



Full Length Research Article

INCENTIVE SCHEME TO SENIOR HIGH SCHOOL TEACHERS OF MEDAN CITY IMPACTED TO THEIR PERFORMANCE

* Dr. Nasrun, M.S.

Department of Education, Medan State University, Indonesia

Accepted 18th September 2015; Published Online 31st October 2015

ABSTRACT

This research merely served to look into immediate effects of incentive scheme on performance of Senior High School Teachers around Medan City. Conducted with explanatory research by means of bearing ex post facto method then prompted consideration which appertained to non-experiment. The ex post facto is subject to examine a proposed hypothesis that of there a significant impact between free variable of awarding incentive and bound variable. Sampling population imposed to Senior High School teachers around Medan City of 241 teachers. Defined with descriptive statistical analysis and inferential analysis. Data prepared by computer program of SPSS 18 for windows. Adhered to inferential analysis by technically path analysis whereby significant stage $\alpha = 0.05$ there coefficient path value of 0.350 in facts, reflecting that awarding incentive variable contributed immediate positive effect and significant toward Medan City Senior High School teachers' accomplishments.

Key words: Incentive, Teachers Performance

INTRODUCTION

Education in Indonesia has a main purpose to nurture students in order to become pious and devoted to God, with noble traits, sound, knowledgeable, smart, creative, independent, democratic civil and be liable (UU SPN No. 20/2003 Chapter II paragraph 3). In virtue of achieving educational goal, a teacher who run learning process entailed to play activities which began with planning, set strategy, material selection and learning method, up to the end of correct valuation. Valuation is process where agreeable basic characteristic system of school, and generally students is the main focus in any school systems in manner of valuation. The objective valuation on educational institution is generally to direct learning teaching accomplishments level between students and teacher. Teachers are obliged to make sure learning quality progress on students. Shymansky (in David and Macaya, (Buchan and Thompson, 2010) stated that some factors can have contribution shift learning process more effectively, rather teachers are admitted having the greatest influence on program accomplishment. Therefore to valuate teachers' performance is equally to score students' learning outcome. The result of research analysis of United Nation Development Program (UNDP, 2006) in the year of 2013 that Human Development Index (HDI) in Indonesia went up as in index or level. HDI rank in Indonesia is alike South Africa that is 121 out of 187 countries, turned up 3 levels from the sequence of 124 in its previous year.

Though a more growing, in fact not being able place Indonesia in a row of countries which have the best educational system. By a comprehensive international survey since 2003 by Organization for Economic Cooperation and Development (OECD) the first best ranking of world educational system was on Finlandia. The survey so-called PISA which is employed to measure students' ability in sciences, reading, mathematics. Finlandia is not merely eminent academically, but explicitly eminent in education of retarded kids. In that research discovered that educative systems accomplishments in Finlandia the clue is in on hand of teachers' quality. Finlandian's Teachers are of the best qualified and had the best training. Teachers are at stake of credible main asset as resources in bringing about educational quality to grow entailed to qualify as well recommended as globalization era and National Education Law System (NELS) required students supposedly to have ability and good characteristics. Teachers' job performance/actual performance interpreted as work accomplishment or real attainments. Work accomplishments is linked to the job itself and the competence required thereof, and interwoven with job satisfaction.

The Gibson *et al.*, 2009 argued that there were three variable groups which interrelated into work performance and behavior: (1) individual variable, included ability and skill, physical or mental, background, experience and demography implicitly related to behavior and performance, (2) Organizational variable that is resources, leadership, rewarding, structure and work design. (3) Psychological variable, that is perception, attitude, personification, learning, job satisfaction and motivation.

*Corresponding author: NasrunNasution,
Department of Education, Medan State University, Indonesia.

The study results about teachers' performance its indispensable related to the problem such: planning, teaching, evaluating. By the observation of teachers' performance in some Senior High School around Medan City get caught up in unprepared for material before presentation. This case is unveiled when inquired about Teaching Planning, some interviewed teachers admitted having Learning Planning but no prior reading before presentation due. Even some of them that do not know how to work out with learning process, that led to teach without systematic planning. Moreover a teacher had had not been able to hold conducive circumstance to appease when a student had a mess in classroom and even in evaluation aspect that there teachers who do not do a proper evaluation.

