



## Regional Cabdin Policy Contributions III and Evaluation of Work Discipline Performance of Honorary Teachers in State High Schools in Solok City

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### Abstrak

Penelitian ini dilatar belakangi dari hasil pengamatan penulis di SMA negeri yang ada di Kota Solok mengenai kinerja guru honorer, dimana terlihat masih begitu rendahnya tingkat kinerja guru honorer. Dalam hal ini dari begitu banyak faktor yang mempengaruhi kinerja guru honorer, kebijakan atasan dalam hal ini Kacabdin Wilayah III dan evaluasi disiplin kerja merupakan faktor yang mempunyai pengaruh besar terhadap kinerja guru honorer. Tujuan penelitian adalah untuk menentukan (1) kontribusi kebijakan Kacabdin Wilayah III ( $X_1$ ) terhadap kinerja guru honorer ( $Y$ ) di SMA Negeri Kota Solok, (2) kontribusi evaluasi disiplin kerja ( $X_2$ ) terhadap kinerja guru honorer ( $Y$ ) di SMA Negeri Kota Solok, dan (3) kontribusi kebijakan Kacabdin wilayah III ( $X_1$ ) dan evaluasi disiplin kerja ( $X_2$ ) terhadap kinerja guru honorer ( $Y$ ) di SMA Negeri Kota Solok. Jenis penelitian adalah penelitian lapangan yang menggunakan pendekatan kuantitatif dengan metode korelasional. Teknik analisis data yang digunakan adalah teknik analisis regresi linear berganda. Populasi penelitian adalah guru honorer SMA Negeri kota Solok sebanyak 53 orang. Sampel penelitian dipilih dengan teknik total sampling, karena jumlah populasi kurang dari 100 orang. Instrumen penelitian berupa angket tentang Kebijakan Kacabdin Wilayah III, evaluasi disiplin kerja dan kinerja guru honorer, dengan menggunakan skala *likert*. Data dianalisis dengan menggunakan teknik analisis regresi berganda dengan bantuan SPSS versi 20.0. Berdasarkan pengolahan data diperoleh hasil (1) terdapat kontribusi  $X_1$  terhadap  $Y$  secara signifikan dan positif dengan kategori kuat yang ditunjukkan oleh nilai signifikan  $0,000 < 0,05$ , sehingga  $H_0$  ditolak dan  $H_a$  diterima, (2) terdapat kontribusi  $X_2$  terhadap  $Y$  ditunjukkan oleh nilai signifikan  $0,000 < 0,05$  sehingga  $H_0$  ditolak dan  $H_a$  diterima, (3) terdapat kontribusi  $X_1$  dan  $X_2$  terhadap  $Y$  secara signifikan dan positif dengan kategori kuat yang ditunjukkan oleh signifikan  $0,000 < 0,05$ , sehingga  $H_0$  ditolak dan  $H_a$  diterima. Hasil temuan ini dapat dikemukakan bahwa kebijakan Kacabdin Wilayah III dan Evaluasi disiplin kerja merupakan dua faktor yang mempunyai kontribusi terhadap kinerja guru honorer di SMA Negeri Kota Solok.

**Kata Kunci:** Evaluasi, Disiplin Kerja, Kinerja Guru Honorer

## Abstract

*This research is motivated by the results of the author's observations in public high schools in Solok City regarding the performance of honorary teachers, where it is seen that the performance level of honorary teachers is still very low. In this case, of the many factors that influence the performance of honorary teachers, the policies of the superiors, in this case the Head of Region III Regional Office and evaluation of work discipline, are factors that have a major influence on the performance of honorary teachers. The purpose of the study was to determine (1) the contribution of Regional III (X1) Regional Headquarters policy to the performance of honorary teachers (Y) in SMA Negeri Kota Solok, (2) the contribution of work discipline evaluation (X2) to the performance of honorary teachers (Y) in SMA Negeri Kota Solok, and (3) the contribution of regional III (X1) Head of Civil Engineering Policy and evaluation of work discipline (X2) on the performance of honorary teachers (Y) in SMA Negeri Kota Solok. This type of research is field research with a quantitative approach to the correlational method. The data analysis technique uses multiple linear regression analysis techniques. The population of the study was 53 honorary teachers at Solok State Senior High School. The research sample was selected by total sampling technique, because the total population is less than 100 people. The research instrument was a questionnaire about Region III Head of Regional Office Policy, evaluation of work discipline and honorary teacher performance, by using a Likert scale. Data were analyzed using multiple regression analysis techniques with the help of SPSS version 20.0. Based on data processing, the results are (1) there is a significant and positive contribution of X1 to Y with a strong category indicated by a significant value of  $0.000 < 0.05$ , so that  $H_0$  is rejected and  $H_a$  is accepted, (2) there is a contribution of X2 to Y indicated by a significant value  $0.000 < 0.05$  so that  $H_0$  is rejected and  $H_a$  is accepted, (3) there is a significant and positive contribution of X1 and X2 to Y with a strong category indicated by a significant  $0.000 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. The results of these findings can be concluded that the policies of Regional III Regional Office and Evaluation of work discipline are two factors that have contributed to the performance of honorary teachers in SMA Negeri Kota Solok.*

