

DEVELOPING A COMPETITIVE REWARD SYSTEM TO ATTRACT QUALIFIED TEACHERS

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Keywords

Qualified, competitive, educators

ABSTRACT

The quality of education plays an important role in determining educational outcomes, as competent and dedicated educators are able to provide effective teaching, motivate students, and help them reach their full potential. However, in many countries, including Indonesia, there are still challenges in attracting and retaining quality educators. Therefore, it is important for educational institutions to formulate a reward system that is not only financially competitive, but also includes non-financial aspects that can improve the satisfaction and motivation of educators. This study employs a descriptive qualitative approach. Data collection was conducted through a literature review, focusing on relevant written sources such as books, journal articles, research reports, theses, and dissertations. Data analysis was conducted using triangulation to compare and confirm information from various sources, providing a more comprehensive and reliable understanding of the topic being studied. The results show that the development of a competitive reward system is critical to attracting quality educators, who are key to improving the quality of educational education. Education institutions can create an atmosphere that supports the improvement of teaching quality and education as a whole by implementing a balanced reward system and considering feedback from educators.

INTRODUCTION

Education is one of the main factors in a country's development because through education, qualified human resources can be generated to support economic, social, and cultural progress (Huda, 2024). The quality of educators plays an important role in determining educational outcomes, as competent and dedicated educators are able to provide effective teaching, motivate students, and help them reach their full potential. Thus, high quality education will not only improve the knowledge and skills of individuals, but will also contribute to the overall growth and well-being of the country, making it more competitive in the global arena (Sanga & Wangdra, 2023). However, in many countries, including Indonesia, there are still challenges in attracting and retaining quality educators. Many educators move to other sectors that offer better rewards, resulting in a shortage of competent teachers. This creates a gap in the quality of education received by students, and ultimately affects the nation's competitiveness (Thalib & Haris, 2023).

The development of a competitive reward system is important. Good rewards are not only in the form of salaries, but also include allowances, incentives, and professional development programs that can motivate and improve the performance of educators (Elviadmi et al., 2022). Educators who feel valued and get appropriate rewards tend to be more motivated and committed in carrying out their duties. When teachers get commensurate rewards, both in terms of financial and professional recognition, they feel more appreciated for their efforts and dedication in educating students (Amaliya et al., 2024). This encourages them to work harder, improve their teaching quality and pay more

attention to student development. With motivated and committed educators, the overall quality of education will improve, ultimately contributing to student success and the advancement of the education system (Amtu et al., 2020; Díez et al., 2020).

In addition, the times and the dynamics of the labor market also play a role in changing the expectations and needs of educators. Younger generations now value a holistic work experience, including work-life balance and opportunities for growth (Maisaroh & Untari, 2024). Previous research shows that non-financial rewards, such as recognition, a positive work environment, and opportunities to learn, can increase educators' job satisfaction (Akafo & Boateng, 2015; Chi et al., 2023). Therefore, a competitive reward system should be designed by considering these various aspects (Friedrich et al., 2020). The development of a competitive reward system is expected to provide a solution to the problem of a shortage of qualified educators. By creating an attractive reward model, it is expected that quality educators will continue to increase and educator resignation will decrease (See et al., 2020).

Previous research conducted by Antari & Puspawan (2021) stated that compensation for the services of educators, both in financial and non-financial forms, plays an important role in improving their performance. Financial rewards such as decent salaries, allowances, and performance incentives provide appropriate recognition for their efforts and contributions, thus motivating them to work more productively and with quality. In addition, non-financial rewards, such as recognition, professional development opportunities, and a supportive work environment, also contribute to higher job satisfaction. When educators feel adequately appreciated and supported, they tend to be more committed, have higher morale, and are able to achieve better learning outcomes for students.

The purpose of this study is to identify and develop a more effective reward system in attracting and retaining high-quality educators, which can ultimately improve educational performance and student learning outcomes. The novelty of this study lies in its attempt to design a reward model that is not only financially competitive, but also includes non-financial aspects that can improve the satisfaction and motivation of educators. This study introduces an innovative approach by considering various factors, such as the needs of a new generation of educators, changes in the labor market, and improving the quality of education.

METHODS

This research employs a descriptive qualitative approach. Data collection was conducted through a literature review, focusing on relevant written sources such as books, journal articles, research reports, theses, and dissertations. The study specifically utilized journal search techniques through Google Scholar, with an emphasis on publications from the last five years. After gathering the data, analysis was conducted using triangulation to compare and confirm information from various sources, providing a more comprehensive and reliable understanding of the topic being studied. Triangulation helped enhance the validity of the findings and reduce potential researcher bias.

RESULTS

The better the quality of the educational staff, the more advanced the education produced. Quality educators have in-depth competence and knowledge, are able to apply effective learning methods, and are able to adapt to technological developments and student needs. The quality of educators includes not only academic aspects, but also good interpersonal skills, which allow them to move and interact with various environments around them (Mardhiyah et al., 2021). When educators have high qualifications, they can create a better learning environment, increase student motivation, and encourage higher academic achievement. This has a direct impact on the progress of education as a whole, because quality education will produce individuals who are skilled, knowledgeable, and ready to face future challenges, thus contributing to the development of a better society (Yudhistira et al., 2020).

Educators play an important role in the development of individuals and society, as they are responsible for imparting knowledge, skills, and values to students. In addition to teaching academic concepts, educators also play a role in character building, providing guidance, and developing innovative learning methods to increase student motivation (Jamil, 2023). They contribute to social development by creating critical and knowledgeable individuals, as well as improving the quality of human resources, which in turn has a positive impact on the progress of a country. The existence and role of educators is crucial to achieving educational goals and advancing society as a whole (Nurmalasari & Karimah, 2020).

