (ASN) receive a basic salary paid directly by the central government. The amount of salary is adjusted to the applicable class, position, and national policy.

Meanwhile, non-ASN employees, such as honorary teachers, school operators, school guards, and janitors, receive monthly honorarium sourced from the School Operational Assistance Fund (BOS). The management of BOS funds in honorarium payments is strictly regulated, with the provision that a maximum of 50% of the total funds received by the school are allocated to the salaries and honorariums of non- ASN employees. The determination of the amount of honorarium for non-ASN employees takes into account the working period, position, and workload, including teaching hours for honorary teachers. In addition, the BOS Fund cannot be used for allowances or welfare of ASN teachers, because the allocation of funds is devoted to supporting school operations as a whole.

The process of paying salaries and honorariums is carried out regularly every month. ASN salaries are managed directly by the central government, while honorariums for non-ASN employees from the BOS Fund are disbursed by the school according to the specified schedule, based on regulations and guidelines for the use of funds that have been set by the government. This system is designed to ensure the sustainability of school operations while supporting the performance of all education staff in SD Negeri 06667 Medan.

Income Distribution at SD Negeri 06667 Medan to Civil Servant Teachers, Honorary Teachers, Administrative Staff, School Guards, and Cleaning Officers, Income management for educators and education staff at SD Negeri 06667 Medan reflects variations based on employment status, working period, and available funding sources. Teachers with the status of Civil Servants (PNS) receive a basic salary that has been determined nationally through government regulations. The amount of this salary is adjusted to the class and period of service, which aims to create justice and welfare for the state civil apparatus. Civil servants' salaries are also often equipped with certain benefits, such as professional allowances, family allowances, and other incentives according to local government policies.

Meanwhile, honorary teachers who work at this school earn income sourced from the School Operational Assistance Fund (BOS). The income received by honorary teachers ranges from IDR 600,000 to IDR 1,200,000 per month, depending on the length of service, workload, and responsibilities carried. According to the provisions, the allocation of BOS funds for the honorarium of educators and education personnel must not exceed 50% of the total funds received by the school. The obstacle that often

arises is the limited budget allocation, so that the income of honorary teachers is often not enough to meet the needs of a decent life.

Administrative Staff (TU) who are in charge of handling school administration also receive an income in the same range, namely IDR 600,000 to IDR 1,200,000 per month, depending on the length of service and the complexity of the administrative tasks carried out. They play an important role in supporting the smooth operation of schools, especially in document management, reporting, and coordination of education administration.

In addition, school guards and janitors, who are classified as non-educators, earn a lower income, which is around Rp500,000 per month. As an additional form of compensation, they are usually given housing facilities in the school environment without being charged rent or electricity. Some of them also take advantage of small business opportunities, such as selling food or beverages in the school environment, to increase their income.

This income distribution shows that there is a gap between educators with civil servant status and honorary status, as well as between educators and non-educators. However, the school's efforts in managing the BOS Fund to meet the welfare needs of educators and education staff have been carried out by paying attention to applicable regulations. However, a more comprehensive policy is needed from the government to improve the welfare of honorary teachers and non-educators in order to support the sustainability of the education process more optimally.

Discussion

Teachers' Perception of Salary Welfare and Work Environment Conditions at SD Negeri 06667 Medan

Based on the results of research conducted at SD Negeri 06667 Medan, there are a number of important findings related to teachers' perception of salary welfare and the condition of their work environment. Although the salary received by teachers is currently considered sufficient to meet basic daily needs, the majority of teachers feel that the amount of salary provided is not proportional to the workload and responsibilities they have to carry. In addition to the main task of teaching, teachers are also faced with various additional tasks that require time and energy, such as the preparation of learning materials, task correction, and other administrative activities. This strenuous workload, according to teachers, should be balanced with better compensation, given their vital role in educating the younger generation.

In addition, this study also reveals that there is a significant gap between salaries received by teachers and other professions that have an equal level of education, especially in the private sector. Many teachers feel that their peers who work in the private sector with similar educational backgrounds tend to earn higher incomes. This phenomenon is a major obstacle for many young teachers in considering surviving in the world of education, given the opportunities in other sectors that offer better financial rewards. This stark salary gap also has a negative impact on teachers' work motivation, especially for those who are experienced but feel disproportionately undervalued through the existing payroll system.

On the other hand, related to professional development, the results of the study show that salary limitations are the main obstacle for teachers in allocating funds to participate in training or further education which is very important to improve the competence and quality of learning. The high cost of these training or further education programs, according to teachers, is a major barrier that makes it difficult for them to access self-development opportunities that are supposed to support the quality of their teaching. This shows that although education and training are essential for teacher capacity building, limited economic factors prevent them from gaining full access to these programs.

Although teachers receive performance allowances in addition to income, the results show that the amount of these allowances is still insufficient to cover the additional needs they face, such as health costs, rising living costs, and the need for further professional development. The allowances received are still far from enough to support the welfare of teachers as a whole, especially when compared to the workload they face.

On the policy side, although teachers appreciate the government's various efforts aimed at improving their welfare, many teachers feel that the implementation of the policy has not been optimal in the field. Most teachers feel that the existing policies are not fully beneficial, both in terms of salary increases and in support of professional development. This shows that there is a gap between the government-designed policies and the reality on the ground, which has an impact on the lack of optimal implementation of the policy at the school level. Thus, there is an urgent need to evaluate and improve the implementation of teacher welfare policies to be moreeffective and have a real impact on improving the welfare and quality of education in schools.

