

Influence Giving Award to Performance Teacher School Honorary in Raja Ampat Regency

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ABSTRACT

This study aims to study the influence of giving awards on the performance of honorary teachers in senior secondary schools (SMA). This study uses a quantitative approach. The research population was all honorary teachers in eight high schools in Raja Ampat Regency, totaling 146 people. Fifty-nine people from the total population were selected as samples using simple random sampling techniques with the Taro Yaname and Slovin formula. Data collection uses a questionnaire that has been tested for validity and reliability. The research results show that the performance of honorary teachers is influenced by the awards they receive. Giving awards to honorary teachers has a significant effect on their performance, namely: (1) increased responsibility in carrying out tasks, (2) willingness to work beyond predetermined work standards, (3) high enthusiasm and effort to complete tasks well, and (4) willingness and the ability to carry out administrative and teaching tasks.

Keywords: teacher honorary, teacher performance, giving award.

INTRODUCTION

Teachers, as an educational subject, determine a person's success in the educational process. Facility education, which is complete and sophisticated, will make it difficult to produce a learning process and optimal learning if not supported by a teacher who is a good teacher who is paid by the government or teachers paid by the school, commonly called honorary teachers. The basis for appointing honorary teachers is Law Number 43 of 1999 concerning amendments to Law Number 8 1974. This policy explicitly stipulates that "authorized parties can appoint honorary employees" who are placed in various agencies of government, for one is placement in the environment of the Ministry of Education and Culture and/or Provincial and Regency/City Education and Culture Services.

According to Makarim (2020), currently, there are 658,214 honorary teachers in Indonesia appointed by the Central Government (77.23%). Besides that, there are 190,105 non-permanent teachers lifted by the Regional Government (Local Government) districts/cities, 14,833 non-permanent teachers appointed by the Provincial Government, and 3,829 central assistant teachers. Of all the honorary teachers, 80,907 people (25.26%) are at the educational level high school (SMA), as many specifics as there are 4,930 people in high school in West Papua Province and 146 people are in SMA Raja Ampat Regency. The large number of honorary teachers is accompanied by a system of indiscriminate recruitment, which results in the quality of honorary teachers not being very good. However, the presence of honorary teachers is felt to be very helpful in implementing learning at school. Recruitment of honorary teachers that do not meet needs is the root of the current national education problem (Rahim, 2019).

The low performance of honorary teachers is caused by various factors internal and external. According to Sari (2016), two factors cause teacher performance to be good or not good, namely providing rewards and motivation. Currently, the incentives received by honorary teachers are still relatively low, so they cannot meet their living needs. The wages of honorary teachers currently still vary, starting from IDR 150,000/month, which is the source the funds are set aside from donations Operational School (BOSS), up to 1.3 million per month according to the policies of each regional government. Currently, the Regional Government provides teaching wages still below the Provincial Minimum Wage (UMP). For an honorary teacher who teaches at the high school level, the amount of wages received greatly influences his performance.

The performance of honorary teachers is a problem in itself because the wages they have received so far are far from enough. Matter This results in low performance of honorary teachers in school. The central government and regional governments have not seriously paid attention to the welfare of honorary teachers. Incentive or wages which they accept no comparable with work which they work and responsibility they carry it. This condition shows that, at this time, no awards have been given to them. His presence at school is like "complementing the sufferer."

Although they didn't get an award from the Central government, Local Government Province, Regency/City Regional Governments, and the schools where they serve, honorary teachers remain in that status. Honorary teachers have the motivation to serve at this moment, and there is still some hope from their endless devotion (Wirawan, 2009). According to Renesia (2019), there are many reasons

why teachers want to dedicate themselves as teaching staff, and according to Wirahadie (2020), there are at least five reasons why someone chooses the profession of teachers, namely (1) academic ability, (2) status, (3) future security, (4) need for work, and (5) noble profession. These are some of the reasons that generally motivate someone to enter the teaching profession.

