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Incentives, Motivation, and Performance of Teachers at North Jakarta

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ABSTRACT

The article aimed to find out how much the influence of incentives and motivation on the performance of teachers at Madrasah Ibtidaiyah Swasta in North Jakarta City. This article used survey method with quantitative approach by using path analysis technique with signification rate of 0.05 (5%). In collecting data the researchers used questionnaire. Questionnaires were distributed online (in the form of google form) using tokens to respondents to obtain data on all variables studied which included incentives, work motivation, and performance variables. The survey involved 84 teachers as samples using the cluster random sampling technique. The results showed that there was a direct positive influence of incentives on teacher performance, there wa a direct positive influence of motivation on teacher performance, and there was a direct influence of incentives on motivation.

Keywords: *Incentive Teachers, Teachers Moativation, Teachers Performance*

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INTRODUCTION

The quality of human resources in the field of education plays a very important role in the progress of a nation. A good educational results will be followed by the good of the next national generation. It is not different from public school institutions, madrasas also emphasize religion-based teaching. Madrasah as an educational institution not only competes in the face of the era of globalization, but also contributes greatly to create quality human resources, one of which is teachers. Teachers play a key role in formal education in schools and madrasas. In the learning process, the role of teachers is very important to drive student success, so that teachers hold a strategic position that determines the progress of the world of education. There is the low quality of teachers in Indonesia compared to the other developing countries (Astuti & Iftadi, 2016). This is similar to Riyadi (2015) who stated that in Indonesia teacher performance is still fairly low. Indonesia's educational competitiveness is also low compared to other ASEAN countries such as Singapore, Malaysia and Thailand. The competitiveness of this education is one of the important indicators that illustrates the low quality of education in Indonesia, especially the low performance of teachers. Teachers who have qualified to be able to meet the expected performance can be formally seen whether the teacher is certified or not. Teacher certification aims to improve the quality and determine the feasibility

of teachers in carrying out their duties as learning agents and realizing national educational objectives (Latiana, 2019).

One of the factors that can affect teacher performance is work motivation. Motivation is a process that encourages, directs, and nurtures human behavior toward achieving a goal (Riyadi, 2011). Work motivation is one's motivation to do the job. Some studies explain that motivation positively affects teacher performance. Andriani et. al. (2018) proves that transformational leadership and work motivation have a positive and significant effect on teacher performance at vocational schools in Palembang, both partially and simultaneously. The results are similar to Nzulwa (2014) which proves that teacher's professional behavior and teacher performance are strongly influenced by motivational factors and the need to review existing motivational tools to align them with the needs of teachers at Nairobi State High School, Kenya. On the contrary, there are different research results namely Hartinah, et al., (2020) proving that the leadership of the principal and the work environment have a direct effect on improving teacher performance, while the motivation to be affiliated does not have a significant influence on teacher performance. From some of the research above, it is necessary to retest the influence of motivation on teacher performance.

Other efforts to improve teacher performance can be done by paying attention to their welfare in the form of incentives. By working, humans can be rewarded for the work that they have done. The rewards received are not only in the form of basic salaries and wages, but also in the form of incentives. Incentives are awards or rewards given to motivate workers to have high work productivity, non-permanent or intermittent (Bruni & Santori, 2018). The effect of incentives on teacher performance can be demonstrated in some studies. Dee and Wyckoff (2015) prove that the type of incentives IMPACT creates affect teacher retention and performance, particularly among lower-performing teachers at the District of Columbia Public Schools, United States. Harianto et.al (2016) proved that competence, incentives, and work environment have a positive effect on teacher performance. Furthermore, Sudarso (2017) suggests that incentivizing teacher performance has a strong influence. From some of the descriptions above, several factors that affect teacher performance in addition to incentivizing, is teacher work motivation. Teacher performance can be seen through the results of the teacher competency test (UKG). UKG results are part of an assessment of teacher performance and the result will become a consideration for making policy in giving awards and appreciation to teachers, as well as redistribution of teachers based on teacher quality. The average UKG score for all level DKI Jakarta in 2019 was 62.58. The result is still below the specified passing grade of 80 (Renstra Kemdikbud 2015-2019), as follows:

Figure 1. Average Value of Teacher Competency Test in DKI Jakarta in 2019
Source: Regional Education Balance (Kemdikbud, 2020)

To measure the extent of the performance of madrasahs' teachers in North Jakarta, it can be seen from the spread of the number of teachers at each level of education. Here is the data spread of madrasahs' teachers in North Jakarta:

