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## THE EFFECT OF INCENTIVES ON TEACHER PERFORMANCE AT STATE SENIOR HIGH SCHOOL IN MEDAN CITY

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### Abstrak

Tujuan dari penelitian ini yaitu untuk mengetahui pengaruh pemberian insentif terhadap kinerja guru SMA Negeri Kota Medan. Jenis penelitian yang digunakan dalam penelitian adalah *explanatory research* serta metode yang dipakai adalah metode *ex post facto* dengan pertimbangan bahwa penelitian yang dilaksanakan tergolong non eksperimen. Metode *ex post facto* digunakan untuk menguji hipotesis yang telah diajukan yaitu terdapat pengaruh yang signifikan antara variabel bebas pemberian insentif dan kinerja guru sebagai variabel terikat. Populasi dalam penelitian ini adalah guru SMA Negeri Kota Medan sebanyak 241 guru. Penelitian ini menggunakan analisis statistik deskriptif dan analisis inferensial yang digunakan untuk mengetahui pengaruh pemberian insentif terhadap kinerja guru SMA Negeri Kota Medan. Data diolah dengan menggunakan komputer program SPSS for windows. Berdasarkan hasil analisis inferensial dengan menggunakan teknik analisis jalur (*path analysis*) dengan menggunakan taraf signifikansi  $\alpha = 0,05$  didapatkan nilai koefisien jalur sebesar 0,350. Hal ini menunjukkan bahwa variabel pemberian insentif memberikan pengaruh langsung positif dan signifikan terhadap kinerja guru SMA Negeri Kota Medan.

Kata kunci : insentif, kinerja guru

### INTRODUCTION

Education in Indonesia aims to develop students to become a man of faith, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of democratic and responsible (UUSPN No.20/2003 Chapter II, Section 3). In order to achieve these educational goals, an educator who perform the learning process needs to perform a series of activities starting from planning, to define a strategy, the selection of materials and methods of teaching, to the proper judgment.

Assessment is one of the processes that can be the basis of the characteristics of the school system, and generally the students in the school system is the main focus of an assessment process. The purpose of assessment in educational institutions in general is to determine the success rate of learning between students and teachers. Teachers are given a large amount of responsibility to ensure their improvement of the quality of learning in students. Gagnansky (in David & Macaya) stated that many factors-factors that can contribute to enhance the learning process more effective, but teachers admitted having the greatest influence on the success of the program. This leads to assess teacher performance is just as important as assess student learning outcomes or learners.

The results of the study from The United Nations Development Programme (UNDP) 2013 Human Development Index (HDI) in Indonesia rose, both in the index values and ranking Indonesia's ranking as the HDI of South Africa, namely 121 of 187 countries, up 3 ranks of the order of 124 on last year. But even more increased, it has not been able to put

Indonesia in line with the country's best educational system. Based on a comprehensive international survey since 2003 by the Organization for Economic Cooperation and Development (OECD) ranked first for the world's best education system acquired by Finland. The survey known as PISA are used to measure students' abilities in science, reading, and math. Finland not only excel academically, but also shows superior in the education of children whom mentally weak. Based on the results of further research found that the key of the education system in Finland the key lies in the quality of its teachers. Finnish teachers are teachers with the best quality with the best training anyway.

Teachers as one of the major assets and resources in improving the quality of education, must have the appropriate quality demands of globalization and UUSPA requires learners to have good abilities and characteristics. Teachers are required to show high performance, so as to motivate and facilitate learners to be able to show their potential. Performance is derived from the word teacher job performance/ actual performance that translates into actual performance or achievements accomplished by someone. It means an achievement which appears as a form of work in a person's success. The success of the work is also determined by one's work and competence on the job, job success is related to a person's job satisfaction. Based on the theory of Gibson, Ivancevich & Dyer stated there are three groups of variables that affect the performance and behavior, namely (1) individual variables, which include the ability and skill, physical and mental, background experience and demographics, age and gender, origin and forth. Capabilities and skills are a major factor affecting the performance of the individual, demographics while have a direct relation to the behavior and performance, (2) organizational variables, namely resources, leadership, rewards, structure and design of the work, (3) psychological variables, namely perception, attitude, personality, learning, job satisfaction and motivation.

