

The Effect of Certification Allowances and Motivation on Teacher's Performance in Improving Education Quality

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Abstract: This study examines the extent to which certification allowances and motivation affect teacher's performance in improving the quality of public elementary school education in Pemulutan Induk District. This is a quantitative with descriptive approach. The sample in this study was 87 respondents. The questionnaire is provided in the form of a URL <https://forms.gle/dhHt23H7tgmPmKX56> as instrument, then analyzed descriptively using the SPSS version 25. The findings of this study show that certification allowances and motivation affect teacher's performance in improving the quality education partially and simultaneously. It gives new insight to improve education quality, the principals and all stakeholders should give attention to the certification allowances, and teacher's motivation, and it will improve the teacher's performance.

Keywords: Certification Allowances, Motivation, Teacher's Performance, Quality Education

A. Introduction

Law Number 14 of 2005 concerning teachers and lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and education. medium. Professional teachers must have a minimum academic qualification of undergraduate (S-1) or diploma four (DIV), master competence (pedagogic, professional, social and personality), have an educator certificate, be physically and mentally healthy, and have the ability to realize the goals of National education.

The teacher has a position as a professional. Law Number 14 of 2005 concerning Teachers and Lecturers defines that professionalism is a job or activity carried out by a person and becomes a source of income for life that requires expertise, skills, or skills that meet certain quality standards or norms and requires professional

education. As professional staff, teachers are expected to increase their dignity and role as learning agents and in turn can improve the quality of national education.

Recognition of the position of teachers as professionals is evidenced by educator certificates obtained through the teacher certification allowance starting in 2007 after the issuance of Minister of National Education Regulation number 18 of 2007, and changes to Minister of National Education Regulation number 11 of 2008 concerning certification allowances for teachers in position.

The main purpose of giving educator certificates to teachers is essentially to improve teacher's performance so that they are able to carry out teaching tasks according to their competence, so that the quality of education in Indonesia is increasing. Therefore, for teachers who already have educator certificates, the performance of these teachers must increase as seen from their enthusiasm in improving their educational qualifications, willingness and ability to buy books supporting certification allowances, subscriptions to newspapers/journals, and habits using computers/laptops.

In addition, teachers must remain active in participating in training/seminars, making teaching materials, involving themselves in professional activities, to conducting research and writing scientific papers. Professional allowances are intended to improve teacher quality as a reward for professionalism to realize the mandate of Law No. 14 of 2005. This teacher professional allowance is regulated in Government Regulation of the Republic of Indonesia Number 41 of 2009 concerning Teacher and Lecturer Professional Allowances, Special Teacher and Lecturer Allowances, and Honorary Professor Allowances.

The government hopes that with an increase in teacher welfare there will also be an increase in teacher's performance which will have an impact on improving the quality of national education in accordance with Law Number 14 of 2005 in Article 4. It is hoped that this program will be able to improve the quality of learning and education in Indonesia in a sustainable manner or in short, improvements to teacher welfare are directed at improving performance which leads to improving the quality of education.

The certification allowance program is administered by tertiary institutions that have an accredited education staff procurement program. Suhaimin (2010) explains that the certificate award program is for teachers and lecturers who have met the requirements to become professional teachers and lecturers. Teachers who have received a professional certificate will receive their rights in the form of a professional allowance equal to one time of the teacher's basic salary.

According to Mulyasa (2007) certification allowance is the result of a competency test for prospective teachers who want to gain recognition or improve competence according to their profession. Concludes that competency standards are educator competency certificates, certificates as proof of recognition of the competence of teachers who have met the requirements as a professional teacher.

Furthermore (Syafaruddin, 2008) argues that the certification allowance is formal evidence of recognition and appreciation for teachers and lecturers as professionals. Because it has expertise, skills and skills and skills. Even the position of professional teacher serves to increase the dignity and role of the teacher as a learning agent whose function is to improve the quality of national education.