Table 1. Recapitulation of The Number of Teachers in Madrasah in North Jakarta

No.	Jenjang	Number of Madrasah			Number of Teachers		
		Public	Private	Total	Public Madrasah	Private Madrasah	Total
1.	Madrasah Aliyah (MA)	2	12	14	77	130	207
2.	Madrasah Tsanawiyah (MTs)	4	28	32	134	321	455
3.	Madrasah Ibtidaiyah (MI)	3	67	70	74	948	1022
4.	Raudlatul Athfal (RA)	0	168	168	0	599	599
	Total	9	275	284	285	1.998	2.283

Source: EMIS Madrasah data as of December 29, 2019 (data processed)

Based on the data above, it can be known that the number of RA is the most compared to the number of madrasahs at other levels, but teachers at the MI level who have the most number of teachers are 1,022 dominated by the job placements teachers in private madrasah as many as 948 teachers, so that the number of teachers at the private MI level has the opportunity to determine the success of students with the most output. In this case, the researchers focused the research subjects on teachers who served in the Private Madrasah Ibtidaiyah in North Jakarta. Based on the background and phenomena that have been presented above, the hypotheses in this study are: 1) incentives directly positively affect the motivation of work (H_1), 2) incentives directly positively affect the performance of teachers (H_2), and work motivation directly positively affect the performance of teachers ($H_{3)}$.

METHODS

This article used survey method with quantitative approach by using path analysis technique with signification rate of 0.05 (5%). This survey method was chosen because the researcher will collect data or information on a problem with a questionnaire containing indicators of variables which are answers to questions given to respondents. Meanwhile,path analysis is used to analyze the pattern of relationships between variables with the aim of knowing the direct effect of exogenous variables on endogenous variables.

In this study, the data collection was used by using an instrument in the form of a questionnaire. Questionnaires were distributed online (in the form of google form) using tokens to respondents to obtain data on all variables studied which included incentives, work motivation, and performance variables. Data testing in this study includes validity test, reliability test, normality test, and linearity test. Structural equations in the path analysis used to test hypotheses with a signification rate of 0.05, are as follows:

$Y = \rho Y X_1 + \rho Y X_2 + \varepsilon$

dalam hal ini:

X_1 = Independent Variable (Insentif)

X_2 = Independent Variable (Motivasi)
Y = Dependent Variable (Kinerja)
ρ = Parameters of Regression Coefficient / Beta Coefficient
ε = Standard Error

Data collection is carried out by survey method using questionnaire. The population in this study is all Teachers of madrasah Ibtidaiyah Swasta (MIS) in North Jakarta as many as 519 people with the technique of sampling using Cluster Random Sampling as many as 84 people divided into 65 MIS. The definition and Operationalization in each variabel are as follows:

1) Performance (Y). Teacher performance is the achievement of teachers in quality and quantity in carrying out their duties in accordance with the responsibilities given in order to achieve the educational objectives that have been set by indicators of the preparation of learning plans, implementation of learning activities, and evaluation (assessment) of learning activities.
2) Incentives ($X_{1).}$). Incentives are stimulants given to teachers in the form of materials (honors, allowances, Tips) and nonmaterial (career development, facilities, giving of praise and appreciation) in recognition and appreciation for the results of the work that has been done.
3) Motivation ($X_{2).}$ Work motivation is the motivation or spirit that comes from inside and outside the teacher to do a certain job or action to meet his needs and achieve a goal. There are several indicators of teacher work motivation such as the need for achievement, the need for recognition, the need for self-development, the work itself, responsibility, and the need for a social environment.

Data analysis in this study was carried out by descriptive and inferential statistical analysis. Descriptive statistical analysis was used in terms of data presentation, central measures (mean, median, and mode), and data spread measures (variance and standard deviation). Descriptively, the data is also displayed in the form of distribution tables and histograms. The inferential statistics are used to test the hypothesis by usingpath analysis, which begins with testing for normality and linearity. Path analysis is used to describe and test the relationship model between variables in the form of cause and effect (Sugiyono, 2018). The normality test of the data was carried out using the Liliefors test and the linearity test using a simple linear regression equation. All hypothesis testing using the significance level = 0.05. Then test the hypothesis using path analysis by calculating the path coefficient to find out how much direct influence between the influencing variables (exogenous variables) on the affected variables (endogenous variables).

RESULT AND DISCUSSION

The data descriptions in this section include variable Y (performance) as a Dependent variable (endogenous), variable X_1 (incentive) as an Independent Variable (exsogenous), and variable X_2 (motivation) as an endogenous intermediary. Description of each variable presented consecutively ranging from variables Y, X_1, and X_2.