Theoretical Study

Incentive Scheme

An Incentive scheme is perhaps the most straightforward way to motivate staff. A company hence works with human resources, not above of serious treatment. Therefore, human resources utilization its considerable to strike the balance between the granting incentive and works accomplishment. To magnify the sense about incentive scheme, hereunder a few experts expounded. Moorehead and Griffin, (1992) defined incentive scheme as an endorsement or appreciation which conferred by an organization to one or group who keep up job accomplishment beyond regular wages. Asiad and Moh, (2001) concluded about wage/incentive is an appreciation of ventures invested, manifested as being the end of production or merit, which substantiated by money, unwarranted occurs in every week or month. Capacity Development Resource argues that incentive is an external action designed and set to effectuate motivation and individual behavior, society or organization. The steps granting incentives such salary, secondary allowance and non-financial profit, admittance or sanction carried out to motivate employees making better job accomplishment. Otherwise, granting incentive should have been designed to rekindle teachers' motivation. On the expertise thoughts above, generally awarding incentive designed to grant appreciation toward certain attainment which one invested in order to work for the best.

Incentives – such as performance-related bonuses – can help boost employee performance. The rewards usually relate to the achievement of certain goals, either personal, team or organizational, or a combination of all of these. Pay is often the most important employee motivator and incentives must not be seen as a substitute for a good pay scheme. Incentives do not have to be expensive for business.

Performance

Minner, (1992) defined performance is a behavioral conformity that expected by an organization. Griffin, (1997) said that performance is behavioral totality fused to a work which expected by an organization to perform. Every teachers who have on earnestness to accomplish the job well in order to bring forth satisfied gain and to achieve of organizational objective goal or a group within an unit of work. So, teacher 's performance is an accomplishment whereby teachers meet the work terms and conditions. The terms and conditions are generally set in a an organization including into school

environment. Standard performance is essentially set up for a benchmark to provide evaluation to compare what was accomplished and what was being expected. Standard performance designed as pattern in providing any accountabilities toward what has being done. Out of few theories above, summed up that performance is an individual action to carry out in a certain period in order to be measured.

Hypothetical Model



Hypothesis that will be examined in manner of this research is: "Incentive Scheme (X_1) has immediate impact on teacher's performance (X_2)".

MATERIALS AND METHODS

The research backdrop is to have insight of incentive scheme on teachers' performance, therefore reinforced explanatory research. By employing ex post facto method assumable that this research is classified as non-experiment With Kerlinger and Fred, (2006) method, ex post facto can be useful in experiment research, whereas the observer not doing any intervention toward variable research, due manifestation of variable has to emerge orin essence that the variable its impossible to be manipulated. On the other hand the explanatory research can work out to describe influential variable which examined with statistical test. And another thing to discern the significant linkage about granting incentive toward teachers' accomplishment in Senior High School Medan City. Technical analysis is with descriptive analysis and inferential analysis.

RESULTS AND DISCUSSION

Descriptive Analysis

Descriptive analysis discuss about average score, minimum score, maximum score, range, median, modus and standard deviation. Beside presented descriptively to make easy in understanding of result of data analysis research, the data presented in a form of frequency distribution and histogram graph. The summary of descriptive analysis result exhibited on the Table 4.1.

Incentive Scheme Data

Variable data incentive scheme (X_1) consisted into two indicators: (1) Financial direct payment and others financial benefit, (2) Non-Financial. Variable data incentive scheme (X_1) is 241. In the following, presented distribution data and the extent of incentive scheme tendency:

Distribution Data and Distribution Frequency Table of Incentive Scheme Score

Distribution data and distribution frequency incentive scheme variable score explicitly exhibited on the Table 4.2. On the Table 4.2 disclosed the highest score on interval class 159.5 – 170.5 as of 7 people (2.90%), meanwhile the lowest score on

Table 4.1. Statistical Summary Descriptive Data Research

Analysis	Variable	
	X ₁	X ₂
Sum of Data (N)	241	241
Minimum Score	72	36
Maximum Score	168	64
Range	96	28
Interval Class	9	8
Interval	12	5
Average	124.15	52.95
Standard Deviation	18.84	5.52
Median	122.59	52.89
Modus	112.72	52.59
Minimum ideal score	34	15
Maximum ideal score	170	75
Ideal Average	102	45
Ideal Standard Deviation	22.67	10

Description:

X₁: Incentive SchemeX₂: Performance**Table 4.2. Distribution Frequency Incentive Scheme Score**

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,.	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

interval class 71.5 – 82.5 as of 2 people (0.83%). The most Frequency of 57 (23.65%) people on interval class 104.5 – 115.5, and then the rest of 72.62% distributed on 6 classes of other intervals.