Based on the results of studies on teacher performance, learning problem, teacher performance of teachers in lesson planning, teacher's performance in the implementation of learning, teacher performance in the evaluation of learning. Based on the observation of the performance of teachers in some State Junior High School are the performance of teachers in planning learning that there are teachers who still have not made preparation before teaching lessons. This can be seen when asked about lesson plans, some of the teachers interviewed said to have lesson plans, but do not read it first before the learning process. In fact, there are teachers who do not really know preparing lesson plans, so that in the process of learning to walk with out systematic planning. Similarly, in the implementation of learning there are still teachers who have not been able to lead the class into a calm when there are student who do well in the fray in classroom. In addition, the evaluation still not apply with proper by teacher.

## LITERATURE REVIEW

### Incentives

The incentive is an effort from outside the organization to provide additional to encourage employees to work even harder and eager to improve their performance for the company in the operations always need workers, therefore the labor factor needs

Thus the use of labor need for incentives by the work and fair wages are important attention.

to obtain a clearer understanding of the incentives, below there are some experts who put forward the notion of incentives. Moorehead & Griffin gives the definition of incentives as reward given by the organization on a person / group work showing achievement / performance well beyond the provision of a common wage. Moh. Asiad draw conclusions concerning salary / incentive awards of employee energy is manifested as a result of action, or a service that is considered to be equal to it, in the form of money, without the expense must in each week or month.

Meanwhile, according to the UNDP Capacity Development Resource incentives are actions that are designed and specified to influence the motivation and behavior of individuals, groups or organizations. Incentive measures, such as salary, allowances secondary, and non-financial gain, recognition or sanctions are used to motivate employees to improve performance. Therefore incentives should be designed to be able to increase the motivation of teachers.

From the opinions of the experts above, in general the provision of incentives designed to reward certain achievements produced by someone to want to work with good to be able to achieve higher levels of performance that can evoke passion for the work.

Performance can also be interpreted performance or execution of work or performance. Minners suggests performance appropriateness of behavior is expected by the organization. Another expert that Griffin states that performance is the totality of behavior related to work organization wishes to display. Every teacher strives to do their job properly to obtain satisfactory results in order to achieve the goal of an organization or group in a work unit. In fact, the teacher's performance is the result of work which teachers achieve the job requirements. These requirements are usually specified in an organization, including the school environment. Performance standards need to be formulated to be used as a reference in conducting the assessment, by comparing what was achieved with what is expected. Performance standards can be used as a benchmark in performing a variety of accountability that has been done. Based on these several theories presented above it can be concluded that the performance is an action taken by an individual to be completed within a certain time so that it can be measured.

2.3 Hypothesis Model



The hypothesis to be tested in this study is: "The provision of incentives (X1) directly influence the teacher performance (X2)".

RESEARCH METHODS

Based on the purpose of this study was to determine the effect of incentives on teacher performance, this study are categorized by explanatory research. The method used in this study can be classified in the ex post facto method with the consideration that non-

classified research conducted experiment. According to Kerlinger ex post facto method can be used in experimental research, where the researcher does not intervene on the independent variables, as the manifestation of these variables has appeared or is not intrinsically variable may be manipulated. Based on the understanding that it can be seen that the experimental research can be useful to explain the influence of variables tested using statistical tests. This study will be find whether a significant influence on the performance of State Junior High School by teacher incentives in Medan. The analysis technique used is descriptive analysis and inferential analysis.

## RESULTS AND DISCUSSION

### Descriptive Analysis

Descriptive analysis discusses the average score, minimum score, maximum score, range, median, mode and standard deviation. Besides presented descriptively, for easy understanding the research data, the data is also presented in the form of a frequency distribution and histogram charts. Descriptive summary of the analysis are presented in Table 1.

