

THE INFLUENCE OF WORK EVALUATION, PENSION FUND EXPECTATIONS, AND NON-FINANCIAL REWARDS ON THE PROFESSIONAL BEHAVIOR OF TEACHERS

Syafri Juana¹; Mukhtar²; Kemas Imron Rosadi³

^{1,2,3}UIN STS Jambi, Indonesia

¹Corresponding E-mail: syafrijuana647@gmail.com

Abstract

This study examines the direct and indirect effects of Job Evaluation, Pension Fund Expectations, and Non-Financial Rewards on Teachers' Professional Behavior. Using an associative quantitative approach with a survey design, the research was conducted at MAN 1 Tanjung Jabung Barat, MAN 2 Kota Jambi, and MAN 1 Kerinci. The study population includes 794 ASN teachers in State Madrasah Aliyah (MAN) in Jambi Province, consisting of 568 civil servant teachers (PNS) and 226 government contract teachers (PPPK). The sample was purposively selected, comprising 24 teachers from MAN 1 Tanjung Jabung Barat, 62 teachers from MAN 2 Kota Jambi, and 36 teachers from MAN 1 Kerinci. The results indicate that Job Evaluation directly influences Teachers' Professional Behavior, contributing 75.44%, while Pension Fund Expectations contribute 69.26%. Simultaneously, both variables have a combined effect of 79.59%. Job Evaluation and Pension Fund Expectations also impact Non-Financial Rewards by 55.49% and 56.72%, respectively, and jointly by 73%. Non-Financial Rewards directly influence Teachers' Professional Behavior, contributing 64.89%. The simultaneous effect of all three variables on Teachers' Professional Behavior reaches 79.68%. Furthermore, Job Evaluation and Pension Fund Expectations, through Non-Financial Rewards, contribute 53.6% and 56.11%, respectively. These findings highlight the importance of job evaluation, financial incentives, and non-financial rewards in enhancing teachers' professionalism.

Keywords: *Work Evaluation; Pension Fund; Teachers Professional Behavior*

A. Introduction

Teachers play a central role in education, particularly in shaping students' character and quality (Judrah et al., 2024). Teacher professionalism is a key factor in improving education quality, as professional teachers can create effective learning environments, deliver material optimally, and inspire students to reach their full potential (Kusumawati et al., 2023). Additionally, teachers serve as agents of change in an ever-evolving education system (Yulianto, 2023); (Ariyani, 2017). Teacher professionalism encompasses not only pedagogical and academic competencies but also social skills, leadership abilities, and adaptability to the increasingly complex dynamics of education (Pare & Sihotang, 2023). Therefore, it is essential to examine the various factors influencing teacher professionalism to enhance education quality, especially in State Islamic Senior High Schools (Madrasah Aliyah Negeri/MAN), which have unique characteristics and challenges within the national education system.

Teacher professionalism is an interesting subject of study, given that madrasahs, as Islamic-based educational institutions, face specific challenges in policy implementation, human resource management, and teacher welfare (Syakroni, 2023). One of the aspects influencing teacher professionalism is the performance evaluation system (Syarafudin & Ikawati, 2020). Transparent and competency-based performance evaluations can enhance motivation and teaching quality, whereas unfair evaluation systems may negatively impact teachers' performance and commitment (Hutabarat, 2024).

A study conducted by (Kamaruddin et al., 2024), found that transparent and competency-based performance evaluation systems positively impact the improvement of teacher professionalism in madrasahs. Fair and performance-based evaluations not only boost motivation but also encourage teachers to continually develop their teaching competencies. However, there is still a research gap regarding how these evaluation systems are practically implemented in madrasahs and their effects on various aspects of teacher professionalism. Beyond performance evaluation, teacher welfare factors, such as pension fund expectations, also play a crucial role in shaping their professional behavior (Pianda, 2018). A clear and adequate future security system can encourage teachers to remain dedicated to their duties. Conversely, uncertainty or lack of support for teacher welfare may reduce their motivation and commitment to education (Riyadi, 2022). Another equally important factor is non-financial rewards, which include appreciation, recognition, and career development opportunities. These rewards provide significant psychological motivation for teachers to enhance their competencies and contribute maximally to their institutions (Yadnya et al., 2022).