METHOD

This research was carried out at public and private high schools in Raja Ampat Regency. The research was carried out from March to May 2024. This research uses a quantitative method with an approach survey, Which is one of the methods widely used in social research. Information is collected from respondents using questionnaires distributed directly or through intermediaries such as telephone or online media. The survey method steps used are as follows in figure 1.



Figure 1. Step study survey

The population of this study included all honorary teachers, totaling 146 people spread across eight high schools. The sample was determined using a simple random sampling technique, which resulted in 59 respondents. The calculation formula uses Taro Yaname and Slovin with a precision (error rate) of 10%.

Data collection used research questionnaire distribution techniques. Based on the Results were obtained from questionnaire trials, all points of the statement from both variables valid and possibly trustworthy (reliable), so the questionnaire for these three variables can be used in this research.

Technique analysis data is something that analyzes data after data from all respondents or other data sources are collected. The analysis technique uses statistics with the help of the SPSS for Windows version 22 program. Before analyzing the influence of the independent variable on the dependent variable, test the encompassing analysis requirements test normality, linearity, multicollinearity, And autocorrelation. Test Normality is carried out to determine whether the data for each variable is normal or not. The results of calculating the normality of honorary teacher performance variables show that

the variable data has a significance value of $0.200^* > 0.05$. This means the research data is normally distributed. Results normality calculation variable giving award show that data variable giving award own mark significance $0.200^* > 0.05$. This means the data in this study was normally distributed.

Next, the linearity test is used to determine whether the variables studied have a linear relationship or not. The significance value of the linearity of award acceptance is $0,000 < \alpha 0.05$, and the value is significant from the deviation from linearity of $0.822 \geq 0.674$. This means there is a linear relationship between awarding and the performance of honorary teachers. Test assumptions this classic carried out by testing multicollinearity and testing autocorrelation. Test multicollinearity aims To prove the regression model found correlation variable free. Variable free (giving award) has a tolerance value of $0.963 > 0.10$ and a VIF value of $1.039 < 10.00$, so it can be concluded that in this regression model, there is no multicollinearity.

The autocorrelation test is a regression test to find out that the value of the dependent variable does not affect the value of the variable itself. The test results show a Durbin Watson (DW) value of 1.960. This means the value is outside -2 to +2 or no autocorrelation occurs. The test results show that the three variables meet the requirements so that further analysis can be carried out using parametric statistics. The data analysis steps start from (1) correlation analysis, (2) determination analysis, (3) significance analysis, (4) simple linear regression analysis, and (5) conclusion.

RESULTS AND DISCUSSION

This research requires data processing using descriptive statistical techniques. The research data comes from two variables, namely (1) honorary teacher performance and (2) award variables.

Performance of Honorary Teachers

The results of the analysis of honorary teacher performance variables show that the performance of honorary teachers is generally "good". These results are depicted in the following bar chart in Figure 2.

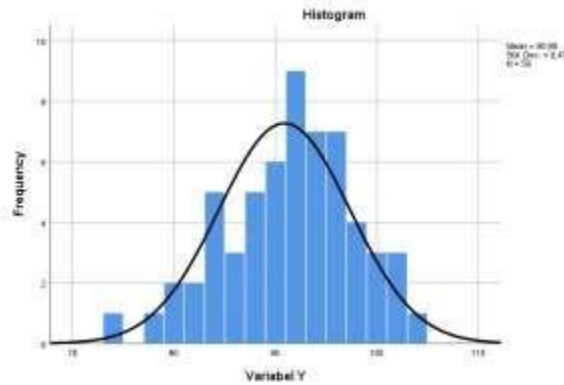


Figure 2. Bar diagram of honorary teacher performance variables

The bar chart image above has a shape like a normal curve (shaped like a bell). This proves that the distribution of honorary teacher performance variables can be said to be normal or close to normal. Next, a table of the total and average answers to the honorary teacher performance variable questionnaire is presented as follows.

Table 1. Total And average answer questionnaire variable performance Teacher honorary.

