

# Providing Incentives to Improve and Develop the Performance of Teachers

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**Providing Incentives to Improve and Develop the Performance of Teachers**

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**Abstract**

*The work of a teacher is noble. The daily task of the teacher is to improve the quality of education and direct students to be model students, competent, smart, and noble. It is not easy for a teacher to direct students to become better people. The teacher has a monthly salary that is not so large that the teacher needs additional money so that the teacher's life is guaranteed and prosperous. Incentives are additional money that will be given to teachers. Not all teachers have the same amount of incentives. Every teacher will get an incentive according to the performance he gets. Decision support systems are needed in determining the number of incentives that will be given to the teacher so that the acceptance of incentives will be more equitable by applying this method, incentives issued by parties who are going to be more optimal and targeted.*

**Keywords:** incentives, teachers, salary, performance

## 1. INTRODUCTION

Everyone does not escape from daily work aimed at providing family support. There is much work done by someone to survive. One such job is the teaching profession. Teachers are students who functioned in a school whose job is to educate students to be useful people for the nation and state [1]. The function of the teacher is not far as a substitute for parents at home when father and mother cannot teach education on the grounds of daily work. The teacher has an essential role in a country and is regulated by law. A teacher must have high patience in dealing with various kinds of behavior of their students so that teachers are dubbed as unsung heroes [2].

Apart from the activities and profession of the teacher, everyone who has a job needs money to support his family. Sometimes, a teacher's salary is very alarming and insufficient in providing welfare to the teacher's family. Teacher salaries are quite small. Teachers need additional money from others. Some can provide additional to a teacher. One of the additional income is incentive money. Incentives are given because of a teacher's performance. The amount of incentives is different for each teacher so that no teacher gets the same amount of money. Incentives are bonuses given for teacher performance. The function of this incentive is to trigger or improve and develop the teacher's performance to be better.

It is not easy for schools to provide incentives because every teacher has different performance and roles. The teacher also teaches different subjects, so the level of teaching difficulty also varies. Several parameters must be considered in determining and providing incentives for teachers. It is done so that the provision of incentives is not wrong and right on target. Do not let the provision of incentives will cause social disparities between teachers because the numbers are different. Senior teachers will get a greater incentive from teachers who have just joined the school. Several ways can be used to provide incentives to teachers so that the acquisition of incentives is fair and equitable.

## 2. THEORIES

### 2.1 Teacher

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The teacher's function in planning and implementing the learning process is a significant factor in achieving learning objectives. The skill of planning and implementing the learning process is something that is closely related to the duties and responsibilities of the teacher as an educating teacher. Teachers,

as educators, contain a comprehensive meaning, not limited to providing teaching materials, but reaching ethical and aesthetic behavior in facing life's challenges in society [3].

As a teacher, teachers should have sufficiently mature teaching planning. Teaching planning is closely related to various elements such as teaching objectives, teaching materials, learning activities, teaching methods, and evaluation. These elements are the part of the overall responsibility of the teacher in the learning process [4]. Creativity and competence are among the most critical teacher qualifications. If creativity and competence are not present in a teacher, he will not be competent in doing his job, and the results will not be optimal. With creativity and competence, in addition to mastering the material and being able to process learning programs, teachers are also required to be able to carry out evaluation and administration [5].

The teacher's ability to develop the learning process and his mastery of teaching materials is not enough. The teacher's ability to master the class is balanced by the ability to evaluate the student's competency planning, which is crucial in the context of the next plan or the policy of treating students related to the concept of complete learning.

## ***2.2 Application of Teacher Functions in Learning***

Education is important and primary in the context of national and state development. It can be seen from the national goals of the Indonesian nation, one of which is to educate the nation's life, which occupies a strategic position in the opening of the 1945 Constitution of the Republic of Indonesia. In the situation of education, especially formal education in schools, teachers are an essential component in improving the quality of education. It is because teachers are at the forefront of implementing education. In other words, the teacher is the most influential component in the creation of quality educational processes and outcomes. Thus, any improvement efforts undertaken to improve education will not make a significant contribution without the support of creative, professional, and competent teachers. Therefore, we need a teacher who has high qualifications, competence, and dedication in carrying out his professional duties [6].

One key task and position of the teacher as a professional staff according to the provisions of article 4 of the Indonesia Law concerning teachers and lecturers is as a learning agent (learning agent) that functions to improve the quality of national education. As an agent of learning, teachers have a central and quite strategic role, among others, as a facilitator, motivator, learning engineer, and learning inspiration for students. (Moch. Uzer Usman, 2005: 14). Professional teachers are teachers who have the power of creation and competence in carrying out educational and teaching tasks. Teacher competence is a set of mastery abilities that must be present in the teacher in order to realize their performance appropriately and effectively [7].