1. Performance

Performance variable data (Y) has a valid number of items of 27 statements with a measurement scale consisting of 5 (five) alternative answers. The data obtained from the research results are then continued with descriptive statistical calculations with the following results:

Table 2.
Performance Variable Descriptive Statistics

No.	Description	Y
1.	Mean	119,67
2.	Standard Error	1,014
3.	Median	120,00
4.	Mode	120,00
5.	Standard Deviation	9,30
6.	Sample Variance	86,42
7.	Range	44
8.	Minimum	91
9.	Maximum	135
10.	Sum	10052
11.	Count	84

The performance instruments used in the study obtained 27 valid statements on a scale of 1-5, resulting in a theoretical score between 27 to 135 and an empirical score range of 91 to 135, resulting in a score range of 44. The data calculation result obtained average (mean) of 119,67; standard deviationof 9.30; variance of 86.42; median of 120,00; and modeof 120.00. Further performance data is presented in the form of frequency distribution as presented in the following table:

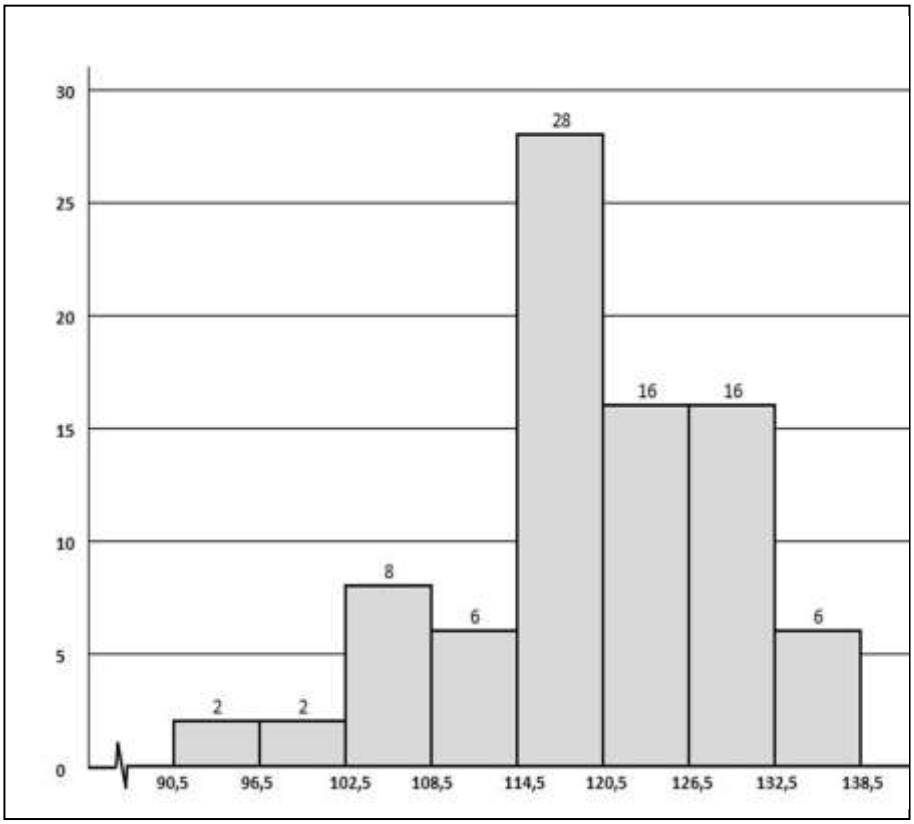
Table 3**.**
Performance Score Frequency Distribution

No.	Interval Class	Lower Limit	Upper Limit	F. Absolute	F. Compulsive	F. Relative
1	91 - 96	90,5	96,5	2	2	2,38%
2	97 - 102	96,5	102,5	2	4	2,38%
3	103 - 108	102,5	108,5	8	12	9,52%
4	109 - 114	108,5	114,5	6	18	7,14%
5	115 - 120	114,5	120,5	28	46	33,33%
6	121 - 126	120,5	126,5	16	62	19,05%
7	127 - 132	126,5	132,5	16	78	19,05%
8	133 - 138	132,5	138,5	6	84	7,14%
				84		**100%**

Based on the table above, the data is followed by the creation of histograms. There are two axes required in the creation of histograms, namely the vertical axis as the absolute frequency axis and the horizontal axis as the instrument gain score axis. In this case on the horizontal axis are written the limits of the interval class that is ranging from 90.5 to 138.5. These prices are obtained by subtracting the 0.5 from the smallest data and adding the number 0.5 per class limit at the highest limit.