Schieb, L. J. & Karabenick (2011) high motivation will always develop innovative student learning programs. Eliterius (2011) there are 4 teacher work motivations namely goals, endurance, work goals, job satisfaction. Anggraini & Harapan (2020) concluded that there is an effect of the certification allowance on work performance.

Teacher work motivation is a movement or encouragement to influence individuals to carry out their duties and responsibilities according to what has been determined. Motivation arises from self-reliant teachers to work while achieving high dedication so that the results are in accordance with the goals to be achieved. Therefore, to create quality students, teachers must master learning strategies and learning styles, have art, expertise and good personality.

Observations made by researchers at public elementary schools in Pemulutan District, Ogan Ilir Regency found several problems in the field, including that teacher often arrive late to school and this causes the teaching and learning process to be disrupted, many people justify any means to get the teacher certification allowance that promise. When conducting pre-research interactions, researchers saw that there were still a number of teachers who had received certification allowances but their performance was still lacking, including the certification allowance teachers who came to the schools after 07.10 am and the certification allowance teachers who had not made regular lesson plans and administration of learning is not yet complete. This shows that there are still teachers who are certified but have not been able to improve their performance to become professional as expected in accordance with the law on teachers and lecturers.

Then there are still teachers who have not carried out classroom action research due to limited learning media, lack of knowledge in using science and technology and using the dominant lecture method making the learning process less varied. Then the teacher does not communicate the teaching material properly, so that students find it difficult to receive and understand the material. In developing lesson plans, they still use last year's tools by changing the month and year, or just printing them

without studying them, the learning tools are only complementary to supervision, the teacher explains the material is too fast to teach, only gives assignments after which they are left unsupervised, and there are still teachers who teaching is irrelevant to their field, causing teachers to lack mastery of the material in the learning process.

In this study, several problems that occurred related to the research topic were also seen, including: Public Elementary Schools in Pemulutan District, where the average civil servant teacher had not received the certification allowance, was less motivated in carrying out work so that the impact on performance was not optimal. The teacher is rarely in class, and only gives assignments to students, assigns students to record subject matter according to their directions and orders.

In addition, there are teachers who are not present in class or at school for various reasons, namely being busy during school hours, and there is no performance review to assess teacher's performance after certification allowance or is it better than before Certification Allowance or vice versa. Some previous research by Mimbar et al, (2018) the results showed that certification allowances, and work motivation had a positive and significant simultaneous effect on teacher's performance.

Wahyudi (2017) the effect of certification allowances, motivation, competence on the performance of Public Elementary School Teachers in Pakisaji District, Malang Regency. Based on the results of research and discussion using multiple linear regression analysis that has been carried out, it can be concluded 1) certification allowance has a significant effect on teacher's performance; 2) motivation has a significant effect on teacher's performance; 3) competence has a significant effect on teacher's performance and 4) simultaneously there is a positive and significant effect of certification allowance, motivation, and competency variables on teacher's performance.

Based on the results of initial observations at SD Negeri 09 Pemulutan which consisted of 20 groups of 20 class 3 teachers, PAI teachers, 3 physical education teachers who had not received certification allowances, 2 class teachers and SD Negeri 21 Pemulutan, consisting of 1 group of 6 class teachers, 1 local content teacher, 1 physical education teacher. 2 PAIs that have not yet received local content teacher certification allowances and one PAI teacher on May 3, 2021. The author chose the two public elementary schools because they were considered to represent the seven public elementary schools in Cluster 1 of the Pemulutan District.

After carrying out observations at SD N 09 and SDN 21 Pemulutan District, Ogan Ilir Regency, problems can be identified 1) the teacher comes to school to do absent finger prints/manuals not on time so that teaching time does not match the set time

this causes learning to be disrupted; 2) the teacher in conveying material lacks enthusiasm so that it becomes monotonous in learning; 3) the average teacher has not carried out classroom action research so they do not know and do not want to know what is happening in the learning process 4) the use of limited learning media tools and the dominant lecture method makes learning activities less varied; 5) the teaching teacher is not relevant to his area of expertise so that he does not master the learning process properly causing students to find it difficult to accept and understand the material; 6) in developing lesson plans the teacher is less creative because the teacher used last year's learning tools; 7) the teacher only gives teaching assignments without being supervised; 8) Less safe school environment.