**Table 1 Descriptive Statistics Summary of Research Data**

| Analysis                     | Variable       |                |
|------------------------------|----------------|----------------|
|                              | X <sub>1</sub> | X <sub>2</sub> |
| Number of of data (N)        | 241            | 241            |
| Minimum Score                | 72             | 36             |
| Maximum Score                | 168            | 64             |
| Range                        | 96             | 28             |
| Number of the class          | 9              | 8              |
| Interval                     | 12             | 5              |
| Average                      | 124,15         | 52,95          |
| Standard Deviation           | 18,84          | 5,52           |
| Median                       | 122,59         | 52,89          |
| Mode                         | 112,72         | 52,59          |
| Minimum ideal score          | 34             | 15             |
| Maximum ideal score          | 170            | 75             |
| Average ideal                | 102            | 45             |
| The Ideal standard deviation | 22,67          | 10             |

Specification:

X<sub>1</sub>: Incentives.

X<sub>2</sub>: Performance

### Data Incentives.

Data variable incentives (X<sub>1</sub>) consists of two indicators: 1). Includes direct financial payments and other financial benefits, 2). Non-financial. Data variable incentives amounted 241. Here is presented a data distribution and trend of the data rate incentives as follows:

a). Data Distribution and Frequency Distribution Table Scores of Incentives

Distribution of data and frequency distribution of incentives variable scores can be seen in Table 2:

Table 2 Incentives Score Frequency Distribution

| No | Interval Class | Frequency | Percentage(%) | FCumulative (%) |
|----|----------------|-----------|---------------|-----------------|
| 1  | 71,5 - 82,5    | 2         | 0,83          | 0,83            |
| 2  | 82,5 - 93,5    | 8         | 3,32          | 4,15            |
| 3  | 93,5 - 104,5   | 25        | 10,37         | 14,52           |
| 4  | 104,5 - 115,5  | 57        | 23,65         | 38,17           |
| 5  | 115,5 - 126,5  | 45        | 18,67         | 56,85           |
| 6  | 126,5 - 137,5  | 41        | 17,01         | 73,86           |
| 7  | 137,5 - 148,5  | 38        | 15,77         | 89,63           |
| 8  | 148,5 - 159,5  | 18        | 7,47          | 97,10           |
| 9  | 159,5 - 170,5  | 7         | 2,90          | 100,00          |
|    |                |           | 241           | 100,00          |

Table 2 showed that the highest score is the class interval from 159.5 to 170.5 of 7 people (2.90%), while the lowest score is the class interval from 71.5 to 82.5 by 2 people (0.83%). The highest frequency of 57 (23.65%) lies in the class interval from 104.5 to 115.5, while the remaining 72.62% intervals distributed on six other classes.

b) Rate Trends

Based on the 34 point statement about incentives that were answered by 241 respondents look for variation over several possible answers. Spread of respondents answer choices are always, often, sometimes - sometimes, rarely, and never. From the data of respondents then be calculated through scoring, sum score, the calculation of value average, median, mode, and standard deviation. Based on the formula presented earlier classification category above, the obtained results about the tendency of respondents incentives as follows:

Table 3. Results of Calculation Classification Criteria Category Variable Incentives

| Classification | Formula  | Category Score |
|----------------|--|----------------|
| High           | $X : \geq \text{Mean} + 1. \text{Standar deviation}$     | $\geq 143$     |
| Medium         | $X : \text{Antara Mean} \pm 1. \text{Standar deviation}$ | 105 s.d 143    |
| Low            | $X : \text{Mean} - 1. \text{Standar deviation}$          | $\leq 105$     |

Based on the criteria of classification category incentive variable listed in Table 3, the following summary is presented in inclination level respondents in Table 4 below:

Table 4 The trend level Respondents Statement About Incentives

| Classification | Score | Frequency | Percentage (%) |
|----------------|-------|-----------|----------------|
|----------------|-------|-----------|----------------|

|        |             |     |       |
|--------|-------------|-----|-------|
| Height | $\geq 143$  | 44  | 18,26 |
| Medium | 105 s.d 143 | 158 | 65,56 |
| Low    | $\leq 105$  | 39  | 16,18 |
| Total  |             | 241 | 100,0 |

The data in Table 4 above show that as many as 18.26% of respondents stated that the incentives given to teachers already high or very adequate. While 65.56% of the respondents are given incentives or adequate, and the remaining 16.18% indicates incentives to teachers is low or insufficient. Empirical distribution of scores for this item in incentives spread between the lowest score to the highest score of 72 to 168.