Distribution of performance variable frequency (Y) above, obtained the highest frequency information in the interval class 115 - 120 as many as 28 respondents (33.33%) and the lowest frequency in the interval classes 91 – 96 and 97 – 102 as many as 2 respondents (2.38%). The histogram graph of the performance instrument data distribution is shown in the following figure:

Figure 2 Performance Variable Histogram



Incentive variable data (X_1) has a valid item count of 34 statements with a measurement scale consisting of 5 (five) alternative answers. The data obtained from the research results are then continued with descriptive statistical calculations with the following results:

Table 4.
Statistik Deskriptif Variabel Insentif

No.	Description	X_1
1.	Mean	131,49
2.	Standard Error	1,030
3.	Median	131,00
4.	Mode	122,00
5.	Standard Deviation	9,44
6.	Sample Variance	89,05
7.	Range	59
8.	Minimum	97
9.	Maximum	156
10.	Sum	11045
11.	Count	84

The incentive instruments used in the study obtained 34 valid statements on a scale of 1-5, resulting in a theoretical score between 34 to 170 and an empirical score range of 97 to 156, resulting in a score rangeof 59. The data calculation result

obtained an average (mean) of 131.49; standard deviation of 9.44; variance of 89.05; median of 131.00;and mode of 122.00. Furthermore, incentive data is presented in the form of frequency distribution as presented in the following table:

Table 5
Incentive Score Frequency Distribution

No.	Interval Class	Lower Limit	Upper Limit	F. Absolute	F. Compulsive	F. Relative
1	97 - 104	96,5	104,5	1	1	1,19%
2	105 - 112	104,5	112,5	0	1	0,00%
3	113 - 120	112,5	120,5	5	6	5,95%
4	121 - 128	120,5	128,5	30	36	35,71 %
5	129 - 136	128,5	136,5	22	58	26,19 %
6	137 - 144	136,5	144,5	19	77	22,62 %
7	145 - 152	144,5	152,5	5	82	5,95%
8	153 - 160	152,5	160,5	2	84	2,38%
				84		**100%**

Based on the table above, the data is followed by the creation of histograms. There are two axes required in the creation of histograms, namely the vertical axis as the absolute frequency axis and the horizontal axis as the instrument gain score axis. In this case on the horizontal axis are written the limits of the interval class that is ranging from 96.5 to 160.5. These prices are obtained by subtracting the 0.5 from the smallest data and adding the number 0.5 per class limit at the highest limit. Distribution of incentive variable frequency (X_1) above, obtained the highest frequency information in the interval class 121 - 128 as many as 30 respondents (35.71%) and the lowest frequency in the interval class of 105 – 112 as many as 0 respondents (0.00%).

3. Motivation

Motivation variable data (X_2)has a valid number of items as many as 32 statements with a measurement scale consisting of 5 (five) alternative answers. The data obtained from the research results are then continued with descriptive statistical calculations with the following results:

Table 6
Descriptive Statistics of Motivational Variables

No.	Keterangan	X_2
1.	Mean	134,74
2.	Standard Error	1,090
3.	Median	135,5
4.	Mode	142,00
5.	Standard Deviation	9,99
6.	Sample Variance	99,88

7.	Range	39
8.	Minimum	115
9.	Maximum	154
10.	Sum	11318
11.	Count	84

The motivational instruments used in the study obtained 34 valid statements on a scale of 1-5, resulting in a theoretical score between 32 to 160 and an empirical score range of 115 to 154, resulting in a score range of 39. The data calculation result was obtained on average (mean) of 134.74;standard deviation of 9.99;variance of 99.88;median of 135.5; and mode of 142.00. Furthermore, motivational data is presented in the form of frequency distribution as presented in the following table:

Table 7
Motivation Score Frequency Distribution

No.	Kelas Interval	Batas Bawah	Batas Atas	F. Absolut	F. Komulatif	F. Relatif
1	115 - 119	114,5	119,5	6	6	7,14%
2	120 - 124	119,5	124,5	8	14	9,52%
3	125 - 129	124,5	129,5	12	26	14,29%
4	130 - 134	129,5	134,5	14	40	16,67%
5	135 - 139	134,5	139,5	12	52	14,29%
6	140 - 144	139,5	144,5	16	68	19,05%
7	145 - 149	144,5	149,5	8	76	9,52%
8	150 - 154	149,5	154,5	8	84	9,52%
				84		**100%**

Based on the table above, the data is followed by the creation of histograms. There are two axes required in the creation of histograms, namely the vertical axis as the absolute frequency axis and the horizontal axis as the instrument gain score axis. In this case on the horizontal axis written the limits of the interval class is ranging from 114.5 to 154.5. These prices are obtained by subtracting the 0.5 from the smallest data and adding the number 0.5 per class limit at the highest limit. Distribution of motivation variable frequency (X_2) above, obtained the highest frequency information in the interval class 140 - 144 as many as 16 respondents (19.05%) and the lowest frequency in the interval class of 115 – 119 as many as 6 respondents (7.14%).

A. Testing Analysis Requirements

The research data obtained in the study is classified in parametric statistics. The use of parametric statistics works assuming that the data of each research variable to be analyzed forms a normal distribution. Testing of research hypotheses using path analysis. Path analysis requires that the data to be analyzed meet multiple statistical tests as a condition of analysis. Path analysis requirements are estimates between exogenous variables and linear endogenous variables, thus the requirements that apply to regression analysis by itself also apply to the requirements of path analysis. Therefore, before the hypothesis test is done first test the requirements. Some statistical tests that must be met by data in path analysis are:

1. Normality Test

The data used in building the regression model must meet the assumption that it comes from a normally distributed population. The assumption of normality basically states that in a regression model it should be normally distributed. The assumption test in this study was conducted by testing the normality of the data from the three errors of the research regression estimates analyzed.