Based on the identification of the problems and previous research above, there are links in this study, including teachers who have not fully carried out their responsibilities in carrying out their duties, are not relevant to scientific disciplines, the lack of using internet media tools makes students interested in learning and teachers in making learning devices so that what is reported is less creative in learning. On the basis of the problems above, the authors continued the research with different objects and samples, the effect of the teacher's certification allowance and work motivation on teacher's performance in improving the quality of public elementary school education in Pemulutan sub-district, Ogan Ilir district.

B. Methods

This study is quantitative with a descriptive approach. The quantitative research method is a type of research whose specifications are systematic, planned and clearly structured from the start to the creation of the research design. According to Sugiyono (2016) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the purpose of testing the hypotheses that have been set.

The focus of this research is to examine the extent to which certification allowances and motivation affect teacher's performance in improving the quality of public elementary school education in Pemulutan Induk District. The population in this study were all public elementary school teachers in Pemulutan Induk District, Ogan Ilir Regency, totaling 359 teachers from elementary schools in Pemulutan District. Of all the schools in the population, the researchers chose 5 schools that represented each accreditation score, namely 5 schools consisting of public elementary schools 01, 04, 09, 21, and 23. Based on this method, a sample was obtained of 87 respondents.

This study uses a questionnaire. The type of questionnaire used in this study is a closed questionnaire with the type of scale used is an interval scale. The questionnaire was provided in the form of a URL <https://forms.gle/dhHt23H7tgmPmKX56> to make it easier to distribute the questionnaire. Based on the results of data collection as a result of distributing questionnaires, then analyzed descriptively using the SPSS version 25 program. The researcher also conducted a classic assumption test to measure indications of the presence or absence of data deviations through the results of the distribution, correlation, variance of variable indicators.

C. Results and Discussion

Analysis of the effect of the Certification Allowance on the Performance of SD Negeri Teachers in Pemulutan Induk District

Based on the test results, it can be seen that the variable certification allowance has a partial and significant effect on performance so it can be concluded that the first hypothesis is accepted. The theoretical framework is that the certification allowance has an effect on the performance of public elementary schools in Pemulutan Induk District. So that if the certification allowance gets better, the teacher's performance will also increase.

The results of testing hypothesis 1 using the SPSS version 25 tool show that partially the certification allowance has a positive and significant effect on teacher's performance with t-count $10,292 > t\text{-table } 1.98761$ and a significance of $0.00 < 0.05$ and the magnitude of the effect of the certification allowance on performance is 0.555 or 55.5%. It means that the theoretical framework has the effect of certification allowances on performance which has been confirmed, the theory is in line with the empirical at Public Elementary Schools in Pemulutan Induk District.

The description of the certification allowance at Public Elementary Schools in Pemulutan Induk District is very good with a mean coefficient of 3.66 on a scale of 1-5. educators and are still actively registered as teachers who teach in sheltered schools with a score of 4.57 while the indicator with the lowest score is in the teacher's statement of lack of mastery of learning models with a score of 2.26.

The description of teacher's performance at Public Elementary Schools in Pemulutan Induk District has been very good with a mean coefficient of 3.38 on a scale of 1-5. difference with a value of 4.52 while the indicator with the lowest score is in the teacher's statement of lack of communication with leaders with a score of 2.01.

Respondents' perceptions of certification allowances at Public Elementary Schools in Pemulutan Induk District are very good with a mean coefficient of 3.66 on a scale of

1-5 and respondents' perceptions of teacher's performance in Public Elementary Schools in Pemulutan Induk District are very good with a mean coefficient of 3.38 on a scale of 1-5. In other words, the certification allowance at SD Negeri in Pemulutan Induk District is very good and the performance of teachers in SD Negeri in Pemulutan Induk District is in a very good position as long as the teacher has an educator certificate and is still active as a teacher teaching at school and every work begins with prayer.