No	Statement	Total	Average
1	I only as Teacher honorary, But I capable do task a self.	223	3.78
2	I always convey idea Which Good to leader school.	239	4.05
3	I often No satisfied in finish work when working together with Teacher.	231	3.92
4	I need Work The same with Teacher senior other in finish work in things certain.	254	4.31
5	I will finish task Which charged to I with time Which has determined.	251	4.25
6	I think, not quite enough answer finish task is not quite enough answer absolute for a Teacher.	259	4.39
7	I always obedient with order leader, although sometimes order the contradictory with inner I.	147	2.49
8	I Still status as honorary teacher, but honesty is personality Which No priceless price.	271	4.59
9	I principled, although "sky will collapse", But honesty need enforced.	277	4.69
10	I prepare administration activity Study teach in every a wal semester.	248	4.20
11	I observe, Still Lots teachers Which No prepare	172	2.92

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	administration activity Study teach with Good.		
12	I Still status as Teacher honorary, I always prepare planning Study teach in class.	249	4.22
13	I sometimes No objective in matter evaluate results Study.	203	3.44
14	I always feel pity when student I get mark low.	139	2.36
15	I do setup teach Which designed Far before implementation learning started.	236	4.00
16	I see, Still Lots Teacher honorary use method teach conventional Which boring.	177	3.00
17	I always use method teaching Which vary every teach in class.	223	3.78
18	I always follow activity <i>workshops</i> about teaching to develop personal abilities.	226	4.42
19	I think, for a Teacher, activity <i>workshops</i> important For followed Teacher always follow development world education. I always	261	4.42
20	making work scientific simple every year.	179	3.03
21	I observe, on generally Teacher honorary in area No Once make work scientific.	191	3.24
22	I No own ability make program learning Because limitations ability Which I have.	220	3.73
23	Every year teachings new, I always make lesson plan development material lesson Which in accordance with field knowledge Which I persevere.	248	4.20
24	I think, make development media instructional must for a Teacher.	238	4.03
<hr/>			
	Mark Average		3.79

Results of variable data analysis teacher performance honorary earned the lowest score of 74 and the highest score of 103, a mean of 90.88, a median of 92.00, and a standard deviation of 6.473. The data in Table 1 shows that the performance of honorary teachers from all sub-indicators received average scores - flat as big as 3.79, Which is in the category of Good. So, overall indicators of the performance of honorary teachers are in a good category, namely in the interval 3.40 - 4.19 (Sudjana, 2015). Thus, the performance of honorary high school teachers in Raja Ampat Regency is in a good category.

Giving the award to the Teacher's honorary

The results of the analysis of the award variable show that the award received by the Teacher honorary is in the category "Good." Results are depicted on the bar chart following in Figure 3.

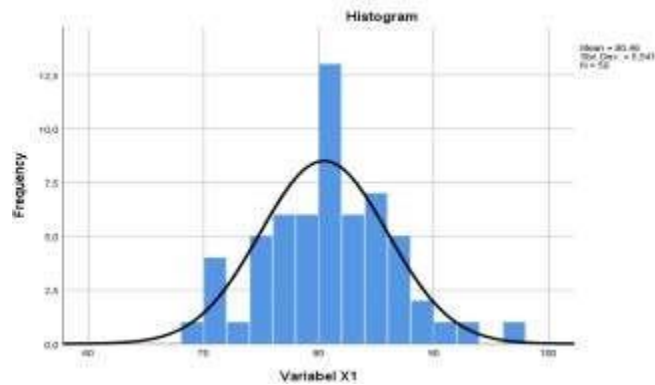


Figure 3. Diagram stem variable giving an award

The bar chart image above has a shape like a normal curve (shaped like a bell). Matter This proves that data distribute normal or approach normal. The following are the total and average answers to the variable award receipt questionnaire.

Table 2. Total and average answer questionnaire variable reception award.