Normality requirements testing is performed using Liliefors test technique. The criteria for reject test H_0 which states that the score is not normally distributed is, if the$_{L\ count}$ is smaller compared to the$_{L\ table.}$ From the results of the study it can be known that if$(Z_i) - S(Z_i)$I maximum inferred by L_{count} for the three errors of regression estimate is less than the L value of$_{the\ table,}$the rejection limit of H_0 listed on the Liliefors table at $\alpha = 0.05$ and $n > 30$ is From the results of the calculation of normality test obtained some results as follows:

a. Error Normality Test Y Regression Estimation over X_1

From the calculation result obtained the value $L_{count} = 0.0660$ this value is less than the$_{table}$ L value ($n = 84$; $\alpha = 0.05$) of 0.097. Considering the $L_{count\ is}$ smaller than the L_{table} then the spread of performance data over incentives tends to form a normal curve.

b. Error Normality Test Estimated Regeresi Y over X_2

From the calculation result obtained the value $L_{count} = 0.0704$ this value is smaller than the$_{table}$ L value ($n = 84$; $\alpha = 0.05$) of 0.097. Considering the$_{L\ count\ is}$ smaller than the L_{table} then the spread of performance data over motivation tends to form a normal curve.

c. Error Normality Test Estimated Regression X_1 over X_2

From the calculation result obtained$_{the\ value}$ L count = 0.0857 this value is smaller than the$_{table}$ L value ($n = 84$; $\alpha = 0.05$) of 0.097. Considering the$_{L\ count\ is}$ smaller than LTable then the spread of incentive data on motivation tends to form a normal curve.

Based on this, it can be concluded that all zero (H_0) hypotheses that say the sample comes from a normal distribution population cannot be rejected, in other words that all selected samples are from normally distributed populations. The recapitulation of normality test results is listed in the following table:

Table 8
Normality Test Results Regression Estimated Error

No.	Galat Taksiran Regresi	n	L_{count}	L_{Table}	Keterangan
				$\alpha = 5\%$	
1	Y atas X_1	84	0,0660	0,097	Normal
2	Y atas X_2	84	0,0704	0,097	Normal
3	X_1 atas X_2	84	0,0857	0,097	Normal

Based on the calculated of L_{count} and L_{table} above can be concluded pairs all data both performance over incentives, performance over motivation, and incentives on motivation comes from a normally distributed sample.

2. Regression Significance and Linearity Test

The testing of research hypotheses was conducted using regression and correlation analysis techniques. Regression analysis is used to predict the model of relationships between variables while correlation analysis is used to determine the degree of influence between research variables. In the early stages of hypothesis testing is to state the influence between each Independent Variable (exogenous) on Dependent(endogenous) variables in the form of simple linear regression equations. The equation is determined by using the measurement data in the form of pairs of exogenous variables with endogenous variables in such a way that the regression equation model is the most suitable form of relationship. Before using the regression equation in order to draw conclusions in hypothesis testing, the regression model obtained was tested for its significance and encycance by using the F test in the ANAVA table. The criteria for testing the significance and linearity of the regression model are set as follows:

Significant regression: $F_{calculates} \geq F_{table}$ on regression row

Linear regression: $F_{calculate} < F_{table}$ on matching tuna rows

In the next stage is to conduct correlational analysis by reviewing the levels and significance between pairs of exogenous variables with endogenous variables.

a. Performance Regression Significance and Linearity Test on Incentives

From the calculation result data for the preparation of the regression equation model between performance and incentives, obtained regression constant a = 57.85 and regression coefficient b = 0.47. Thus, the simple linear regression equation relationship model is $\hat{Y} = 57.85 + 0.47X_1$. Before the regersi equation model is further analyzed and used in drawing conclusions, first a signification test and linearity of the regression equation are conducted. The results of the calculation of significance and linearity tests are arranged in the ANAVA table as shown in the following table:

Table 9
ANAVA To Test Significance and Linearity of Regression in Equations $\hat{Y} = 57.85 + 0.47X_1$