The lowest indicator on the certification allowance variable is that the teacher lacks mastery of learning models with a coefficient of 2.26 or sufficient, while the lowest indicator is the statement that the teacher lacks communication with leaders with a score of 2.01. In other words, teachers still do not understand learning models in carrying out teaching and learning assignments and leaders should be able to invite teachers to continue to communicate well so that learning objectives are achieved.

The results of this study are in line with the research of Wahyudi (2017) that certification has a significant effect on teacher's performance, and motivation has a significant effect on teacher's performance. Then Ristianey et al (2021) shows that teacher certification and work motivation have a positive effect on teacher's performance.

Yamin (2006) define certification allowance as a recognition process given to teachers and lecturers as professionals in the form of educator certificates. Muslich (2007) states that the teacher certification allowance is a hope for the future to improve the quality of teacher work. After the certification allowance is given, teachers are expected to be able to keep up with globalization and adapt every learning activity to the current system. From the quotation above, it can be understood that the certification allowance is the process of awarding educator certificates to teachers who have met certain requirements and have the ability to realize national education goals, which are accompanied by an increase in the quality of work and decent welfare. According to Sagala (2009) teachers are required to take part in certification allowances, with certification allowances a teacher can optimize his abilities and involvement in carrying out his duties as an educator.

Mangkunegara (2015) states that performance is a work result achieved by an employee in carrying out his duties in accordance with the responsibilities given to him which can be assessed in terms of quality and quantity. The quality of employee performance is closely related to the reward system implemented by the institution/organization where they work. Improper awarding can affect one's performance improvement.

From the results of observations in the field it was found that the certification allowance really helps teachers in the teaching and learning process so that teacher's

performance increases. In addition, the increase in the performance of teachers in Public Elementary Schools in Pemulutan Induk District was due to the results of the recapitulation of demographic data for the age of the respondents as many as 6 respondents aged 20-30 years or 4.6% and as many as 25 in the age range 31-40 years or seismic 28.7% and 58 respondents in the age range above 40 years or 66.7%. This means that those over 40 years of age already have experience and passion in carrying out teaching assignments.

Analysis of the Effect of Motivation on the Performance of Public Elementary School Teachers in Pemulutan Induk District

Based on the test results, it can be seen that the motivation variable has a partial and significant effect on performance so that it can be concluded that the first hypothesis is accepted. The theoretical framework that motivation influences the performance of public elementary schools in Pemulutan Induk District. So that if the teacher's motivation improves, the teacher's performance will also increase.

The results of hypothesis 2 testing using the SPSS version 25 tool show that partially teacher motivation has a positive and significant effect on teacher's performance with t-count 10,992 > t-table 1.98761 and a significance of 0.00 < 0.05 and the magnitude of the influence of teacher motivation on performance of 0.587 or 58.7%. It means that the theoretical framework has the influence of teacher motivation on performance which has been confirmed, the theory is in line with the empirical at Public Elementary Schools in Pemulutan Induk District.

The description of teacher motivation at Public Elementary Schools in Pemulutan Induk District is very good with a mean coefficient of 3.73 on a scale of 1-5. The value is 4.72 while the indicator with the lowest score is in the teacher's statement unable to make their own learning media with a score of 2.31. The description of teacher's performance at Public Elementary Schools in Pemulutan Induk District has been very good with a mean coefficient of 3.38 on a scale of 1-5, difference with a value of 4.52 while the indicator with the lowest score is in the teacher's statement of lack of communication with leaders with a score of 2.01.

Respondents' perceptions of teacher motivation at Public Elementary Schools in Pemulutan Induk District were very good with an average coefficient of 3.73 on a scale of 1-5 and respondents' perceptions of teacher's performance in Public Elementary Schools in Pemulutan Induk District were very good with a mean coefficient of 3.38 on a scale of 1-5. In other words, the teacher's motivation at Public Elementary Schools in Pemulutan Induk District is very good and the performance of teachers in Public Elementary Schools in Pemulutan Induk District is in a very good position as long as the teacher teaches to educate the nation's children and every work begins with prayer.