Overall, the results of this study confirm the need for significant improvements in teacher welfare, both in terms of salaries, benefits, and access to professional development. Teachers must be rewarded with rewards that are appropriate to the workload they carry, and government policies related to teacher welfare need to be optimized to provide greater benefits, especially

in improving the quality of education. Increasing the implementation of more effective and equitable policies at the school level is very important to improve the working environment of teachers, so that it can create a better working atmosphere and improve the overall quality of education.

Compensation and Awards Given to Teachers at SD Negeri 06667 Medan

Based on the results of research conducted at SD Negeri 06667 Medan, the compensation system given to teachers with Civil Servant status (PNS) includes various types of allowances that are regulated in accordance with national standards. For civil servant teachers who already have an educator certificate, they receive a certification allowance as a form of recognition for their professional competence, which aims to improve the quality of education in schools. In addition to certification allowances, every month civil servant teachers also receive performance allowances (tukin), which are given after going through the filing process which is usually done every three months. This performance allowance is given as a form of appreciation for the performance of teachers in carrying out teaching tasks, as well as to improve their welfare. In addition, meal allowances are also given to civil servant teachers every month as an additional welfare, although the amount of this allowance is relatively small compared to the increasing cost of living.

Teachers who do not have an educator certificate do not receive certification allowances, but still receive performance allowances and monthly meal allowances. This shows that there is a difference between certified and non-certified teachers in terms of receiving benefits, although they are still rewarded with performance allowances provided based on their performance assessments. On the other hand, for non-civil servant teachers, they also receive allowances every three months, with a nominal allowance adjusted to their respective working periods. The amount of allowance received by non-civil servant teachers is IDR 250,000 for each year of service, with tax withholding in accordance with applicable provisions. This allowance, although lower than the allowance received by civil servant teachers, still contributes to their welfare, but still shows the inequality in terms of awards between civil servant and non-civil servant teachers.In addition to the financial compensation aspect, SD Negeri 06667 Medan also has a non-monetary award program given to teachers who show superior performance in improving the quality of education. This award is not only in the form of symbolic appreciation, but also in the form of training and professional development organized outside the school. These trainings aim to improve teachers' skills, knowledge, and professionalism in managing the learning process, as well as to broaden their horizons related to more innovative and effective teaching methods. Through this program, the school hopes to

create teachers who are not only competent in academics, but also have good managerial and leadership skills in the school context.

In addition, awards for outstanding teachers are also given in the form of trust to manage or be involved in the committee and management of sections in the school, such as the curriculum, public relations, or student affairs sections. The provision of this responsibility is not only a form of appreciation for teachers' performance, but also as a means to develop their capacity in more strategic and important areas in school operations. This provides an opportunity for teachers to expand their roles beyond teaching duties, as well as to contribute to the planning and management of larger school activities. Through the awarding of this award, it is hoped that teachers will not only feel appreciated, but also motivated to continue to improve their performance in order to advance the quality of education in schools.

Thus, SD Negeri 06667 Medan strives to create a fair compensation system and effective rewards, both in financial and non-monetary forms, to support the welfare of teachers and encourage their capacity development. Although there are still some disparities between civil servant and non-civil servant teachers, as well as between certified and non-certified teachers, this policy shows a real effort to reward the performance of qualified teachers. Increased appreciation and professional development for teachers is expected to increase their motivation in teaching, which in turn will have a positive impact on improving the quality of education in schools.

This research discussion on the performance-based payment system at SD Negeri 06667 Medan shows that this system has a positive impact on teacher motivation and professionalism, which contributes to the improvement of pedagogic competence and

student learning outcomes. This is in line with previous research which also emphasizes the importance of rewards in improving teacher motivation and teaching quality. However, this study highlights the disparity in awards between civil servant and non-civil servant teachers, as well as between certified and non-certified teachers, which can affect the effectiveness of performance-based payment systems. Previous research has shown that the right rewards can increase teacher motivation, but not all reward systems have the same impact.

This research adds a new dimension by emphasizing the importance of fairness in the reward system, which can affect teachers' perception of the system. Given the differences in the mechanism and implementation of reward systems, this study provides insight into how performance-based payment systems can be optimized to improve teacher welfare and overall education quality. Furthermore, the study also notes that despite efforts to create a fair compensation system, there are still challenges in its implementation, such as budget limitations that affect teachers' welfare. This shows that while performance-based payment systems can provide positive incentives, their successful implementation is highly dependent on broader policy support and adequate resource allocation.

CONCLUSION

The conclusion of this study is that the performance-based payment system at SD Negeri 06667 Medan has a positive impact on teacher motivation and professionalism, which contributes to improving student learning outcomes. However, there are challenges in the implementation of this system, such as setting objective performance indicators and ensuring transparency in evaluation. This study emphasizes the importance of effective communication, training, and robust evaluation mechanisms to support program sustainability. In addition, although there are disparities in compensation between civil servant and non-civil servant teachers and between certified and uncertified teachers, schools strive to create a fair compensation system to improve teacher welfare and the overall quality of education. With comprehensive planning and implementation, a performance-based payment system can improve the quality of education.

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