Although many studies have examined factors influencing teacher professionalism, there remains a gap in understanding how performance evaluation, pension fund expectations, and non-financial rewards simultaneously affect teachers' professional behavior, particularly in madrasahs. Previous studies have primarily focused on teachers' competencies and teaching methods, while research on the role of welfare and reward

systems in teacher professionalism remains limited. Additionally, few studies have specifically explored the interrelationship between these three factors in the MAN schools in Jambi Province. This study aims to analyze the extent to which performance evaluation, pension fund expectations, and non-financial rewards influence teacher professionalism in MAN schools in Jambi Province. This research employs a quantitative approach with a causal survey method to examine relationship patterns and the direct and indirect effects between exogenous and endogenous variables. The variables studied include Performance Evaluation (X1), Pension Fund Expectations (X2), and Non-Financial Rewards (X3) in relation to Teacher Professionalism (Y). Additionally, this study incorporates a qualitative approach using interviews and observations to gain in-depth data on teachers' experiences and perceptions regarding the factors influencing their professionalism.

By understanding the relationships among these three factors, this study aims to identify effective strategies for enhancing teacher professionalism. Ultimately, this research is expected to contribute significantly to improving the quality of education in madrasahs and ensuring the overall well-being of educators.

B. Method

The research design employs a quantitative approach using a causal relationship survey method to examine the relationship patterns as well as the direct and indirect effects between exogenous and endogenous variables. The variables studied include Work Evaluation (X1), Pension Fund Expectations (X2), and Non-Financial Rewards (X3) as exogenous variables, while Teachers' Professional Behavior (X4) serves as the endogenous variable. The analysis technique used is Path Analysis, which involves the stages of analyzing the effects of X1 and X2 on X3, analyzing the effects of X1, X2, and X3 on X4, and comparing path coefficients to assess the relationships between variables.

The population of this study includes all civil servant teachers (ASN) in State Madrasah Aliyah (MAN) in Jambi Province, totaling 794 teachers, consisting of 568 permanent civil servant teachers (PNS) and 226 contract teachers under the government (PPPK), spread across 9 regencies and 2 cities. The research sample was selected purposively, including ASN teachers from MAN 1 Tanjung Jabung Barat (24 teachers), MAN 2 Kota Jambi (62 teachers), and MAN 1 Kerinci (36 teachers). Before collecting the main data, an instrument trial was conducted with 30 teachers outside the research sample to test the validity and reliability of the research instruments.

Data was collected using a checklist-based questionnaire designed to measure the presence of each research variable. The questionnaire was distributed directly to respondents and covered aspects of work evaluation, pension fund expectations, non-financial rewards, and teachers' professional behavior. The collected data was then analyzed using path analysis, following several statistical steps, including descriptive statistical analysis to describe data characteristics, testing analysis requirements such as normality, linearity, and multicollinearity tests, and hypothesis testing by assessing the significance of the relationship paths between variables.

C. Finding and Discussion

1. Finding

The Influence of Work Evaluation on Teachers' Professional Behavior

The research findings confirm that Work Evaluation (X1) has a significant influence on Teachers' Professional Behavior (X4). This is evidenced by data analysis showing the path coefficient of X1 to X4 (ρ_{41}) at 0.899. With a significance level of $\alpha = 0.05$ and degrees of freedom (df) = 90, the critical t-value (t-table) is 1.991. Meanwhile, the calculated t-value (t-calculated) is 14.12. Based on hypothesis testing criteria, since the t-calculated (14.12) is greater than the t-table (1.991), H_0 is rejected, and H_1 is accepted. This means that the research hypothesis stating that Work Evaluation directly affects Teachers' Professional Behavior is accepted as it has been statistically proven. These findings emphasize that the better the work evaluation applied, the higher the professionalism of teachers in carrying out their duties.