No	Statement	Total	Average
1	I think, every Teacher Also including Teacher honorary No need given award (<i>rewards</i>).	230	3.90
2	I hope <i>rewards</i> is motivator for teachers honorary For increase performance.	260	4.41
3	I Not yet Once get <i>rewards</i> from Who even during Work become Teacher honorary.	169	2.86
4	I sometimes expect <i>rewards</i> from leader, although form saying accept love.	204	3.46
5	I Not yet Once get <i>rewards</i> , but teachers honorary Which achievement There is Which given award.	190	3.22
6	I proud very, when There is Teacher honorary Which accept <i>rewards</i> .	257	4.36
7	I think, reception <i>rewards</i> from leader is booster For Work more Good Again.	263	4.46
8	I observe, often element leader think that <i>rewards</i> That always in form material, so that they difficult For give <i>rewards</i> .	153	2.59
9	I have performance Work No Once increase Because I No Once get <i>rewards</i> from leader.	227	3.85
10	I capable increase performance learning provided leader give <i>rewards</i> Which worth it.	148	2.51
11	I notice Teacher honorary place I Work always considered as "complementary sufferer" Which No need given <i>rewards</i> .	220	3.73

12	I observe, leader always think that honorary teacher only carry out task in accordance with O'clock teach, So No deserve it <i>rewards</i> .	223	3.78
13	I compare performance Work Teacher honorary Not yet capable equal Teacher civil servants.	231	3.92
14	I observe, Teacher honorary will get <i>rewards</i> if own performance Work Which proud.	215	3.64
15	I notice, with exists giving <i>rewards</i> , quality Work become increase.	219	3.71
16	I observe, during This quality Work Teacher honorary Not yet There is Which proud.	236	4.00
17	I learn, Teacher honorary Which get <i>rewards</i> , burden it works surpass the teacher civil servants.	162	2.75
18	I observe, on generally, volume Work Teacher honorary of course Still under volume Work Teacher civil servants.	203	3.44
19	I Still status as Teacher honorary, But I must loyal to lemba no place I on duty.	251	4.25
20	I No Once get <i>rewards</i> , But I loyal with profession This (profession teacher).	241	4.08
21	I observe, There is Teacher honorary enter profession This as "rock jump" just before accepted in agency other.	194	3.29
22	I think, leader must respected although Not yet Once give <i>rewards</i> to I.	251	4.25
<hr/>			
Mark Average			3.66

Results of data analysis of award variables obtain the lowest score of 69 and the highest score of 96, with a mean of 80.46 and a median of 81.00. and standard deviation 5.541. This shows that The performance of honorary teachers from all sub-indicators shows an average value - an average of 3.66 or in the good category. So, the overall indicator of awards is in the category of Good, that is, at intervals 3.40 - 4.19 (Sudjana, 2015). Thus, the award for honorary teachers is included in the good category.

Influence giving an award to performance Teacher honorary

The hypothesis testing tested in this research, as explained in the previous chapter, includes three analysis steps carried out: (a) analysis of the coefficient of determination (R^2), (b) t-test, and (c) simple linear regression equation.

Analysis Coefficient Determination (R^2)

Testing the Hypothesis of the Influence of Awards, The performance of honorary teachers begins with calculating the coefficient of determination. Analysis of the coefficient of determination (R^2) The aim is to determine the percentage contribution of the influence of the independent variable

there is a dependent variable. The coefficient of determination was obtained from the mark correlation coefficient (R), Which is used to measure the strength of the relationship between two variables the results can be seen from the output in the following model summary table 3.

Table 3. Model summary b coefficient determination X 1 – Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,536 ^a	,286	,273	5,518

a. Predictors: (Constant), Variable X1

b. Dependent Variables: Variable Y

The correlation value amounting to 0.536 a is in the range of 0.400 – 0.599 (Sugiyono, 2014). This value shows that there is a relationship between the award variable and the performance of honorary teachers, including in the category "currently." Mark influence (R Square) giving awards to the performance of honorary teachers as big as 0.286 is included in the category “medium” because it is in the range of 0.10 – 0.29 (Suwarno, 1998).