In the learning process, the teacher is the second educator after parents, which significantly influences the student's personality. For example, if the behavior of educators or teachers is good, the behavior of students is also a good majority. Moreover, vice versa, if the attitudes or morals of educators are not good, it is also clear that the attitudes or morals of their students will not be good too. The attitude of students is easy to imitate all the behaviors and deeds by people they like, including teachers who are role models for them. The presence of teachers in schools and communities is a significant factor in achieving educational goals. The skill of a teacher in planning and implementing the learning process is something that is closely related to the duties and responsibilities of the teacher as a teacher who educates in the school and also the community environment. Teachers, as educators contain a very broad meaning, not limited to providing teaching materials but reaching out to ethics and aesthetics in facing life's challenges in society [8].

Teachers, as educators must always be careful in determining the steps, are patient, exemplary, and are responsive to situations and conditions. Therefore, competence is an integral part that cannot be separated from someone in carrying out a task. So it can be understood that the competence of a teacher

is a component that must be owned or mastered by a teacher and as a tool to provide the best assistance and services to students [9].

### 2.3 Incentive

The incentive is an effort from the school to provide extra outside regular wages to encourage teachers to work harder and be more enthusiastic to improve their work performance. The understanding of incentives is a form of motivation expressed in terms of money. Incentives are rewards or rewards given to motivate workers so that their work productivity is high, their character is not right or at any time. Therefore incentives as part of profits, especially given to workers who work well or perform well, for example, in the form of bonuses and can also be given in the form of goods. Incentives are remuneration paid to individual workers whose achievements are above standard performance. It is a reward system that is planned to motivate the workforce in order to improve achievement and efficiency so that their work is above the specified standard [10].

From the above notions, it can be concluded that incentives are an incentive or incentive that can lead to enthusiasm or passion for one's performance in order to improve work performance. The types of incentives given to employees are as follows:

- 1) Money, someone wants to work because he wants to earn money, with money someone can satisfy his needs; for most employees, money can be a powerful stimulus.
- 2) Security is a fundamental human need for some workers; sometimes, safe work is more important than money or wages. The security meant in this case is anxiety about the possibility of being dismissed even though basically the wages given are low, but because the work guarantees continuity, then this becomes a person's main interest to work.
- 3) Friendship, humans work need other humans; the existence of friendship will unite them as a group that works together and have each other.
- 4) fair recognition, is one of the social needs that can be obtained from the relationship between superiors and subordinates or their peers. This fair treatment is intended indiscriminately in the assignment of tasks, incentives, and other rewards that can disrupt the concentration of teachers in working.
- 5) Autonomy is one form of incentive in fulfilling the teacher's egoism to carry out work within certain limits will increase creativity and spontaneity.
- 6) Achievement, providing opportunities for teachers to excel is one of the selfish needs for providing incentives. Principals must respect the results of their work and provide opportunities to carry out the objectives of the school organization. Someone who feels that his work is not essential is often not enthusiastic and often complains in carrying out his work.

Forms of incentives can be classified into two parts, such as:

- a. Financial Incentives
  - 1) Bonus is money given as remuneration given in a future bond and given to teachers who are entitled to receive it.
  - 2) Commission, is a type of commission given to teachers who excel.
- b. Non-financial incentives
  - 1) Purchase praise verbally or in writing
  - 2) Granting promotions
  - 3) Normal and informal acknowledgments
  - 4) Provision of specialized equipment in the workspace
  - 5) Awarding

The purposes of providing compensation (compensation) are:

- 1) Getting qualified personnel. Compensation needs to be set high enough to attract applicants because organizations compete in the labor market; the level of remuneration must be by the conditions of supply and demand for labor. Sometimes a relatively high salary level is needed to attract qualified applicants who have worked in various other organizations.

- 2) Retain existing workers. If the level of compensation is not competitive, surely a lot of good teachers will leave. Salary must be kept competitive with other schools to prevent teacher rotation.
- 3) Ensuring fairness. Administrative wages and school payroll to meet the principles of justice. Fairness and internal and external consistency are fundamental to consider the level of compensation.
- 4) Job satisfaction. In return, the teacher will be able to meet his physical, status, social, and egoistic needs so that he can get job satisfaction from his position.
- 5) Motivation. If the reply given services are best enough.