The Influence of Pension Fund Expectations on Teachers' Professional Behavior

The research findings indicate that Pension Fund Expectations (X2) have a direct and significant influence on Teachers' Professional Behavior (X4). This is evidenced by data analysis showing the path coefficient of X2 to X4 (ρ_{42}) at 0.95. With a significance level of $\alpha = 0.05$ and degrees of freedom (df) = 90, the critical t-value (t-table) is 1.991. Meanwhile, the calculated t-value (t-calculated) is 11.45. Based on hypothesis testing criteria, since the t-calculated (11.45) is greater than the t-table (1.991), H_0 is rejected, and H_1 is accepted. This means that the research hypothesis stating that Pension Fund Expectations directly affect Teachers' Professional Behavior is accepted as it has been statistically proven. These findings confirm that the higher teachers' expectations for pension funds, the more professional they are in performing their duties, as financial security in the future can enhance motivation and dedication at work.

The Influence of Work Evaluation (X1) and Pension Fund Expectations (X2) on Teachers' Professional Behavior (X4)

Path analysis results for the third hypothesis show that Work Evaluation (X1) and Pension Fund Expectations (X2) have a significant influence on Teachers' Professional Behavior (X4). This is evidenced by data analysis results indicating the multiple correlation coefficient of X1X2 to X4 ($R_{4.21}$) at 0.71. With a significance level of $\alpha = 0.05$ and degrees of freedom (df) = 90, the critical F-value (F-table) is 3.14, while the calculated F-value (F-calculated) is 36.35. Based on hypothesis testing criteria, since the F-calculated (36.35) is greater than the F-table (3.14), H_0 is rejected, and H_1 is accepted. This means that the research hypothesis stating that Work Evaluation and Pension Fund Expectations directly influence Teachers' Professional Behavior is accepted as it has been statistically proven. These findings indicate that a combination of effective work evaluation and adequate pension fund expectations can enhance teachers' professionalism in performing their

duties. Therefore, improving the quality of work evaluation and ensuring future financial well-being are crucial factors in supporting teachers' performance and professionalism.

The Influence of Work Evaluation (X1) on Non-Financial Rewards (X3)

Path analysis results for the fourth hypothesis indicate that Work Evaluation (X1) has a significant influence on Non-Financial Rewards (X3). This is evidenced by data analysis results showing the path coefficient of X1 to X3 (ρ_{31}) at 0.49. With a significance level of $\alpha = 0.05$ and degrees of freedom (df) = 90, the critical t-value (t-table) is 1.991, while the calculated t-value (t-calculated) is 7.9017. Based on hypothesis testing criteria, since the t-calculated (7.9017) is greater than the t-table (1.991), H_0 is rejected, and H_1 is accepted. This means that the research hypothesis stating that Work Evaluation directly affects Non-Financial Rewards is accepted as it has been statistically proven. These findings suggest that the better the work evaluation applied, the higher the non-financial rewards given to teachers. This reflects that an effective work evaluation system can encourage appreciation for teachers in the form of non-financial rewards, such as recognition, professional development opportunities, and increased social status within the school environment.

The Influence of Pension Fund Expectations (X2) on Non-Financial Rewards (X3)

Path analysis results for the fifth hypothesis indicate that Pension Fund Expectations (X2) have a significant influence on Non-Financial Rewards (X3). This is evidenced by data analysis results showing the path coefficient of X2 to X3 (ρ_{32}) at 0.37. With a significance level of $\alpha = 0.05$ and degrees of freedom (df) = 90, the critical t-value (t-table) is 1.991, while the calculated t-value (t-calculated) is 10.1339. Based on hypothesis testing criteria, since the t-calculated (10.1339) is greater than the t-table (1.991), H_0 is rejected, and H_1 is accepted. This means that the research hypothesis stating that Pension Fund Expectations affect Non-Financial Rewards is accepted as it has been statistically proven. These findings indicate that the higher teachers' expectations for pension funds, the greater the likelihood of receiving non-financial rewards. This occurs because teachers with financial security in the future tend to be more motivated, making them more likely to receive appreciation in the form of recognition, respect, and opportunities for professional growth.

The Influence of Non-Financial Rewards (X3) on Teachers' Professional Behavior (X4)

Path analysis results for the seventh hypothesis indicate that Non-Financial Rewards (X3) have a significant influence on Teachers' Professional Behavior (X4). This is evidenced by manual data analysis showing the path coefficient of X3 to X4 (ρ_{43}) at 0.99, with a significance level of $\alpha = 0.05$ and $df = 90$, where the critical t-value (t-table) is 1.991. The calculated t-value (t-calculated) is 8.7986. Based on existing criteria, since the t-calculated (8.7986) is greater than the t-table (1.991), H_0 is rejected, and H_1 is accepted. This means that the research hypothesis stating that Non-Financial Rewards (X3) directly influence Teachers' Professional Behavior (X4) is accepted as it has been statistically proven.