Test t (test Partial)

Test t done For a test connection is significant or No. If the significance is less than 0.05, the variable giving award influences the variable performance of Teacher honorary partially. Results test analysis significance The relationship between awarding and honorary teacher performance is presented in Table 4.

Table4. Coefficients^a variable X 1 – Y

Model		Coefficients		T Beta	Sig.
		B	Std. Error		
1	(Constant)	40.627	10.545	3.853	,000
	Variabel X1	.625	.131	.535	4.777

a. Dependent Variables: Variable Y

In Table 4, the value obtained t is 4.777 with a significant level of 0,000. The calculated t value, 4.777, is then compared with the t table value at significance 0.05: 2 = 0.025 with degrees freedom (df) = n – k or 59 – 2 = 57 (n = amount respondents and K = amount independent variable). Results Which obtained for t table as big as 2,000. If t count > t table and significance value < 0.025, then H o1 is rejected and H a1 is accepted. In this analysis, the t value is calculated as 4,777 > 2,000, and the significance value is 0.000 < 0.025. This means H o1 is rejected, and H a1 is accepted. This means that giving awards has a significant effect on the performance of honorary high school teachers in Raja Ampat Regency.

Equality regression simple linear

The determination of the simple linear regression equation is based on the coefficients table by looking at data in the unstandardized coefficients column section "B" with the formula $Y = a + bx$. The a value is obtained from the constant value, while the b value is obtained from the award value. Thus, the linear regression equation is $Y = 40.627 + 0.625X$. This equation has the meaning of the value constant of 40,627. That is, if the award is zero, then the value performance of honorary teachers is as big as 40,627. Results The calculation shows that the value of the award variable (X 1) is 0.625. One unit increase in the variable giving this award will increase the performance of honorary teachers by 0.625 units, assuming the award variable is in a constant position.

In this study, researchers test and analyze two variables Which studied, namely the performance of honorary teachers and the awarding of honorary high school teachers in Raja Ampat Regency.

Performance Teacher honorary

Performance shown by the teacher honorary is a combination of ability, effort, and opportunity, Which can assessed from the results it works. Performance is a representation level of success a Teacher during a period certain in carrying out his task, which is then compared with various possibilities, like standard results work, targets or targets, and criteria that have been determined in advance and agreed upon together. Stolovitch and Keeps (2012) state that performance is a set of results that are achieved by a teacher after referring to action achievement as well as implementing something work requested. Existence Teachers, honorary educators, And teachers on all educational levels, formally in some places, of course, are very needed at the moment. Even though they have honorary teacher status, they are very... required by the school. Teacher status in Indonesia is currently divided into two types, namely permanent teachers and non-permanent or so-called teachers honorary teachers. During this research done, an honorary teacher at Raja Ampat Regency is a teacher who is not yet in status Candidate Employee Country Civil (CPNS) amount 146 persons Which spread on 8 (eight) SENIOR HIGH SCHOOL Which There is in Raja Ampat Regency.

Honorary teachers are only given an hourly teaching fee for subjects. They are given wages voluntarily, which are often paid below the legally determined minimum wage official by the Local Government of the Province of West Papua. Besides That, No seldom scramble situations in teaching hours between teachers who are already certified professionals and honorary teachers. Certified teachers, of course, expect to fulfill teaching duties 24 hours a week. Honorary teachers also expect a lot of teaching hours because this is related to the amount of honorarium they will receive.

Measurement performance Teacher honorary in environment high school There is in Raja Ampat Regency is seen from 4 (four) dimensions, namely (1) personality, (2) teaching technique skills, (3) teaching methodology, and (4) self-development. Every honorary teacher must have several basic competencies, one of which is personality competence. The personality dimensions in this study were measured from 5 (five) indicators, namely (a) initiative, (b) cooperation, (c) responsibility, (d) obedience, and (e) honesty. Based on these five indicators, part big Teacher honorary SENIOR HIGH

SCHOOL in Raja Ampat Regency has shown his abilities are deep take initiative, capable of intertwining cooperation with teachers and power education others, have a high level of responsibility for the tasks he carries out, has obedience to leadership, and have an honest personality.