### **3. RESULT AND DISCUSSION**

#### ***3.1 Is it True that Incentives Always Increase Teacher Productivity?***

Teacher incentives are a variable of rewards given to teachers given based on a specific performance. It is designed to provide stimulation or motivation to employees in order to increase work productivity. However, in practice, the gift of giving must be calculated. Because if it is not calculated carefully, the costs charged to company finances can be higher than the expected increase in work productivity.

Incentive arrangements must be determined carefully and appropriately and must be strictly linked to teacher performance in order to avoid misunderstandings in providing incentives. The number of incentives given to teachers must be related to the amount or what the teacher has achieved in a certain period or during teaching each semester. The provision of incentives must be by the distribution formula that is known to all parties involved in order to create transparency. The formula for the distribution of incentives is set relatively, so that it can encourage more work output and increase the strong desire to achieve additional income, and can benefit teachers and schools.

#### ***3.2 Motivation and Dissatisfaction***

There is job satisfaction, and work motivation is not always related to one another related to the motivation of a teacher. There are factors in the work that are included in the factors that increase job satisfaction, and there are factors called motivators that improve performance. If the factors that increase job satisfaction are met, the teacher will not experience dissatisfaction at work. However, not necessarily, this will directly affect its performance. The side very sides salary and incentives in improving the performance of a teacher. When both of these are fulfilled, the teacher will experience satisfaction and performance is expected to increase automatically. However, this does not always succeed in increasing performance, as long as the motivating factors are not met. However, if not met, the teacher will experience dissatisfaction in teaching that will directly reduce its performance.

Job satisfaction factors include salary while motivating factors are work challenges, recognition, and responsibilities held in the job. Because incentives affect work satisfaction and dissatisfaction but do not directly affect performance, the school must be able to regulate and provide incentives appropriately so that the purpose of giving incentives can be achieved and not be a waste.

#### ***3.3 To Make Incentives Effective in Supporting School Goals***

Schools certainly have a purpose in carrying out teaching and learning activities. One of the goals of the school is to make a profit and be able to survive in the middle of the school and teachers. Incentive arrangements must also be set carefully and on target. The provision of incentives must focus on the performance of these teachers.

The provision of incentives must be linked to other factors that directly provide improvement and development performance. Assessment must be work-related, such as the target of work to be achieved by the teacher and not just focus on teacher satisfaction. Nevertheless, what efforts are made so that teacher satisfaction can improve performance.

One example of an incentive system that can have a positive effect on performance is the provision of incentives that must be linked to rewards for achievement in terms of teaching and service performed by teachers. This target setting must be known to all teachers and approved by the school leadership. Such incentives include the provision of healthy money to be implemented in each school.

The amount of incentives given to teachers must be related to the amount of performance that has been achieved during a certain period. As for how this performance is calculated also must be known by all parties transparently. The performance appraisal formula and its relation to the amount of incentives that are set relatively can encourage performance improvement, which in turn affects productivity or the achievement of other company goals. Thus, either the teacher or the school will benefit from providing incentives.

### **3.4 Indicators in Providing Incentives**

It is undeniable that some jobs are difficult to measure performance quantitatively. Usually, the work is related to qualities that are difficult to measure numerically. For example, are hospitality, preparedness, accuracy, and politeness. Therefore performance measurement as a basis for providing incentives can be done with other indicators. Because if a quantitative measurement is enforced, it may require additional costs. The author suggests that several parameters can be used in providing incentives to teachers, including:

1. The performance  
Teachers who excel or achieve performance beyond the standard or target can get an award or reward.
2. Years of service  
Rewards based on the teacher's tenure, how long has the teacher joined a school. The working period of a teacher at school is also eligible for a reward. It also applies to schools. This aim is also to increase teacher loyalty to the school.
3. Justice and fairness  
Schools can also provide additional income to teachers based on the sacrifices made by the teacher regarding their work.
4. Evaluation of Employee Position  
In sound management practices, the teacher's position or rank illustrates the level of difficulty of the job, the level of strategic decision making, and the level of skill required in carrying out teaching and service.

## **4. CONCLUSION**

This research presents several conclusions that can be drawn. Providing incentives significantly affects teacher performance. It is related to the emotional level of teachers in dealing with work. The higher the teacher's income, the higher the teacher's loyalty. Salary income is an obligation performed by the school. Providing incentives is a trigger tool to improve and develop the teacher's performance. With the provision of incentives, indeed, the teacher will further improve their performance and service.

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