The Influence of Work Evaluation (X1) on Teachers' Professional Behavior (X4) through Non-Financial Rewards (X3)

Path analysis results for the eighth hypothesis indicate that Work Evaluation (X1) has a significant influence on Teachers' Professional Behavior (X4) through Non-Financial Rewards (X3). This is evidenced by manual data analysis showing the path coefficient of X1 to X4 through X3 ($\rho_{41.3}$) at 0.336, with a significance level of $\alpha = 0.05$ and $df = 90$, where the critical t-value (t-table) is 1.991. The calculated t-value (t-calculated) is 4.59. Based on existing criteria, since the t-calculated (4.59) is greater than the t-table (1.991), H_0 is rejected, and H_1 is accepted.

2. Discussion

The research findings indicate that performance evaluation has a significant impact on teachers' professional behavior. This finding aligns with the theory that effective performance evaluation can enhance teachers' motivation and performance (Armstrong & Taylor, 2014). Fair and performance-based evaluations provide constructive feedback for teachers, helping them improve their professional competencies (Nova & Endang, 2025). A previous study by (Efendi & Sholeh, 2023) also demonstrated that comprehensive performance evaluations can enhance teachers' professionalism by improving teaching quality and job satisfaction. Therefore, these findings reinforce the understanding that performance evaluation is a crucial factor in improving teachers' professional behavior.

Additionally, this study found that expectations regarding pension funds also significantly influence teachers' professional behavior. This result supports motivation theory (Herzberg, 2015), which states that well-being factors such as financial security can enhance an individual's work motivation. Studi A study by (Hidayat et al., 2024) also found that teachers with financial security for the future tend to be more motivated and demonstrate better performance. Thus, financial security related to pension funds can serve as an external factor that encourages teachers to maintain professional behavior in their duties. This study also shows that the combination of performance evaluation and pension fund expectations significantly impacts teachers' professional behavior. This finding strengthens the theory that financial well-being and an effective evaluation system complement each other in enhancing educators' professionalism (Robbins & Judge, 2003). Research conducted by (Putra & Negara, 2021) emphasizes that effective performance evaluations need to be supported by incentives and financial security to create a greater positive impact on teachers' professionalism. Therefore, education policies that focus on high-quality performance evaluations and teacher welfare should be implemented simultaneously to improve education quality.

Finally, this study also found that performance evaluation influences non-financial rewards, which in turn contribute to improving teachers' professional behavior. Non-financial rewards such as recognition and opportunities for professional development play an essential role in increasing teachers' satisfaction and commitment to their profession (Rm, 2000). This result is also consistent with research by (Agustini et al., 2024) which found that non-financial appreciation can enhance teachers' loyalty and dedication to teaching. Therefore, in addition to financial aspects, schools and the government should also pay attention to non-financial rewards as part of a strategy to enhance teachers' professionalism.

E. Conclusion

Based on the research findings, it can be concluded that Job Evaluation, Pension Fund Expectations, and Non-Financial Rewards have a positive and significant influence on Teachers' Professional Behavior. A well-conducted Job Evaluation enhances Teachers' Professional Behavior both directly and through Non-Financial Rewards as an intervening variable. Similarly, high Pension Fund Expectations contribute to the improvement of Teachers' Professional Behavior, both directly and through Non-Financial Rewards. Furthermore, Non-Financial Rewards have been proven to be an essential factor that strengthens the relationship between Job Evaluation and Pension Fund Expectations with Teachers' Professional Behavior. Therefore, strategies for improving teacher professionalism should consider high-quality job evaluation, certainty regarding pension fund expectations, and the provision of adequate non-financial rewards. These findings have implications for education administrators in designing more effective policies to enhance teacher professionalism. Moving forward, further research could explore other factors influencing Teachers' Professional Behavior and assess the effectiveness of policies implemented in various educational contexts.

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