Educators are also called teachers, which are defined as individuals who play a role in the education and teaching process, both in formal institutions such as schools and in non-formal institutions. They are responsible for teaching, guiding, and educating students or learners in various fields of knowledge, skills, and attitudes (Hidayati, 2022). Educators must continuously improve their quality to ensure that they can provide the best education for students. By continuing to learn and adapt to developments in science, technology, and the latest teaching methods, teachers can create a more interesting and effective learning experience. In addition, improving quality also helps educators in managing classes, understanding students' needs, and building positive relationships with them (Kurniasari et al., 2023).

In the 21st century, educators are expected to have high professionalism to meet the increasingly complex and dynamic demands of education. This professionalism includes a deep understanding of current curriculum and pedagogy, the ability to use technology in the learning process, and effective communication skills to interact with students, parents and colleagues (Eliza et al., 2022). In addition, educators need to continuously develop themselves through training and continuing education to improve their skills and knowledge, so that they can face new challenges in education. Through this process, they can learn the latest teaching methods, deepen their understanding of learner development and adopt new technologies relevant to the learning process.

Continuous self-development also helps educators stay motivated and ready to deliver quality teaching, thus contributing to the overall improvement of education quality. With good professionalism, educators not only act as teachers, but also as mentors, motivators and agents of change who are vital in shaping students' character and competencies (Al Fawaz, 2024). They have the responsibility to equip students with the necessary skills to face the ever-evolving global challenges. Through a holistic approach, educators can create a learning environment that supports students' personal and academic development, while encouraging them to think critically, creatively and adaptively in facing the dynamics of life (Somantri, 2021).

Professional skills development (PSD) generally falls into two categories. First, pre-service education, which is education and training organized by higher education institutions, such as universities or colleges, to prepare students for careers in teaching. Second, in-service education, which includes education, training and development organized through a variety of methods and with a broad scope, with the aim of improving the skills, attitudes, understanding or performance required by educators, both now and in the future (Mubarokah et al., 2021).

The mandatory mastery of basic teacher competencies is supported by various policies that emphasize the importance of education quality through improving teacher competencies (Nur & Fatonah, 2023). This law stipulates that teachers must have four basic competencies:

- 1) Pedagogical Competence: The ability to design and implement effective learning processes, including understanding student characteristics and creating a comfortable learning atmosphere
- 2) Personality Competence: The ability of teachers to demonstrate good attitudes, be role models, and behave ethically and professionally in interacting with students and the environment
- 3) Social Competence: Ability to engage effectively with students, parents and the community and contribute to social activities
- 4) Professional Competence: Continuous mastery of subject matter and self-development to improve the quality of learning.

Mastery of basic competencies is a must for every educator to carry out their duties effectively, because these competencies include knowledge, skills and attitudes needed in the learning process (Muizzuddin, 2019). By having strong basic competencies, educators can design and implement better teaching, adapt to student needs, and manage classes more effectively. This is expected to improve the overall quality of education in Indonesia, as competent educators are able to create a positive learning environment and facilitate students' academic and character development (Budiastuti et al., 2021).

Developing a competitive reward system is one of the key strategies in attracting and retaining quality educators. In an increasingly competitive education, the quality of teaching is highly dependent on the competence and motivation of educators. Therefore, it is important for educational institutions to formulate a reward system that is not only financial, but also includes non-financial rewards, such as career development, a supportive work environment, and recognition of achievement. This aims to

increase the job satisfaction and motivation of educators, so that they can make maximum contributions in their classrooms (Hartini et al., 2021).

One important aspect of the reward system is financial rewards. In many cases, competitive salaries can be a major attraction for prospective educators. Educational institutions need to conduct market analysis to ensure that the salary levels offered are in line with industry standards and are competitive with other institutions (Qosam, 2023). In addition, incentives such as performance-based bonuses and health benefits can also increase attractiveness. By offering attractive reward packages, educational institutions can attract highly qualified and experienced candidates, which in turn will improve the quality of education (Podolsky et al., 2019).

In addition to financial rewards, developing non-financial rewards is also important in attracting quality educators. Educational institutions can provide professional development programs, such as training, seminars, and workshops aimed at improving educators' skills and knowledge (Gumsi & Jamilus, 2024). A positive work environment, including support from management and colleagues, also plays a major role in educator job satisfaction. In addition, recognition of achievement, either through formal or informal awards, can increase educators' motivation and loyalty to the institution. By creating a culture that values contribution and initiative, educational institutions can retain quality educators (Usman et al., 2023).

Thus, the development of a competitive reward system to attract quality educators must pay attention to the balance between financial and non-financial rewards. Educational institutions need to periodically evaluate and adjust the reward system implemented, taking into account feedback from educators and developments in education trends. Thus, educational institutions can not only attract quality educators, but also create a conducive environment for professional development and improving the overall quality of education.

CONCLUSION

A competitive reward system is crucial for attracting and retaining qualified educators, who are essential for improving education quality. These educators possess academic competence, interpersonal skills, and adapt to technological advancements. Educational institutions should offer financial rewards, such as salaries and performance-based incentives, as well as non-financial rewards like professional development programs and a positive work environment. A balanced reward system, considering feedback from educators, can support teaching quality and overall education. Future research should explore the long-term impact of both financial and non-financial reward systems on educator performance and student outcomes, as well as the role of professional development opportunities and workplace culture in enhancing teaching effectiveness.

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