### 2. Teacher Performance Data

The data teacher performance variables (X<sub>2</sub>) consist of three indicators: 1) Planning learning, 2) Implementation of learning, and 3) Assessment of learning. The following distribution of data and the level of teacher performance data tendencies as follows:

a) Data Distribution and Distribution of Personal Competence Variable Frequency Score Teacher Performance can be seen in Table 5:

Table 4.5. Frequency Distribution of Score Teacher Performance Assessment

| No | Interval Class | Frequency | Percent (%) | F Cumulative (%) |
|----|----------------|-----------|-------------|------------------|
| 1  | 35,5 - 39,5    | 3         | 1.24        | 1.24             |
| 2  | 39,5 - 43,5    | 8         | 3.32        | 4.56             |
| 3  | 43,5 - 47,5    | 27        | 11.20       | 15.77            |
| 4  | 47,5 - 51,5    | 56        | 23.24       | 39.00            |
| 5  | 51,5 - 55,5    | 70        | 29.05       | 68.05            |
| 6  | 55,5 - 59,5    | 47        | 19.50       | 87.55            |
| 7  | 59,5 - 63,5    | 26        | 10.79       | 98.34            |
| 8  | 63,5 - 67,5    | 4         | 1.66        | 100.00           |
|    |                | 241       | 100.00      |                  |

Table 5 shows that the highest score is the class interval from 63.5 to 67.5 for 4 people (1.66%), while the lowest score is the class interval from 35.5 to 39.5 for 3 people (1.24%). The highest frequency of 70 (29.05%) lies in the class interval from 51.5 to 55.5, while the remaining 68.05% distributed in 5 classes other intervals.

### b) Rate Trends

Data were netted from 15 grains assessment of teacher performance given by school leaders (assessors) to 241 teachers showed a variation of several assessment results. Assessment of school leadership on teacher performances core spread of answer of 5, 4, 3, 2, and 1 of the response assessment then be calculated based on the formula. The classification obtained results tendency of teacher performance assessment are as follows:

Table 4.6. Category Classification Criteria Calculation Result Variable Teacher Performance

| Classification | Formula  | Category  |
|----------------|--|-----------|
| Height         | $X \geq \text{Mean} + 1. \text{Standar deviation}$       | $\geq 58$ |
| Medium         | $X : \text{Antara Mean} \pm 1. \text{Standar deviation}$ | 47 s.d 58 |

|     |                                 |      |
|-----|---------------------------------|------|
| Low | X : Mean - 1. Standar deviation | ≤ 47 |
|-----|---------------------------------|------|

Based on the criteria of classification categories on teacher performance variables listed in Table 4.6 above, the following summary is presented in inclination level assessment of teacher performance through Table 7 below:

Table 4.7. The Trend level of Leadership on Teacher Performance Assessment

| Classification | Skor      | Frekuensi | Percentage (%) |
|----------------|-----------|-----------|----------------|
| High           | ≥ 58      | 42        | 17,43          |
| Medium         | 47 s.d 58 | 161       | 66,80          |
| Low            | ≤ 47      | 38        | 15,77          |
| Total          |           | 241       | 100,00         |

The data in Table 4.7 above shows that as many as 17.43% of teacher performance appraisal states that have high or very good. While 66.80% of teacher performance appraisal expressed moderate, or meet, and the remaining 15.77% said teacher performance is still considered low. Empirical distribution of scores for the assessment of teacher performance spread between the lowest score from 36 to 64 the highest score.