On dimensions of technical skills teaching, there are three indicators measured, namely (a) skilled in the field administration and learning activities teaching (KBM), (b) skilled in the field administration and process planning Study teach (PBM), and (c) skilled assess learning outcomes student. Based on three indicators, it is obtained data that honorary teachers who There is in SENIOR HIGH SCHOOL Raja Ampat Regency often have No objective in giving evaluation to students. In general, they provide value, Which tall to students who should get a low score. This is based on "feeling pity" if students do not pass the subjects they teach. On the other hand, teachers honorary Which is in high school Raja Ampat Regency is very disciplined in terms of administering administration and planning learning activities, including preparing lesson plans every semester. Thus, the performance of a teacher, even though he still has a status, is honorary determined by these five criteria. Remember, tasks and the responsibilities of a teacher are so complex this profession requires special requirements, including (1) demand Skills based on concepts and theories, in-depth knowledge, and (2) emphasizing expertise in a particular field according to the field of profession.

The honorary teacher performance variable in the self-development dimension has 4 (four) indicators that are measured, namely (a) attending workshops, (b) creating scientific work, (c) developing learning programs, and (d) developing instructional media. Honorary teachers are Still seldom included in activity workshops. In general, the head of The school assigns teachers who have Civil Servant (PNS) status to take part in workshop activities because it involves funding issues at the school. This problem also includes creating scientific work, developing learning programs, and developing weak instructional media. The obligation to create new scientific work is mandatory for teachers with civil servant status because it involves credit numbers for promotion and position. In the dimensions of learning program development and instructional media development, honorary teachers are asked to act as senior teacher's assistants. This matter is associated with experience teaching and mastery of knowledge in respective fields. Even though these things are not yet considered important for honorary teachers, they are still necessary to be involved For enriching experiences before lifted, become a Teacher still. That is, teachers honorary, without realizing their purpose, are trained to strengthen their competence as candidates for professional teachers.

Gomez (2005) states There are five criteria For determining the performance of somebody who is (1) self-development, (2) teamwork, (3) communication, (4) number of products produced, (5) decision taken. Teaching as a profession requires special requirements to be able to produce performance. Of course, all criteria Were delivered by Gomes. This also applies to everyone's teachers, including honorary teachers. Indicator performance assessment teachers that can be used for measuring teacher performance include (1) personality aspects consisting of initiative, cooperation, responsibility, obedience, and honesty, (2) technical aspects consisting of administration and planning of teaching and learning activities, the process of teaching and learning activities, assessment of learning outcomes, (3) methodological aspects consisting of teaching preparation, methods, and stages teaching, (4) the self-

development aspect consists of participation in various training, seminars, scientific work, program development and instructional media development (Usman, 2002).

Measurement indicators Teacher performance in this research is the same as the indicators used by Usman (2002). refers to the four aspects of measurement as guidelines in making instrument measurement performance Teacher. Indicator performance: A teacher can be said to be good if he can carry out assessment performance. This is in line with the opinion of Kustiyah (2017), which states that teacher performance is said to be optimal if the performance indicators reach 75% of the specified criteria. This also happens to honorary high school teachers in Raja Ampat Regency.

Giving award for Teacher honorary

Awards are a form of prize, reward, recognition or reward. Awards given to teachers can vary. In general, awards can be divided into four, namely (1) praise, (2) respect, (3) prizes, and (4) tokens of appreciation. Apart from that, the awards accepted by honorary teachers SMA in Raja Ampat Regency also motivate the principal and colleagues. This is in line with Djamarah's opinion (2008). According to him, forms motivation that can used as a reward to the Teacher among them (1) number or mark numeric, (2) present, (3) praise, and (4) results.