**Keywords:** *Evaluation, Work Discipline, Performance of Honorary Teachers*

## Pendahuluan

Based on Law Number 14 of 2005 which regulates the rights and obligations of lecturers and teachers, it is stated that when carrying out their duties as a teacher, they have the right to receive compensation above the lowest wage as well as social welfare guarantees, as well as opportunities for promotion and awards based on performance in the workplace, get security guarantees when carrying out your obligations as a teacher, get the opportunity to increase your knowledge and skills, get facilities for the use of learning facilities and infrastructure to support the smooth running of teaching and learning activities and get the opportunity to participate in making educational policies and get opportunities to develop improving the quality of competence and academic abilities, or receive education and training regarding professional development in accordance with their field.

The implementation of learning is not always carried out by teachers with State Civil Apparatus (ASN) status or what is more familiarly called PNS, but is also carried out by teachers who do not yet have ASN status or what are commonly known as honorary teachers. In fulfilling the government's demands to make teaching staff professional, there are no boundaries between ASN teaching staff and honorary teaching staff, they must both carry out the learning process well in accordance with government regulations, so that from this process the strengths and weaknesses of the students can be identified. the teachers themselves and the extent of the results of the learning process they carry out.

Even though teachers with ASN status are recognized and receive life guarantees from the government, while honorary teachers still have no ties, we often see that the performance of these honorary teachers exceeds that of ASN teachers. In improving personal abilities, there is also a lot of high competition within the

group of honorary teachers compared to ASN teachers.

A teacher, whether ASN or Honorary, will always be assessed starting from how they carry out learning planning, carry out learning activities, and carry out evaluations or assessments. A teacher's performance is basically supported by various types of factors, one of which is the level of welfare they obtain as compensation for the activities they carry out. Teacher welfare is an order of social life, both material and spiritual, which includes a feeling of security, peace of mind and body that supports each person to carry out business in order to meet physical, spiritual and social needs as well as possible and still prioritize respect for human rights. humans and Pancasila (Sutrisno, 2014).

Apart from that, in the article, they also wrote about teacher welfare indicators which include receiving a salary above the average minimum wage, getting social welfare guarantees, and getting promotions and awards based on work results and work performance, as well as getting security guarantees in carrying out their duties, and getting intellectual property rights.

In terms of receiving remuneration or welfare for teachers, it can be clearly seen that there are still certain burdens placed on welfare recipients, so that often this problem also becomes a prominent problem, especially for honorary teachers who receive salaries that are still in the category low, as research by Alamsyah shows that there is a significant influence between providing compensation on the performance of honorary teachers (Alamsah, 2020). This was also confirmed by Herlina, Fitria and Puspita, who said that compensation greatly influences teacher performance (Puspita, 2020). David,

Mandey and Dengo reinforce the statement above that compensation policy has a positive and significant influence on the performance of police officers, meaning that in this case the superior's policy on providing compensation has a very strong influence on teacher performance (David, 2010). In the context of welfare in the role of teachers, the

reality is that there are still many administrative costs that are a burden on teachers, and this needs to be paid special attention to by the government, especially regarding efforts to minimize various levies, deductions or contributions imposed on teachers' income or salaries (Riono, 2020). Even though they should work without considering the appropriateness of any reward, in other words, in their work they must be sincere and serious so that the results achieved can also be maximized.

As Muslims, we should understand that all our work will be rewarded in kind by Allah SWT, for this reason, as teachers or educators, they must carry out self-performance assessments, both as servants and as workers, as ALLAH SWT says in the QS. At Taubah (9) 105:

وَقُلْ اَعْمَلُوا فَسَيَرَى اللّٰهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ  
وَسَتُرَدُّونَ اِلَىٰ عَالِمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ  
تَعْمَلُونَ

The word “amalukum” means your deeds or work. This word can mean "deeds in the world, namely in the form of achievements while in the world". In management language, the result of practice or work is performance. So, the expression "sayarallâhu 'amalukum warasûluhû walmu'minûn" is actually the implementation of performance appraisal. What needs to be paid attention to is that the expression of the words "Allah, Rasul and Believers" (which in Arabic uses i'rabrafâ', as the subject), means that the assessors are not only Allah, but also involve other parties, namely the Rasul and the Believers.