The lowest indicator on the teacher's motivation variable is that the teacher lacks mastery of learning models with a coefficient of 2.26 or sufficient, while the lowest indicator is the teacher's statement that he is unable to make his own learning media. In other words, teachers still do not understand learning models in carrying out teaching and learning assignments and leaders should be able to invite teachers to continue to communicate well so that learning objectives are achieved.

This is in line with Barlian (2017) achievement motivation, social motivation, motivation for power, motivation for control, communication, and leadership, have a joint influence on performance. Then Susanto (2017) motivation and leadership style together have a positive and significant effect on employee performance.

Sunyoto (2013) states that motivation is given to encourage passion and morale maximizing productivity maintaining loyalty and stability increasing discipline and reducing absenteeism creating an atmosphere and good working relationships increasing creativity and participation increasing welfare and increasing employees' sense of responsibility towards their duties.

According to Prawirosentono (2009) performance is the result of work that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities in order to achieve the goals of the organization concerned legally not violating the law and in accordance with morals or ethics. From the results of observations in the field it was found that the teacher's motivation to teach was good so that it was hoped that teacher's performance would increase.

Analysis of the Certification Allowance for Improving the Education Quality of Public Elementary Schools in Pemulutan Induk District

Based on the test results, it can be seen that the variable certification allowance has a partial and significant effect on the quality of education so that it can be concluded that the first hypothesis is accepted. The theoretical framework of thinking that the certification allowance affects the quality of education in public elementary schools in the Pemulutan Induk District. So that if the certification allowance improves, the quality of education will also increase.

The results of testing hypothesis 3 using the SPSS tool version 25 that partially the Certification Allowance has a positive and significant effect on the quality of education with t-count 5.125 > t-table 1.98761 and a significance of 0.00 < 0.05 and the magnitude of the effect of the Certification Allowance on quality education by 0.235 or 23.5%. It means that the theoretical framework has the effect of certification

allowances on the quality of education which has been confirmed, the theory is in line with the empirical at Public Elementary Schools in Pemulutan Induk District.

The description of the certification allowance at Public Elementary Schools in Pemulutan Induk District is very good with a mean coefficient of 3.66 on a scale of 1-5. Educators who are still actively registered as teachers who teach in sheltered schools with a score of 4.57 while the indicator with the lowest score is in the teacher's statement of lack of mastery of learning models with a score of 2.26.

The description of the quality of teacher at Public Elementary Schools in Pemulutan Induk District is very good with a mean coefficient of 3.56 on a scale of 1-5. Work plan implementation schedule with a value of 4.34 while the indicator with the lowest score is in the teacher's statement that is less able to achieve the goals of educational assessment standards with a score of 2.53.

Respondents' perceptions of certification allowances at Public Elementary Schools in Pemulutan Induk District are very good with an average coefficient of 3.66 on a scale of 1-5 and respondents' perceptions of the quality of teacher education in Public Elementary Schools in Pemulutan Induk District are very good with an average coefficient of 3, 56 on a scale of 1-5. In other words, the certification allowance at Public Elementary Schools in Pemulutan Induk District is very good and the quality of teacher education at Public Elementary Schools in Pemulutan Induk District is in a very good position as long as the teacher has a work plan implementation schedule and each work begins with prayer.

The lowest indicator on the certification allowance variable is that the teacher lacks mastery of learning models with a coefficient of 2.26 or sufficient, while the lowest indicator is the teacher's statement that he is unable to achieve the goals of educational assessment standards with a score of 2.53. In other words, teachers still do not understand learning models in implementation of teaching and learning tasks and teachers should be less able to achieve the goals of educational assessment standards with a score of 2.53.

Analysis of the Effect of Motivation on Improving the Quality of Public Elementary School Education in Pemulutan Induk District

Based on the test results, it can be seen that the motivation variable has a partial and significant effect on improving the quality of education so that it can be concluded that the first hypothesis is accepted. The theoretical framework that motivation has an effect on improving the quality of public elementary school education in Pemulutan Induk District. So that if the teacher's motivation improves, the quality of education will also increase.