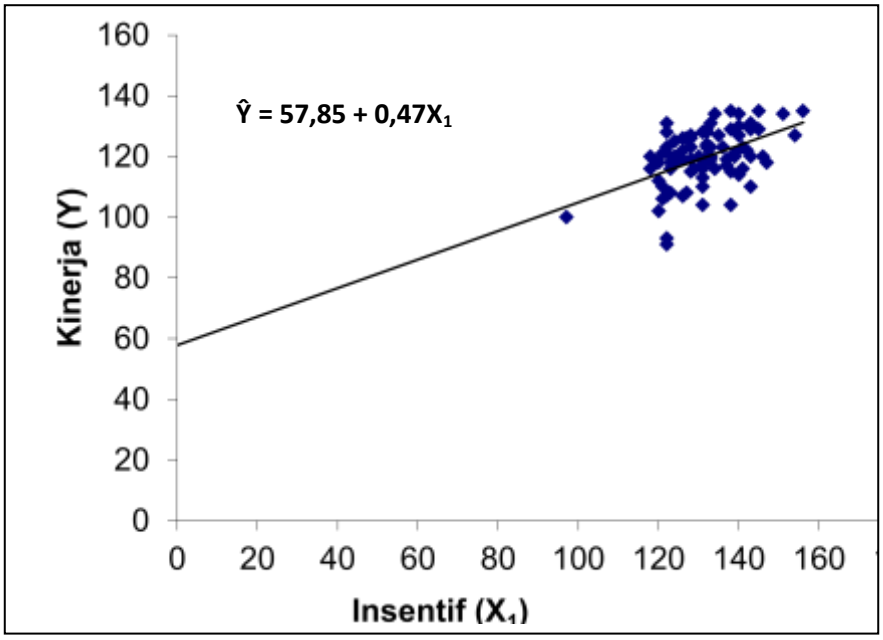
Sumber	**dk**	**JK**	**RJK**	**F_{hitung}**	**F_{Table}**	
					α = 0,05	**α = 0,01**
Total	84	1210062				
Regresi a	1	1202889,33				
Regresi b/a	1	1633,52	1633,52	24,18**	3,96	6,95
Residu	82	5539,15	67,55			
Tuna Cocok	29	1147,97	39,59	0,48ns	1,67	2,07
Galat	53	4391,18	82,85			

information:
**: Very significant regression ($F_{calculate} > F_{table}$)
ns: Linear regression ($F_{count} < F_{table}$)
dk: Degree of freedom
JK: Sum of squares

RJK: Average sum of squares

Regression equation $\hat{Y} = 57.85 + 0.47X_1$. Obtained F_{count} = 24.18 greater than $_{table}$ F value of 6.95 at α = 0.01. Because $F_{calculates} > F_{table}$ then the regression equation is expressed very significantly. For linearity test obtained F_{count} of 0.48 smaller than$_{table}$ F of 1.67at α =0.05. Because $F_{calculates} < F_{table}$ then the distribution of estimated points forming linear lines is acceptable. Visually viewable in the following image:

Figure 3
Graph of Ŷ Regression Equation = 57.85 + 0.47X_1



b. Performance Regression Significance and Linearity Test on Motivation

From the calculation result data for the preparation of the regression equation model between performance and motivation, obtained regression constant a = 65.78 and regression coefficient b = 0.40. Thus, the simple linear regression equation relationship model is $\hat{Y} = 65.78 + 0.40X_2$. Before the regersi equation model is further analyzed and used in drawing conclusions, first a signification test and linearity of the regression equation are conducted. The results of the calculation of significance and linearity tests are arranged in the ANAVA table as shown in the following table:

Table 10
ANAVA To Test Significance and Linearity of Regression in Equations
Ŷ = 65.78 + 0.40X2

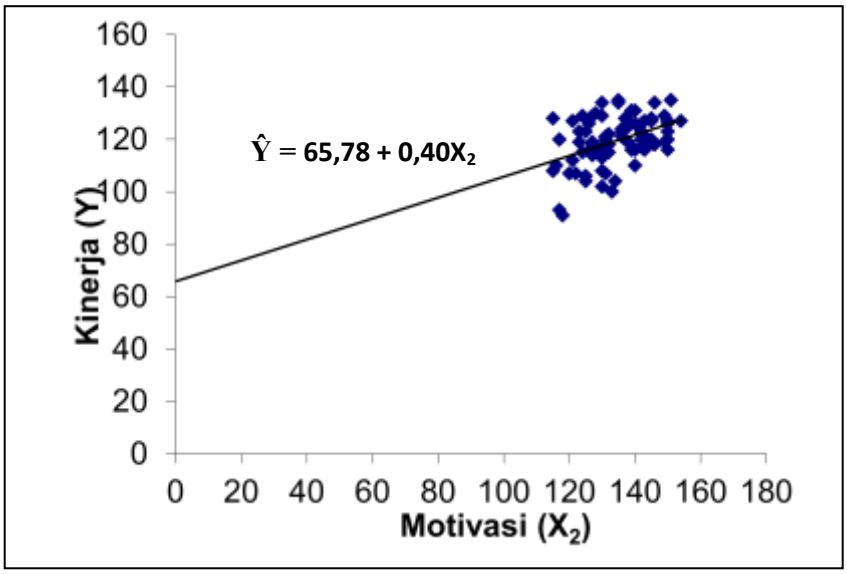
Sumber	**dk**	**JK**	**RJK**	**F_{hitung}**	**F_{Table}**	
					α = 0,05	**α = 0,01**
Total	84	1210062				
Regresi a	1	1202889,33				