The extent of Tendency

From 34 items of inquiries about incentive scheme which would have answered by 241 respondents disclosed variables on multiple choice. Varieties option like always, often, sometimes, seldom, never. Tracking of respondents chosen answers to count through scoring activity, adding score, average, mean, modus, standard deviation. In a formula of classified category which is described above, the respondents' tendentious answers about granting incentive as follows:

Table 4.3. Criteria of Classified Category Count Variable Incentive Scheme

Classified Category	Formula	Score
High	X : \geq Mean + 1. Standar deviasi	\geq 143
Medium	X : In Between Mean \pm 1. Standard deviation	105 s.d 143
Low	X : Mean - 1. Standard deviation	\leq 105

The summary of the Table 4.3 is represented on the below Table 4.4.

The figure in the Table 4.4.above says that 18.26% respondents concede of incentive scheme to teachers is high mostly adequate. And 65.56% respondents say just fair or just adequate and the rest 16.18% say that granting incentive to teachers is poor or inadequate.

Table 4.4. The Extent of Respondents' Statement about Incentive Scheme

Chosen Answer	Score	Frequency	Percentage(%)
High	\geq 143	44	18.26
Medium	105 s.d 143	158	65.56
Low	\leq 105	39	16.18
Total		241	100.00

Distribution of empiric score for a incentive scheme statement ranged between the lowest of 72 to the highest of 168.

Teachers' Performance Data

Variable data of teachers performance (X₂) with 3 indicators: (1) Learning Plan, (2) Learning Presentation, and (3) Learning Assessment. Next presented distribution data and tendentious extent and teachers' performance as follows:

Distributional Data and Table Distributional Frequency Score of Teachers' Performance

On the Table 4.5 below provides more details

Table 4.5. Distributional Frequency Score Assessing Teachers' Performance

No	Interval Class	Frequency	Percentage (%)	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 4.5 reflected the highest score laid on interval class 63.5-67.5 for 4 people (1.66%), and lowest score on interval class 35.5-39.5 for 3 people (1.24%). The most frequency of 70 (29.05%) people on interval 51.5-55.5, and the rest of 68.05% distributed on other 5 interval classes.

The Extent of Tendency

The captured data out of 15 items of assessing teachers performance which put forward by the school principal (evaluator) into 241 teachers referred as variation on several assessments on answers' score.

The school's principal assessment upon teachers ranged of choosing answers scored 5,4,3,2 and 1. The assessment though then proceeded on classified formula category which resulted tendentious assessment about teachers' performance as follows:

Table 4.6. Criteria of Classified Category Calculative Results of Variable Teachers' Performance

Classified Category	Performance	Score
High	X : \geq Mean + 1. Standard deviation	\geq 58
Medium	X : Between Mean \pm 1. Standard deviation	47s.d 58
Low	X : Mean - 1. Standard deviation	\leq 47

Through the Table 4.6 above next is to present the extent of tendentious assessment about teachers' performance by Table 4.7 below:

Table 4.7. The Extent of Principal's Tendentious Assessment about Teachers' Performance

Answer Option	Score	Frequency	Percentage (%)
High	≥ 58	42	17,43
Medium	47s.d 58	161	66,80
Low	≤ 47	38	15,77
Total		241	100,00

On the Table 4.7 above exhibited that of 17.43% evaluator denoted of teachers' performance had been high or very good. And 66.80% evaluator acknowledged of teachers' performance are fair or met requirement, and the rest of 15.77% admitted that teachers' performance are categorized low or poor. Empiric distributional score for teachers' performance are ranged by the lowest 36 through the highest 64.

Immediate Incentive Scheme (X_1) impacts to Teachers' Performance (X_2)

Hypothesis disclosed an immediate impact on incentive scheme (X_1) to teachers' performance (X_2), examined statistical hypothesis is:

$$H_0: p_{2.1} \leq 0$$

$$H_1: p_{2.1} \geq 0$$

The calculation resulted coefficient path $p_{5.1} = 0.350$, or ≥ 0.05 , so H_0 is rejected and H_1 is irrefutable. Inferred of incentive scheme has an immediate impact to teachers' performance. To strike significance of incentive scheme (X_1) into teachers' performance (X_2), by examined t. The calculation resulted $t_{cal} = 16.432$, and $t_{table} = 1.97$ on degree of freedom = 239 and $\alpha = 0.05$, so $t_{cal} \geq t_{table}$ or $16.432 \geq 1.97$. Again this is to reflect an immediate impact of incentive scheme (X_1) to teachers' performance (X_2). Explicitly of incentive scheme has an immediate impact to teachers' performance.

DISCUSSION

Connectivity between incentive scheme and teachers' performance has long time scholarly reviewed. Has many observations done for the two variables. Performance defined as an attainment in carrying the task through and to achieve the determined goal. Each individual has difference the extent of accomplishment which is high, fair, poor. The differences are influenced by incentive scheme. As foretold before that incentive scheme meant to propel enthusiastic work performance. In running a company human resources factors are mainly considered, in incentive scheme particularly, that must be commensurable to a work enforced.