In the law concerning regional government number 23 of 2014, it is explained that one of the regional government affairs that has been changed in management is the education sector. According to the law, the provincial government now has responsibility for managing SMA and SMK, which was previously under the district/city government. Starting March 2016, this transfer of authority must be carried out completely in early 2017. In

connection with the implementation of Law no. All vocational and high school teachers in Solok City changed their legal status from City/Regency Government to provincial government on April 23 2014. This has had several impacts on the implementation of education, especially for honorary teachers in Solok City.

This move affected the payment of honorary teachers' salaries, because previously their salaries were paid from city operational funding, but since being moved to the province their salaries have become unclear, because there is no salary payment post from funds in the school. It is suspected that this will affect their performance as honorary teachers, because most of them are married.

Many of them now only come to provide lessons limited to their hours, without wanting to give more, on the grounds that they have to teach additional lessons outside. Some of them often come late or leave class for reasons of personal needs

#### **Metode (15%)**

##### **A. Type of Research**

The method used in this research is a quantitative way to handle this type of correlational exploration. Arikunto, as stated in 2005: 247) Correlational research seeks to find out whether there is a relationship between two or more variables.

##### **B. Place and Time of Research Research**

This research was carried out at the State High School in Solok City. This research is planned for November to December 2022. This time was chosen because it is the end of the year which is also the time to evaluate the performance of teachers in schools.

##### **C. Population and Sample**

The population used in this research was 53 people consisting of honorary teachers from high schools throughout Solok City. This data was obtained from the Solok City School Principals Working Conference (MKKS). Sampling was carried out using total sampling technique, the reason is because the population used in the research did not reach 100 people, therefore the entire population was used as the

research sample. It can be concluded that the samples in this study were all honorary teachers from state high schools throughout Solok City.

#### **Hasil dan Pembahasan (70%)**

##### **1. Region III Kabdin Policy**

The education service branch was formed based on Regional Regulation number 10 of 2020 issued by the Governor of West Sumatra. This Gubernatorial Regulation explains the procedures for establishing Education Service Branches along with the organization's working procedures. The education office which carries out government affairs in the field of special education for secondary education. These sectors are organized as service work units with different areas of work. The Head of the Branch Office of the Education Service, his position is below the head of the service, so he is also responsible to the head of the service. In Gubernatorial Regulation number 10 of 2020 it is also explained that class A service branches have the responsibility to assist in carrying out the duties of the education service in terms of high schools, vocational high schools and special schools in their work areas, and carry out the following functions:

- a. Develop plans for controlling educational teaching methods at the SMA/SMK/ and SLB levels.
- b. Carry out coordination and technical operations of the sub-affairs responsible for controlling how education is carried out in special, vocational and high schools.
- c. Organizing assessment and control reports on education sub-sectors carried out in special, vocational and senior high schools.
- d. Manage the administrative branch of the education service.
- e. Carry out additional tasks given by the head of service in accordance with his responsibilities.

In Gubernatorial Regulation number 10 of 2020, the working areas of education service branches can be seen in the following table:

Table 2.1 West Sumatra Education Service Branch Work Areas

NO	Name of Work Area Service Branch
1.	Branch of the Education Department Region I Bukittinggi City Padang Panjang City Agam Regency
2.	Branches of the Regional II Education Service, Pariaman City Padang Pariaman Regency
3.	Solok City Region III Education Service Branches Solok Regency South Solok Regency
4.	Branches of the Education Service Region IV Payakumbuh City Tanah Datar Regency Fifty Cities Regency
5.	Branches of the Region V Education Service, Sawahlunto City Sijunjung Regency Dharmasraya Regency
6.	Branches of the Region VI Education Service, Pasaman Regency West Pasaman Regency
7.	Region VII Education Service Branches South Coastal Regency
8.	Region VIII Education Service Branches Regency. Mentawai Islands
9.	Source: Gubernatorial Regulation No. 10 of 2020

The Region III Education Service Branch Office can be found at 3J5G+77G, Koto Guguak, Kec. Mount Talang, Solok Regency, West Sumatra. Then the region III cabdin is divided into three districts/cities, namely: Solok, Solok City, and South Solok. In Gubernatorial Regulation number 10 of 2020 it is also explained that the Branch Head of the Region III Education Service has a structural position at echelon III.b. Apart from that, this service branch organization also houses several other employees who have positions as Head of Administrative Subdivision, Head of High

School/Vocational School and Special School Section as well as several other staff members who are members of functional position groups. The Branch Head of the Education Service has the authority to implement policies related to finance and the organization of schools under his auspices.