**Effect of direct incentives (X1) on the performance of teachers (X2).**

Hypothesis states there is a direct influence between the provision of incentives (X1) on performance of teachers (X2), statistical hypothesis test is:

$$H_0: p \leq 0$$

$$H_1: p \geq 0$$

Based on calculations show large path coefficient  $p_{5.1} = 0.350$ , and the path coefficient turned out  $\geq 0,05$ , so  $H_0$  is rejected and  $H_1$  is accepted. This suggests that incentives given to teachers directly influence the performance of the teacher. Determine whether or not a significant incentive effect (X1) on the performance of teachers (X2), then tested the significance of the test. The calculation result obtained by  $t = 16,432$ , while the  $t_{table} = 1.97$ ,  $df = 239$  and  $\alpha = 0.05$ , so that  $t \geq t_{table}$  or  $16,432$ . It shows there is a direct influence between the provision of incentives (X1) on the performance of teachers (X2). Thus it can be stated the provision of incentives was instrumental in improving teacher performance.

### Incentives Analysis of Direct Impact (X1) Against Teacher Performance (X2).

The relationship between the provision of incentives to performance has long been a concern and discussion of expert behavior. Very much research done to determine the relationship between the two variables. Performance is the degree of success in implementing tasks and the ability to achieve the goals set. Each individual has a different performance level, there is a high, medium, and low. This difference is influenced by the incentives given obtained. As previously noted, the incentive is an effort to encourage employees to work harder and eager to improve their performance. In running the company labor factor should receive major attention, particularly the incentives that must be balanced with the work displayed. This is in accordance with the opinion of the Vroom argues that employees

who have a good performance will earn the reward, and the reward will give satisfaction to the employees. It is almost as expressed by Arikunto stating that performance is influenced by external factors consist of facilities and infrastructure, incentives or salary, working conditions and working environment.

The existence of a direct effect on teacher performance incentives and indirect effect on performance through the provision of incentives work motivation has been demonstrated in this research. The result indicates the path coefficient between incentives significantly affect the performance of teachers, and the magnitude of the direct contribution of incentives. These findings reinforce the theory proposed earlier by Buchanan said incentives have a positive influence on the performance of the individual who will provide a significant contribution on the organization's progress.

For Further, Buchanan stated that the incentives should be by way of: (1) define the strategy, using the strategy of the organization as a whole, (2) must be in accordance with the objectives of the organization and type of work, (3) the determination of the limiting incentives and policy reform to modify the incentive policy. Heneman states that the incentive is an incentive or driving passion or excitement can cause a person's performance to improve performance.

The findings of this study was associated with Buchanan and Heneman opinion, it is stated that in order to improve the performance of teachers SMA Medan can be done by increasing incentives by referring to the appropriate strategies and consider the work done by the teacher. Haneman states incentives have advantages and disadvantages. Therefore, the provision of incentives should an organization has conducted research to find effective incentives for performance. This is reinforced by the opinion and Fuad Haidjrachman Ranupanjo do saying that providing the opportunity for teachers to exceed their selfish needs in relation to the provision of incentives. Principals should appreciate the work of teachers and provide an opportunity to do something in order to achieve the goals of the school. Some one who feels the job is not important, it is often not the spirit of the employee to complain in performing their duties.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

The incentives influence on teacher performance SMA Medan based on research results show that the incentives are in the high category. While the principal assessment of performance of teachers who were in the neighborhood of Medan SMA is in the category quite well. This indicates that in the opinion of the State High School principal Medan teachers they have had optimal performance. Providing incentives a significant positive effect on the performance of teachers with path coefficient of 0.350. The contribution of direct incentives on teacher performance SMA Medan is 0.350 or 35%.

### Recommendations

1. For the Head of Education and Culture of Medan. It is a need to develop policies on the provision of incentives and award system for teachers, especially for teachers who excel in performance in the context of career development and performance-based promotion.



Principal of State Junior High School in Medan . In order to assess/evaluate the performance of each school teacher and used for the benefit of the teachers as promotion requirements, participation in education and training, teacher certification, workshops, seminars, and performance-based incentives.

Teachers of State Junior High School in Medan . Teacher need to work harder based on the duties which is defined and established cooperation with the principal and fellow teachers to broaden in performing duties as expected.

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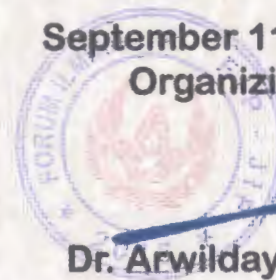
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