Measuring awards in the high school environment those in Raja Ampat Regency were seen from five dimensions, namely (1) award, (2) pride, (3) performance, (4) productivity, and (5) loyalty. The reward dimension is measured from two indicators, namely (a) the reward itself and (b) the types of awards accepted by honorary teachers. Based on the questionnaire distributed, the majority of respondents stated that awards were given on the spot as they were on duty already. It means the award accepted by honorary teachers in the high school environment in Raja Ampat Regency is quite good.

Honorary teachers receive awards when they demonstrate good behavior and performance. Examples include polite behavior shown in daily life, success in carrying out teaching tasks, and so on. According to Slameto (2010), an award is an award given by a teacher as a reward because the teacher has behaved well and has successfully carried out the tasks given to him by the leader. Awards are also defined as a tool to educate someone so that they feel happy because their actions or work are rewarded (Purwanto, 2011).

Analysis This is in line with current findings observation done that there is a feeling that it is not fair that where Teachers do Not get facility Work The same with other permanent teachers, including their future, which is unclear based on their employment status. Teachers honorary in Raja Ampat Regency do not Once know if They will appointed as a permanent teacher or as an honorary teacher forever. Until now, there are still honorary teachers who have worked for less than a year more than 20 years. Matter, of course, makes honorary teachers anxious because of the uncertainty of their status. This will certainly affect their performance.

Influence giving award to performance Teacher honorary

The motivation of honorary teachers will decrease if the income they earn is not appropriate results it works. Not just rewards, just Which can cause teacher performance to be good, but also other

factors, for example, employment status and profession. Teaching is a noble profession in the eyes of humans and before God Almighty.

Giving awards aims to increase the productivity and retention of teaching staff and educational staff who excel to remain loyal to the school where they work. Awarding is intended as an encouragement to the para teacher without exception to want to work better and generate motivation that encourages their performance to become better. Tohardi (2002) states that awards in the form of rewards are given to motivate employees (teachers and education staff) so that their work productivity increases. Awards are incentives That hook payment with performance And can increase the productivity of the employees.

In general, awards are given to honorary high school teachers in Raja Ampat Regency, with only limited praise. Praise is Wrong One tool of motivation Is positive for each person. In learning activities teaching, praise can be utilized as a tool for motivation from the head of school to the teacher and educational staff led by him. Headmasters can use praise as a tool to please teachers. The principal's attention to teachers can make them feel watched and will not do as they please (Djamarah, 2008). Furthermore, Djamarah stated that praise can function to direct teacher activities on things that support the achievement of teaching goals and become feedback from the headmaster. That's a compliment given by the principal and other fellow teachers is one of the easiest forms of appreciation. Praise can be in the form of words, such as good, good, very good, and so on. Apart from words, praise can also be in the form of a signal or a sign, for example, by showing the thumb, tapping on the shoulder, with applause, and so on.

Giving awards too can be in the form of respect from the school principal, colleagues, students, and parents/guardians of students to honorary teachers of high school in Raja Ampat Regency. Theoretically, there are several types of honor namely first, honor in the form of a coronation, which is given to people who deserve it, announced and displayed in the meeting forum, a colleague or friend in front of people, parents of students, professional organizations, Etc. Second, shape gives the power to do something, for example, the teacher who gets the highest marks When attending training (workshop) was selected as chairman of the discussion group.

Awards in the form of tokens of appreciation are also called symbolic awards. Signs of appreciation are not assessed in terms of price but in terms of impression or useful value. For example, giving certificates to exemplary teachers, outstanding teachers, favorite teachers, And various types predicate others. The irony is, until the moment, This Not Yet There is a Teacher high school honorary in Raja Ampat Regency who received a certificate of appreciation for his performance, achievements, and contribution to making the school proud.