One thing that is very crucial is regarding the salaries of employees and teachers who work in schools in the service branches. The Region III Education Service branch office, known as the Region III Solok Raya Education Branch Office (Kacabdin), oversees 43 high schools spread across three regions, namely Solok City, Solok Regency and South Solok Regency. Apart from the monthly school payroll, the administration of all aspects of the school is also the authority of the head of the branch office, apart from carrying out the policies of the Head of the Provincial Education Service which are taken absolutely.

Some of the policies implemented by the head of the Region III Solok Raya branch office towards honorary teachers include: (a) SK and SPK are signed at the beginning of each semester and are acknowledged by the Region III Solok Raya Cabdin, (b) Honorary salaries with BOP funds are determined by the Cabdin at the beginning school year with the provisions that have been determined, (c) disbursement of salaries with BOP funds is carried out in accordance with budget availability provided that the school submits an attendance list and daily activity reports that have been signed by the school principal, (d) proposals for new PTK are carried out at the beginning of each school year provided that: have been registered with Dapodik for two years and have a minimum of 18 hours of study hours, a minimum of Bachelor's degree and linear education with the subjects being taught, and attach a position analysis and workload analysis for education staff, (e) NUPTK proposals are carried out at the beginning of each year new teachings with the following provisions: educators and education personnel have been registered in Dapodik and attached the Teacher/Education

Personnel Profile, served in an education unit that has NPSN, Have a minimum

education of at least Diploma IV (D-IV) for educators and Bachelor's Degree for education personnel, have have worked for a minimum of 2 years as proven by a SK and SPK, for teachers, have taught for a minimum of 2 semesters as proven by a PBM Decree, attach a workload analysis and position analysis for education staff signed by the Principal. Performance is something that has been obtained, a result that has been achieved or a success from a job. Job performance or, work execution, is a synonym of performance. Execution is a type of work that must be demonstrated by a person (Suwatno and Yuniarsih Tjutju, 2008).

## 2. Evaluation of Work Discipline

### a. Understanding Work Discipline

Discipline is the most important operational function of human resource management because the better the employee's work discipline, the better the performance that can be achieved. Without good discipline, it is difficult for organizations to achieve optimal results.

Discipline is the main factor needed as a warning tool for employees who do not want to change their character and behavior. So an employee is said to have good discipline if the employee has a sense of responsibility for the tasks assigned to him. Awareness and discipline in work is an educator's willingness to carry out all school rules and regulations. The school principal hopes that educators can work harder as a result of implementing school work discipline. If educators do not show work discipline, all school activities will produce results that are not as expected. In addition, this can result in a decline in school performance. In fact, completing daily tasks really depends on discipline factors. Educators' obedience and obedience to the principal's directions can show educator discipline.

There are several indicators that influence the performance of an educator which can be used to develop work discipline. The meaning of discipline is an indication that an educator can complete his duties and responsibilities with full diligence. It is very difficult for a school, institution or company to achieve its

goals without discipline from its educators. Hasibuan, (2005: 193) defines discipline as awareness or desire to comply with school regulations and applicable social norms.

Educators must be able to apply discipline to themselves and their students. In addition, educators must be able to discipline students and lead by example. Students will not benefit from discipline if educators have not been able to apply it well. As a result, educators must be able to apply educational discipline effectively, especially in learning activities and student behavior, as a standard for creating student discipline. Work discipline is the ability to obey applicable written or unwritten rules and carry them out without fear of punishment. Educator performance and behavior are both influenced by discipline.

## 3. Performance of Honorary Teachers

### a. Understanding Honorary Teacher Performance

The performance of an honorary teacher is defined as the ability possessed by an teaching staff who still has honorary status in order to carry out their duties in providing learning at school and providing accountability for the students under their guidance to improve their learning outcomes. In other words, the performance of an honorary teacher can be explained as a condition that shows the style and competence of an honorary educator when carrying out the teaching and learning process as well as his responsibility for increasing students' ability to receive and apply the results they obtain from the learning process.

Job performance or actual performance is a term originating from the word performance which means real work performance, actual performance obtained by someone. In general, a person will be said to be a productive person if their performance results are assessed as high, while someone whose work achievements are unable to reach the required threshold will be referred to as someone who is unproductive or has low performance (Wartini, 2014).

