THE EFFECT OF INCENTIVE REWARD, SCHOOL PRINCIPAL LEADERSHIP, WORK MOTIVATION ON PERFOMANCE OF SENIOR HIGH SCHOOL TEACHERS IN MEDAN

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THE EFFECT OF INCENTIVE REWARD, SCHOOL PRINCIPAL LEADERSHIP, WORK MOTIVATION ON PERFOMANCE OF SENIOR HIGH SCHOOL TEACHERS IN MEDAN

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Abstract

Raising teaching performance is most likely act that lead to substantial gains in student learning, essential to know the strengths of teachers and those aspects of their practice which could be further developed. The objective of this research is to find out the effect of incentive, leadership, work motivation on teacher performance. The research findings showed direct effect of incentive reward on teacher performance gained the value of 0.350 whereas the indirect effect of incentive on teacher performance through work motivation was at the value of 0.155. The direct effect of school principal leadership on teacher performance was at the value of 0.156 whereas the indirect effect of school principal leadership on performance through work motivation was 0.094. The direct effect of work motivation on performance gained the value of 0.378.

Key words: Incentive, Principal leadership, Work Motivation and Performance.

INTRODUCTION

Teacher is one of the main assets and human resources in improving the quality of education. Teacher performance refers to his job performance or actual performance which is interpreted as work achievement or achievement obtained by someone. The theories by Gibson (2009) suggest that the determining factors of individual performance are influenced by the interaction if several factors that support each other in forming a positive performance of the individual. The feedback from the performance assessment will lead to several things such as the guarantee that the teacher gives contribution to and does proper things, an awareness of the impact of teaching performance on the goals wanted (for example: student satisfaction, performance range, quality, quantity, speed and others).

The quality of teacher performance will much determine the quality of educational outputs because a teacher mostly engaged directly with the students in the learning or educating process in a school as the educational institution. The teacher has a double function in the teaching-learning process, that is, as an educator and a teacher. Therefore, the teacher is automatically well responsible for the achievement in the educational progress. Based on the findings of a field research at SMAN 1 (State Senior High School or SSHS), SMAN 6 and SMAN 8 in Medan concerning teacher performance, they indicated some problems related to teacher performance in the lesson plans. The results can be seen in Table 1.

Table 1. Teacher Performance at State Senior High Schools in Medan

No	Name of School	Teacher Performance Indicator	Percentage of Implementation	Pecentage of Non Implementation
1	SMAN 1	Planning of Learning Activity	60.5%	39.5%
		Implementation	59.5%	40.5%
		Evaluation	62.5%	37.5%
2	SMAN 6	Planning of Learning Activity	60.5%	39.5%
		Implementation	58.0%	42.0%
		Evaluation	59.0%	41.0%
3	SMAN 8	Planning of Learning Activity	60.0%	40.0%
		Implementation	59.5%	40.5 %
		Evaluation	58.0%	42.0%

Based on the description above and theory of Gibson about determining factors of individual performance, then the researcher focused on several variables that gave contribution to the improvement of teaacher performance.

THEORETICAL ANALYSIS

Incentive Reward

Heneman (2007:12) states that incentive reward is given in four phases. The first stage is the measurement of the teacher performance in doing his work. Second is the design in which the superior designs the approriate reward to the teacher. Third is the execution in which the teacher who has shown a good performance will be given a reward. In the last phase is the evaluation in which the incentive reward should be analyzed to find if it really improves the teacher performance. In line, according Nasrun (2017) incentive is an effort by an organization to provide an extra income for its employees whom work better and shown positive impact for the improvement of company.

School Principal Leadership

An organizational structure is a hierarchy of units or work force or functions which are described according to the duties or main activities of the organization to accomplish the goals (Nasrun, 2017). The school principal has full authority and responsibility to conduct all educational activities at his school. Acoording to Suryadi & Budimansyah (2016) Effective leadership is critical to school reforms. It is argued that the chance of any reform improving student learning is remote unless district and school leaders agree with its purposes and appreciate what is required to make it work. Therefore the leader should design an open and transparent system of information and strategies so that every member of the organization understands the goals of the organization.

Work Motivation

In Indonesia, teachers are obliged to develop the learning plan, implement quality teaching, as well as assess and evaluate learning outcomes (Handayani, 2016), therefore to fulfill this task teacher demand to have high motivation. To produce work enthusiasm in the minds and

encourage work effectively, teacher need to develop motivation (Nasrun, 2017). Teacher work motivation is a condition that makes the teacher eager or encouraged to reach certain goals through the implementation of his duty.

Teacher Performance

Performance is an action in work. Performance can also be defined as work achievement or work implementation or work results. Minner (1992) explains that performance is the acceptable behavior expected by an organization. Griffin (1997) states that performance is the total behavior related to the work expected by an organization to be demonstrated.

In relation to the teacher performance in conducting teaching-learning activities, then, the professional duty of the teacher can be elaborated according to the Laws of the Republic of Indonesia No.14 Years 2005 article 20 (a) About Teachers and Lecturers such as: to design learning process, to execute quality learning process as well as to assess and evaluate the learning outcomes.