The results of testing hypothesis 4 using the SPSS version 25 tool show that partially teacher motivation has a positive and significant effect on improving the quality of education with $t\text{-count } 5.588 > t\text{-table } 1.98761$ and a significance of $0.00 < 0.05$ and the magnitude of the influence of teacher motivation on Education Quality Improvement of 0.269 or 26.9%. Means that the theoretical framework has the influence of teacher motivation on the quality of education successfully confirmed, the theory is in line with the empirical at SD Negeri in Pemulutan Induk District.

The description of teacher motivation at Public Elementary Schools in Pemulutan Induk District is very good with a mean coefficient of 3.73 on a scale of 1-5. The value is 4.72 while the indicator with the lowest score is in the teacher's statement unable to make their own learning media with a score of 2.31. The description of the quality of teacher education at Public Elementary Schools in Pemulutan Induk District is very good with a mean coefficient of 3.56 on a scale of 1-5. Work plan implementation schedule with a value of 4.34 while the indicator with the lowest score is in the teacher's statement of being less able to achieve the goals of educational assessment standards with a score of 2.53.

Respondents' perceptions of teacher motivation at Public Elementary Schools in Pemulutan Induk District were very good with an average coefficient of 3.73 on a scale of 1-5 and respondents' perceptions of the quality of teacher education in Public Elementary Schools in Pemulutan Induk District were very good with an average coefficient of 3, 56 on a scale of 1-5. In other words, the motivation of teachers in Public Elementary Schools in Pemulutan Induk District is very good and the quality of education in Public Elementary Schools in Pemulutan Induk District is in a very good position as long as the teacher teaches to educate the nation's children and the teacher has a work plan implementation schedule.

The lowest indicator on the teacher's motivation variable is that the teacher lacks mastery of learning models with a coefficient of 2.26 or sufficient, while the lowest indicator is the teacher's statement that he is unable to make his own learning media. In other words, teachers still do not understand learning models in carrying out teaching and learning tasks and teachers must be able to achieve the goals of educational assessment standards. Sunyoto (2013) states that motivation is given to encourage passion and morale maximizing productivity maintaining loyalty and stability increasing discipline and reducing absenteeism creating an atmosphere and good working relationships increasing creativity and participation increasing welfare and increasing employees' sense of responsibility towards their duties. From the results of observations in the field it was found that the teacher's motivation to teach was good so that it was hoped that the quality of education would increase.

Analysis of the Effect of Teacher's performance on Improving the Quality of Public Elementary School Education in Pemulutan Induk District

Based on the test results, it can be seen that the performance variable has a partial and significant effect on improving the quality of education so that it can be concluded that the first hypothesis is accepted. The theoretical framework that performance affects the quality improvement of Public Elementary School Education in Pemulutan Induk District. So that if performance improves, the quality of education will also increase.

The results of testing hypothesis 5 using the SPSS version 25 tool show that partially performance has a positive and significant effect on improving the quality of education with t-count $4.918 > t\text{-table } 1.98761$ and a significance of $0.00 < 0.05$ and the magnitude of the influence of teacher motivation on improving education quality of 0.222 or 22.2%. Means that the theoretical framework has the effect of teacher's performance on the quality of education successfully confirmed, the theory is in line with the empirical at Public Elementary Schools in Pemulutan Induk District.

The description of teacher's performance at Public Elementary Schools in Pemulutan Induk District has been very good with a mean coefficient of 3.38 on a scale of 1-5. Difference with a value of 4.52 while the indicator with the lowest score is in the teacher's statement of lack of communication with leaders with a score of 2.01.