Teacher performance is related to planning tasks, managing learning and assessing student learning outcomes. As a planner, teachers must be able to design learning that is appropriate to conditions in the field. Sanjaya (2005, 13-14). As managers, teachers must be able to create a conducive learning climate so that students can learn well, and as evaluators, teachers must be able to carry out assessments of student learning processes and outcomes. Teacher performance is the ability demonstrated by teachers in carrying out their duties or work. In other words, teacher performance in the teaching and learning process is the teacher's ability to carry out his duties as a teacher who has the expertise to educate students in order to develop students to achieve educational goals. Teacher performance is said to be good and satisfactory if the goals achieved in learning activities are in accordance with the standards that have been set. Therefore, to achieve optimal performance teachers must try to develop and create situations in the school environment in accordance with applicable regulations.

Teachers are really required to have high performance, because by having high performance the level of human resources in Indonesia will be better, especially among the younger generation so as to create a generation that is intelligent, and able to answer the challenges that come in the future. Meanwhile, according to Islam, performance is a form or way for individuals to actualize themselves.

Performance is a real form of the values, beliefs and understanding held and based on strong moral principles and can be a motivation to produce quality work. As servants, individuals or workers, we must carry out self-performance assessments.

Because God has told us to do that. As Allah says in QS At Taubah (9) verse 105

وَقُلْ اَعْمَلُوا فَسَيَرَى اللّٰهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ  
اِلَىٰ عَالِمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ

Meaning:

"And say: "Work, then Allah and His Messenger and the believers will see your

work, and you will be returned to (Allah) Who knows the unseen and the real, then He will report to you what you've done."

The word "amalakum" means your deeds or work. This word can mean "deeds in the world, namely in the form of achievements while in the world". In management language, the result of practice or work is performance. So, the expression "sayarallâhu 'amalakum warasûluhû walmu'minûn" is actually the implementation of performance appraisal.

What needs to be paid attention to is that the expression of the words "Allah, Rasul and Believers" (which in Arabic uses i'rabrafaf, as the subject), means that the assessors are not only Allah, but also involve other parties, namely the Rasul and the Believers.

The level of achievement of teachers' work results is not only shown by the quality and quantity of output, but is also shown by their behavior when doing the work. State administrative institutions state that performance is a condition regarding the measurement of the achievement of the results of carrying out work in order to achieve targets or goals (Zulfikar et al., 2019).

Teacher performance achievements can also be assessed based on how much of the required standards have been met. Competency standards include pedagogical, personality, social and professional competencies (Law No. 14 of 2005 concerning Teachers and Lecturers)

Law of the Republic of Indonesia no. Article 39 paragraph 2 Law no. 20 of 2003 concerning the National Education System states that educators are professional staff whose responsibilities include planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as carrying out research and community service, especially for teaching staff in tertiary institutions.

Law Number 14 of 2005 provides additional details as indicated in Article 20 (a) Part IV, Teachers and Speakers, the implementation guidelines for educators expect educators to design learning, conduct quality educational experiences, and assess learning.

results. Teaching and learning activities that demonstrate the teacher's main responsibilities are one type of teacher performance. Soedijarto (1993), said that a teacher must master four ability group tasks, according to another opinion. Skills that a teacher needs to master include: 1) making educational program plans; (2) realizing the learning process and leading it; (3) evaluate the progress of the teaching and learning process; 4) form associations with students.

Meanwhile, Minister of National Education Regulation no. In article 41 of 2007 concerning Secondary Education Unit Process Standards, it is stated that the main responsibilities of teachers include: 1) compiling examples; (2) apply learning; 3) evaluate learning outcomes; 4) teaching and guiding students; 5) perform additional tasks. Based on the explanation stated above, the variables that determine the degree of implementation of educators can be covered, including (1) the degree of government assistance (reward framework); (2) the teacher's work climate or environment; 3) career planning and teaching work; (4) opportunities to develop and become better; 5) moral or motivation; 6) expertise; 7) abilities and (8) teacher personality.

### Simpulan (5%)

All residents of State High Schools in Solok City, including regional division III, school principals, educators and education staff who are involved in policies regarding the performance of honorary teachers, can benefit from the findings of this research, as well as serve as a reference for future researchers. Apart from that, it is also hoped that it can become a basis for making policies for the Head of Regional Division III of Solok Raya towards honorary staff under their work area, namely SMA/SMK/SLB in Solok city, Solok Regency and South Solok Regency.

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#### Profil Penulis

Profil singkat berupa narasi data kelahiran; pendidikan dari jenjang sarjana sampai pendidikan terakhir yang berisi prodi, dan tahun kelulusan serta pekerjaan/aktivitas yang dilakukan sampai saat ini.