Hypothesis

Based on the theoretical analysis as described above, the theoretical model of the research variables can be designed as presented in Figure 1 below:

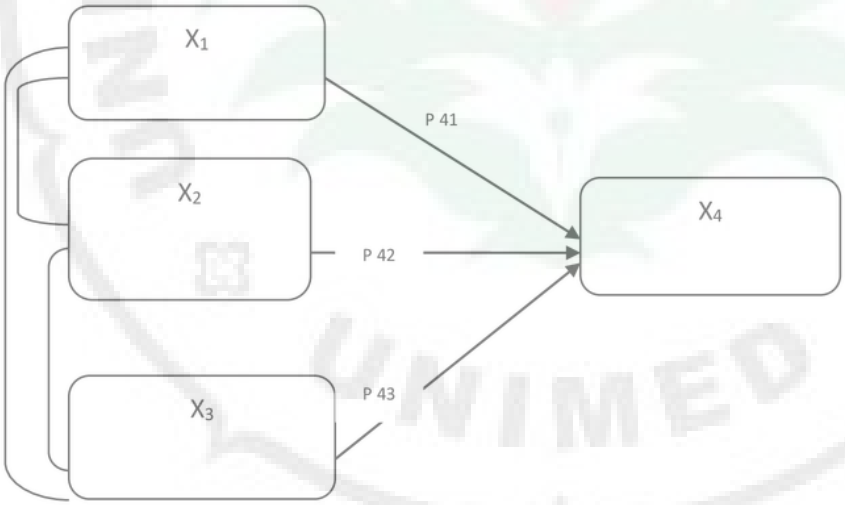

Figure 1 : Research Paradigm

where:

X1 : Incentive Reward
X2 : School Principal Leadership
X3 : Work Motivation
X4 : Teacher Performance

2 RESEARCH METHOD

The method applied in doing this research can be classified as ex post facto design with the consideration that the research was an non-experimental type. The population of the research consisted of all State Senior High School teachers in Medan. Based on the data collected, there were 1446 SSHS teachers working in Medan. The sample of the research was 16.67% of the population which was 240.50 to be rounded off as 241 people. The instrument for collecting the data was a closed-ended questionnaires. The validity of the instrument was counted by using the Moment Product correlation whereas the instrument reliability used the Inter-rater Reliability and Cronbach Alpha. Futher the path analysis measure with AMOS 18 program.

RESEARCH FINDINGS AND DISCUSSION

Findings

The descriptive analysis discusses the mean scores, minimum scores, maximum scores, range, median, mode and standard deviation.

Table 2. Summary of Statistical Description of the Research Data

Analysis	Variable			
	X_1	X_2	X_3	X_4
Data collected (N)	241	241	241	241
Minimum Scores	72	81	63	82
Maximum Scores	168	180	173	170
Range	96	99	110	88
Number of class intervals	9	9	9	9
Intervals	12	13	14	11
Mean	124,15	141,78	128,56	133,46
Standard Deviation	18,84	22,41	24,98	19,72
Median	122,59	145,02	132,09	135,73
Mode	112,72	151,55	131,46	138,52
Ideal minimum scores	34	37	35	34
Ideal maximum scores	170	185	175	170
Ideal Mean	102	111	105	102
Ideal Standard Deviation	22,67	24,67	23,33	22,67

The calculation on path coefficients was done with the help of the SPSS series 18. The results are presented in Table 3 below:

Table 3. Summary of Results of Path Coefficient Calculation

Variable	Correlation	Effect on Variable X4			Unidentified Effect
		Direct Effect	Indirect Effect	Total	
X1	0.635	0.350	0.172	0.522	0.113
X2	0.488	0.156	0.110	0.266	0.222
X3	0.656	0.378	0	0.378	0.278

Based on the description of the calculation of the path coefficient presented in Table 6 above, it was concluded that the incentive reward (X1) had a direct effect on teacher performance (X4) with the value of 0.350 and correlation coefficient of 0.635 which means that there was a high or strong correlation. The direct effect of school principal leadership (X2) on teacher performance (X4) was 0.156 with the correlation coefficient of 0.488, which means that there was a medium or adequate correlation. Further, the direct effect of work motivation (X3) on teacher performance (X4) was 0.378 with the correlation coefficient of 0.656, which means that there was a high or strong correlation. The calculation of path coefficients also showed that there was an indirect effect of incentive reward (X1) on teacher performance (X4) through work motivation (X3) with the value of 0.155. Similarly, the indirect effect of school principal leadership (X2) on teacher performance (X4) through work motivation (X3) resulted in the value of 0.094. Based on the calculation of the path coefficients, then the path equation was X4 = 0.350X1 + 0.156 X2 + 0.378 X3 and so the path diagram can be drawn as follows:

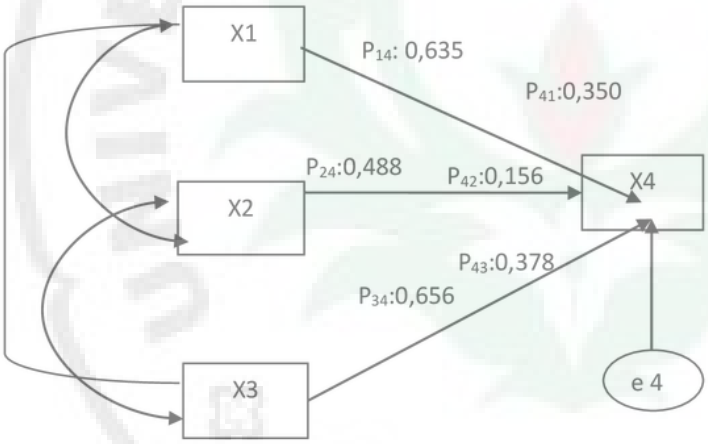

Figure 2 : Diagram of Path Analysis

After the calculation was made by using the formula and putting the values into the coefficient correlation, then, a summary of the test results of path coefficients and correlation coefficients can be presented in Table 4 below:

Table 4. Summary of Correlation Coefficients, Path Coefficients, and Significance

Correlation Coefficient	Path Coefficient	t_{count}	t_{table} α= 0.05	t_{table} α= 0.01	Notation
r_{14} =0.635	P_{41}=0.350	16.432**	1.97	2.33	Very Significant Path
r_{24} =0.488	P_{42}=0.156	8.645**	1.97	2.33	Very Significant Path
r_{34}=0.656	P_{43}=0.378	17.771**	1.97	2.33	Very Significant Path

**very significant

Based on the summary of calculation results presented in Table 4, it was found out that the value of t_{count} of the three path variables was greater than the t_{table} value at $\alpha = 0.05$ so that it can be stated that the three path coefficients were very significant. Therefore, all the paths were very significant.

Discussion

Performance is a level of achievement in executing a task and a capability to accomplish the goals that have been established. Every individual has a different level of performance: high, middle and low. As it has been explained earlier that incentive reward is an effort to encourage employees to work more seriously and enthusiastically for the improvement of their performance. In managing a company, the factor of labor force should be given a full attention especially the incentive reward which should be in commensurate with the work outcome produced. This is in line with the view by Vroom (1988:314) who argues that employees with good performance will get a reward which in turn gives satistifaction to them. Almost similar to this is the view by Arikunto (2003:43) who states that performance is also influenced by external factors such as utilities, facilities, incentive or salary, work atmosphere and work environment.

The fact that there is a direct effect of incentive reward on teacher performance and an indirect effect of incentive reward on performance through work motivation has been proven in this research. The estimation shows that the path coefficient between the effect of incentive reward on teacher performance is significant and the value of the direct contribution is 35%. This finding supports the theory by Buchan (2000:34) who states that the incentive reward must be best given by: (1) choosing the right strategies by applying organizational strategies totally, (2) making it appropriate with the goals of organization and types of job, (3) determining the incentive reward by limiting the reformation policy and modifying incentive policies. Heneman (2007:34) states that incentive reward is a kind of stimulation or drive which can provoke enthusiasm or work ethos of an individual in improving his work achievement.

Meanwhile, data analysis shows that there are a direct effect of school principal leadership on teacher performance and an indirect effect of school principal leadership on performance of SSHS teachers in Medan through work motivation and this has been proven in this research. The findings support the theory proposed that leadership style has a positive effect on the improvement of performance (Nastiezaie & Musavinejad, 2018). An effective leadership style and ability to motivate the employees will be a foundation and pillar to improve employee performance which in turn develops the organization. In addition, school reforms would be even more successful through establishing school principals as professional agents of change that help teachers transform their instructional behavior and improve learning (Suryadi & Budimansyah, 2016).

Teacher work motivation is a good predictor of the improvement of the teacher performance. This suggests that efforts to improve the performance of the SSHS teachers in Medan can be made through the improvement of the work motivation. Similarly, the research findings are confirmed by the theories proposed by Colquitt, LePine, and Wesson (2009:8) mentioned that work motivation directly influences performance. Based on the research findings teacher work motivation plays an important role in improving the performance of the teachers in Medan. This means that the higher the work motivation is, the higher the performance of the teacher becomes.

CONCLUSIONS AND SUGGESTIONS

It is necessary to design a policy and training programs for teachers and principals for their maximization and conditioning of the school principal leadership, improvement of the teacher professional competence and work motivation through workshop and training activities as well as seminars for all principals and teachers of SSHS in Medan.

The effect of school principal leadership on the performance of the State Senior High School teachers in Medan based on the research findings shows that the quality of the school principal leadership in SSHS of Medan is categorized as quite good. Through the school principal leadership, the teachers not only are motivated but also are inspired to demonstrate their performance. The Municipal Administration (Head of the Education Service of Medan) in appointing school principals should refer to the criteria and prerequisites as established such as having a certificate as school principal, work period, and rank.

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