In general, honorary teachers expect recognition in the form of gifts from the school principal and colleagues in the form of goods (material). Present Which given can in the form of tools needed for work, such as laptops or computers, Umrah, savings, and so on. Gifts given to people as an award or memento can be in the form of What just, depending on the giver's wishes. Head school can give a gift to the teacher Which achievement alone, all teachers, some teachers, or one person gu ru.

Prizes are given after honorary teachers complete their duties well or exceed the tasks they are responsible for. For example, honorary teachers are willing and able to carry out administrative and teaching tasks in schools that lack teachers. Matter This can make honorary teachers more enthusiastic and try to finish their job with Good. The next award can be given in the form of numbers or symbol marks from the results it works. The number given to every Teacher varies according to the results of the work he has done. Numbers are a motivational tool for teachers to maintain or even increase responsibility in carrying out assignments. An example of giving awards in the form of numbers is the results of the teacher's Job Implementation Assessment (DP3). or the score obtained by the teacher when taking the Teacher Competency Test (UKG), an assessment of the teacher's workload for one semester, and so on. The numbers given describe the results of honorary teacher work. Giving grades in the form of numbers to honorary teachers provides very positive benefits because you can find out the level of achievement they have achieved.

The principal can select various awards to fit the condition of the teacher who will be given And Also finance the school. Head school should Also know who is entitled to get rewards and when will give awards. A teacher Which show more results from usually possible proper awarded. In this context, school principals should be wise so that giving rewards does not cause harm or envy heart to that teacher. Therefore, generally appreciated can be grouped into two types, namely rewards in the form of non-material (respect, praise, greetings, certificates, etc. move it body) And in the form of material (money, gifts in the form of goods, giving numbers (value), and tokens of appreciation).

Awards, Which are expected by Teachers of honorary SENIOR HIGH schools in Raja Ampat Regency, can be material and non-material forms when they have worked beyond the specified work standards (Mahmudi, 2005). Awards are given if the organization's activities receive a high contribution from the Teacher (including the Teacher Whose status is honorary) And power education others who exist in the school. Distribution of awards, monetary And non-monetary, can, in a way, directly and indirectly, according to the school's capabilities based on applicable legal regulations (Schuler, 1987). In connection with this, Arikunto (1993) explains that appreciation is Something that is given to someone because it has to be achieved by what is desired. Award as tool education given when the teacher does something good or presents his work achievements. According to Djamarah (2008), an award (present) is giving something to a person other than an award or keepsake/souvenir. Gifts given to other people can be anything, depending on the wishes of the giver. Other forms of appreciation too can be adjusted according to the achievements achieved by a teacher. All teachers are eligible to receive a present from the head school And colleague with motif certain, by Because The award is a gift from the principal to the teacher, ten aga education, and students.

Results analysis shows that awarding has a significant relationship with teacher performance honorary. The relationship shown by the two variables is included in the medium category. The influence donated by giving appreciation for the performance of honorary teachers is also in the medium category. Giving awards to honorary teachers has a positive impact, namely (1) increasing the teacher's sense of responsibility in carrying out tasks, (2) willingness to work beyond the specified work standards, (3) enthusiasm And Business To finish his task with Good, (4) will And ability to carry out

administrative and teaching tasks. The effect of giving awards on performance Teacher honorary originates from dimensions of award received, pride in one's achievements, the work achievements one can achieve, work productivity, and loyalty to the organization or educational institution.

CONCLUSION

Giving awards to honorary teachers in senior high schools in Raja Ampat Regency has a significant relationship with teacher performance. Partially, giving awards has a significant impact on the performance of honorary teachers even though the influence contributed is included in the category currently. The award was accepted by Teacher Honorary Senior High School in Raja Ampat Regency At the moment, including in the category Good. Some of the respondents state that, generally, they have been given awards by the principal and peers. The award most expected by high school honorary teachers in Raja Ampat Regency is in the form of an increase in salary (money) from the results of work and achievements Which they donate to the school. This research advised the principal of the government school province in terms of This Department of Education and Culture West Papua Province to present the award to honorary teachers to improve their performance.

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