The description of the quality of teacher education at Public Elementary Schools in Pemulutan Induk District is very good with a mean coefficient of 3.56 on a scale of 1-5. Work plan implementation schedule with a value of 4.34 while the indicator with the lowest score is in the teacher's statement of being less able to achieve the goals of educational assessment standards with a score of 2.53. This is in line with Mulyani & Ade's research (2020) where the results of the study found that (1) the effect of the performance of school principals on the quality of education is in the very good category (2) the effect of teacher's performance on the quality of education is very good (3) the effect of the performance of school principals and teacher's performance on education quality is very good at 47.6% and the remaining 52.4% is determined by other factors.

Rachmawati & Daryanto (2013) define teacher's performance, namely the ability shown by the teacher in carrying out his duties and work. According to Barnawi & Arifin (2014) teacher's performance is a level of teacher success in carrying out each educational task in accordance with their responsibilities and authorities based on the teacher's performance standards.

Analysis of the effect of the Certification Allowance and Motivation on the Performance of Elementary School Teachers in Pemulutan Induk District

Based on the test results, it can be seen that the variable certification allowance and motivation have a simultaneous and significant effect on performance so that it can be concluded that the first hypothesis is accepted. The theoretical framework is that the certification allowance and motivation affect the performance of public elementary school teachers in the Pemulutan Induk District. So that if the certification allowance and motivation improve, the teacher's performance will also increase.

The results of testing hypothesis 6 using the SPSS tool version 25 that simultaneously the certification allowance and motivation have a positive and significant effect on teacher's performance with $f\text{-count } 81.463 > f\text{-table } 2.71$ and a significance of $0.00 < 0.05$ and the magnitude of the influence of the Certification Allowance and motivation on performance of 0.660 or 66%. It means that the theoretical framework has the influence of certification allowances and motivation simultaneously on performance and has been confirmed, the theory is in line with the empirical results at Public Elementary Schools in the Pemulutan Induk District. This is in line with Hayati et al, (2020) that (1) organizational commitment has a positive and significant effect on teacher's performance; (2) work motivation has a positive and significant effect on teacher's performance; and (3) organizational commitment and work motivation together have a positive and significant impact on performance. The conclusion of this study is that to improve teacher's performance, organizational commitment and work motivation are needed.

This is also in line with Damayani, et al (2020) that 1) there is a significant influence between the leadership of the school principal on teacher's performance; 2) there is a significant influence between work motivation on teacher's performance; and 3) there is a jointly significant influence between the principal's leadership and work motivation on teacher's performance.

Analysis of the influence of Certification Allowances and Motivation on Improving the Education Quality of Public Elementary Schools in the Pemulutan Induk sub-district

Based on the test results, it can be seen that the variable certification allowance and motivation have a simultaneous and significant effect on the quality of education in public elementary schools in the Pemulutan Induk sub-district so that it can be concluded that the first hypothesis is accepted. The theoretical framework is that the certification allowance and motivation affect the quality of public elementary school education in the Pemulutan Induk sub-district. So that if the certification allowance and motivation improve, the quality of teacher education will also increase.

The results of testing hypothesis 7 using the SPSS tool version 25 that simultaneously certification allowance and motivation have a positive and significant effect on the quality of education with $f\text{-count } 17.407 > f\text{-table } 2.71$ and a significance of $0.00 < 0.05$ and the magnitude of the influence of certification allowance and motivation on the quality of education by 0.293 or 29.3%. It means that the theoretical framework has the effect of certification allowances and motivation simultaneously on the quality of education which has been confirmed, the theory is in line with the empirical results at Public Elementary Schools in Pemulutan Induk District. This is in line with the research of Sulastris (2017) that teacher certification affects teacher's performance, and work motivation variables also affect teacher's performance. Based on simultaneous hypothesis testing, teacher certification and work motivation variables affect teacher's performance.

D. Conclusion

Certification allowance has a partial effect on teacher's performance. Motivation has a partial effect on teacher's performance. Certification allowance has a partial effect on improving the quality of education. Motivation has a partial effect on improving the quality of education. Performance has a partial effect on improving the quality of education. Certification allowance and motivation have a simultaneous effect on teacher's performance. Certification allowance and motivation simultaneously influence the quality of education.

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