Corresponding to what Vroom argues that employees who have good job supposedly get reward for appreciation. Likewise Arikunto, (2003) stated that job performance is relate to external factor of facilities and infrastructure, incentive or salary, work atmosphere and work environment. An immediate impact of granting incentive or otherwise has been proven by this observation.

Estimation resulted coefficient path between incentive scheme to teachers' performance is significant, and the scale of direct contribution as of 35%. This findings amplified a theory expounded before by Buchan [5] said that incentive scheme could contributed positive impact on individual performance which effecting on organizational progress with: (1) set a right strategy, with wholistic strategy, (2) corresponding to organizational aim and sort of job, (3) stipulating granting incentive with restrictive reformative discretion and modified incentive discretion. Heneman, 2007 said that incentive scheme as a means of stimulating or propelling which could arouse any enthusiasm or energy in intensifying work accomplishment. By this invention and related to opinion of Buchan, *et al.*, 2010 and Heneman, 2007.

Its clearly that in order to turn up Senior High School Medan City teachers' performance just do it by proportionally increasing incentive scheme of course by underlined strategy and achieved performance. Haneman, 2007 proposed that incentive scheme has any advantageous and disadvantageous affects. The advantages of incentive schemes financially it con focus employees/teachers on hitting a target. Non-financially, it can recognize employee priorities and life styles can encourage attachment to business individually it can focus the individual on achievement. Links extra pay with extra output. Can encourage team working Can correct individual under-performance. Disadvantages of incentive schemes, places a value on achievement – Rewards are sometimes small. Can demoralize if not earned. Can be taken for granted. May be inappropriate. Can be divisive individual earnings can fluctuate.

Can undervalue individual skills. May encourage bullying of under-performance. Some businesses allow employee to select their own benefits from a pre-defined list, e.g. Employee might be able to choose between health insurance and a gym membership. Promotion and training opportunities are not strictly incentives as they are ways of fulfilling business needs. Negative incentives, e.g. threat of dismissal, may work in the short term but can decrease morale and loyalty. For this case in incentive scheme of an organization should have set a pre study to get the correct decision of effective granting incentive in order to achieve good performance. This idea is reinforced by Heidjrachman Ranupanjodo and Fuad Husnan, 2004 who expounded that granting opportunity to the teachers for achievement is an egoistic need in incentive scheme. Principals supposedly appraise teacher's performance result and offering chances to do something in order to achieve school's goal. One might feel that the job is worthless, its often not quite enthusiastic and often complains in carrying the duty out.

Conclusion and Recommendation

The immediate impact incentive scheme to Senior High School Teacher around Medan city is categorized high. And the principal point of view regarding the teachers' performance is in a good category. In principals overview in concern of teachers have had optimal performance. Incentive scheme has immediate positive impact and significant upon teachers' performance with coefficient path of 0.350. The grandiose immediate contribution of granting contribution on teachers' performance of Senior High School Medan City is 0.350 or 35%.

Recommendation

Addressed to the Head of Official Education

Remember that pay and financial benefits are not the only the things that may improve employee performance. Other key motivation include job security, job satisfaction, good working conditions and appropriate training. Steps to setting up an incentive scheme:

- Identify the scheme's objectives. For examples, encouraging the recruitment or retention of teachers, changing the organizational structure of the workplace or reducing any likely areas of conflict. Alternatively you might want to encourage team work and motivation or to set specific targets for productivity.
- Consult with teachers and organization. This will help to identify where to aim the incentives.
- Relate the scheme to the organizational remuneration system. Consider whether the incentive should be financial or non-financial. Think about how the proposed incentive will relate to other cash benefits and how much administration will be needed.
- Ensure that planned scheme is competitive. Look at similar schemes within other organization.
- Decide on performance measures for teachers. Might set targets for performance or work quality.
- Run a pilot scheme and evaluate results.
- Regularly review the scheme and obtain feedback. Make sure that you document communicate and obtain feedback from employee at all times.

Addressed to Principals of Senior High School Medan City

Set a time for evaluating the scheme and involve teachers or organizational representation to find out

- Whether the scheme achieved to objectives.
- Whether the scheme is fair in terms of who benefits – find information on equal pay principles on the Equality and Human Rights Commission (EHRC).
- Whether incentives linked to performance really on motivate teachers.
- How the scheme is promoted and how well employee understand and buy into it.
- Whether teachers require further information or training to help them achieve their targets.
- How the scheme compares with those of competitors or organizational norms.

Addressed to Senior High School Medan City Teachers

Its essentially to work more harder based on determined main jobs and interweave collaborations with principals and peers to conduce acuity in an expected accomplishment.

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