Regresi b/a Residu	1 82	1326,10 5846,57	1326,10 71,30	18,60**	3,96	6,95
Tuna Cocok Galat	32 50	2802,11 3044,46	87,57 60,89	1,44^{ns}	1,67	2,06

information:
**: Very significant regression ($F_{calculate} > F_{table}$)
ns: Linear regression ($F_{count} < F_{table}$)
dk: Degree of freedom
JK: Sum of squares
RJK: Average sum of squares

The regression equation $\hat{Y} = 65.78 + 0.40X_2$. Obtained F_{count} = 18.60 greater than $_{table}$ F value of 6.95 at α = 0.01. Because $F_{calculates} > F_{table}$ then the regression equation is expressed very significantly. For linearity test obtained F_{count} of 1.44 smaller than$_{table}$ F of 1.67at α =0.05. Because $F_{calculates} < F_{table}$ then the distribution of estimated points forming linear lines is acceptable. Visually viewable in the following image:

Figure 4.
Graph of $\hat{Y}$ Regression Equation = $65.78 + 0.40X_2$



c. Test the Significance and Linearity of Motivational Regression on Incentives

From the data of the calculation results for the preparation of the regression equation model between motivation and incentive, obtained regression constant a = 99.96 and regression coefficient b = 0.26. Thus, the simple linear regression equation relationship model is $\hat{Y} = 99.96 + 0.26X_1$. Before the regersi equation model is further analyzed and used in drawing conclusions, first a signification test and linearity of the regression equation are conducted. The results of the calculation of significance and linearity tests are arranged in the ANAVA table as shown in the following table:

Table 11
ANAVA To Test Significance and Linearity of Regression in Equations
$X_2 = 99.96 + 0.26X_1$

Source	dk	JK	RJK	F_{count}	F_{Table}	
					α = 0,05	α = 0,01
Total	84	1533256				
Regresi a	1	1524965,76				
Regresi b/a	1	516,98	516,98	5,45**	3,96	6,95
Residu	82	7773,26	94,80			
Tuna match	29	3225,07	111,21	1,30 ns	1,67	2,07
Galat	53	4548,18	85,81			

information:
**: Very significant regression ($F_{calculate} > F_{table}$)
ns: Linear regression ($F_{count} < F_{table}$)
dk: Degree of freedom
JK: Sum of squares
RJK: Average sum of squares

Regression equation $X_2 = 99.96 + 0.26X_1$. Obtained$_{F\ count}$ = 5.45 less than $_{table}$ F value 6.95 at α = 0.01. Because $F_{calculates} > F_{table}$ then the regression equation is declared insignificant. For linearity test obtained F_{count} of 1.30 smaller than$_{table}$ F of 1.67at α =0.05. Because $F_{calculates} < F_{table}$ then the distribution of estimated points forming linear lines is acceptable. Visually viewable in the following image:

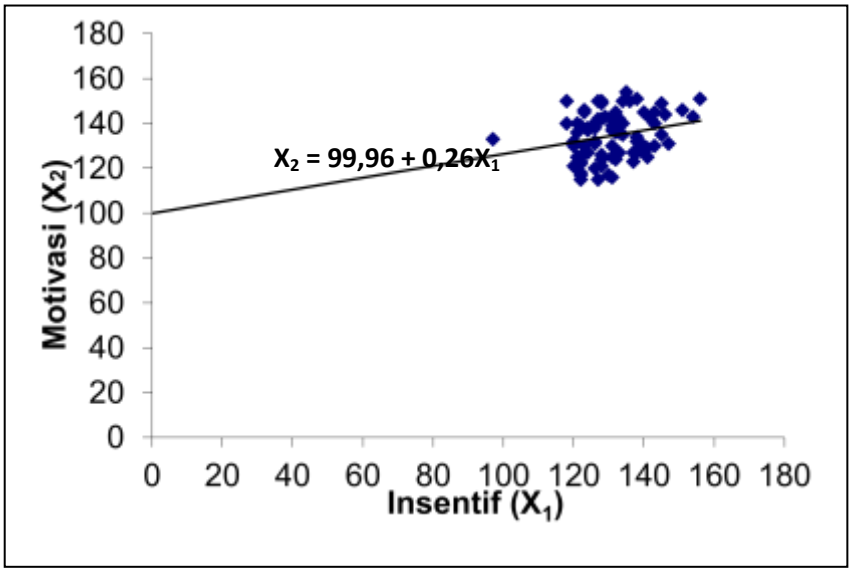


Figure 5 Graph of Regression Equation $X_2 = 99.96 + 0.26X_1$

The overall results of the regression significance and linearity test are summarized in the following table:

Table 12
Summary of Significance Test Results and Regression Linearity Test

Regression	**Equation**	**Significance** Test			**Linearity Test**		
		$F_{calculation}$	F_{table}		$F_{calculation}$	F_{table}	
			α = 0,05	**α = 0,01**		**α = 0,05**	**α = 0,01**
Y atas X_1	$\hat{Y} = 57,85 + 0,47X_1$	24,18 **	3,96	6,95	0,48 ns	1,67	2,07
Y atas X_2	$\hat{Y} = 65,78 + 0,40X_2$	18,60 **	3,96	6,95	1,44 ns	1,67	2,06
X_2 atas X_1	$X_2 = 99,96 + 0,26X_1$	5,45 **	3,96	6,95	1,30 ns	1,67	2,07

A. Hypothesis Testing

From the results of the analysis in the previous section and the calculation process performed in appendix 6, it can be summarized as follows:

Table 13
Matriks Koofisien Korelasi Parsial antar Varible

Matriks	**Koefisien Korelasi**		
	X_1	**X_2**	**Y**
X_1	1	0,250	0,477
X_2		1	0,430
Y			1

From the table above, it is shown that the correlation between incentives and motivation is 0.250, the correlation between incentives with performance is 0.477, and the correlation between motivation and performance is 0.430.

1. Direct Positive Influence of Incentives (X1) on Performance (Y) Incentives positively affect performance.

$H_0 : \rho_{y1} \leq 0$
$H_1 : \rho_{y1} > 0$
H_0 ditolak, jika tcalculation < t_{Table}.

From the results of the line analysis calculation, the direct positive influence of incentives on performance, the coefficient of the line is 0.394 and the coefficient of tcalculation is 4.12. The coefficient oftTable for α = 0.05 is 1.99. Because the value of the coefficient of tcalculation is greater than the value of the tTable, H0 is thus rejected and H_1 is accepted that incentives directly affect performance. The results of the first hypothesis analysis provide findings that incentives directly positively affect performance. Thus it can be concluded that performance is directly positively influenced by incentives. Good incentives will lead to improved performance.

Table 14
Coefficient of X_1 Influence Line on Y Coefficient of Influence Line X_1 towards Y

Direct influence	Path Coefficient	$t_{calculation}$	t_{Table}	
			α = 0,05	α = 0,01
X_1 terhadap Y	0,394	4,12	1,99	2,64

1. Direct Positive Influence of Motivation (X_2) on Performance (Y)
   Motivation positively affects performance.

$H_0 : \rho_{y2} \leq 0$
$H_2 : \rho_{y2} > 0$
H_0 ditolak, jika Private Madrasah Ibtidaiyah teachers in North Jakarta < t_{table}.

From the results of the line analysis calculation, the direct positive influence of incentives on performance, the coefficient of the line is 0.331 and the coefficient of Private Madrasah Ibtidaiyah teachers in North Jakarta is 3.43. The coefficient of t_{table} for α = 0.05 is 1.99. Because the value of Private Madrasah Ibtidaiyah teachers in North Jakarta coefficient is greater than the value of t_{table}, H_0 is thus rejected and H_2 is accepted that motivation directly affects performance is acceptable. The results of the second hypothesis analysis provide findings that motivation directly positively affects performance. Thus it can be concluded that performance is directly positively influenced by motivation. Increased motivation will lead to improved performance.

Table 15
Coefficient of Influence Line X_2 terhadap Y

Direct influence	Path Coefficient	$t_{calculation}$	t_{Table}	
			α = 0,05	α = 0,01
X_1 terhadap X_2	0,250	2,34	1,99	2,64

1. Direct Positive Influence of Incentives (X1) on Motivation (X2)
   Incentives directly positively affect motivation.$H_0 : \rho_{21} \leq 0$

$H_3 : \rho_{21} > 0$
H_0 rejected, if Private Madrasah Ibtidaiyah teachers in North Jakarta < t_{table}.

From the calculation of line analysis, the direct influence of positive incentives on performance, coefficient of the line of 0.250 and coefficient of tcalculation of 2.34. The coefficient oftTable for α = 0.05 is 1.99. Because the value of the coefficient of tcalculation is greater than the value of the t_{table}, H_0 is thus rejected and H_3 is accepted that incentives directly affect the motivation can be accepted.

The results of the first hypothesis analysis found that incentives directly positively affect motivation. Thus it can be concluded that motivation is directly influenced positively by incentives. Good incentives will lead to increased motivation.

Table 16
Coefficient of Influence Line X_1 towards X_2

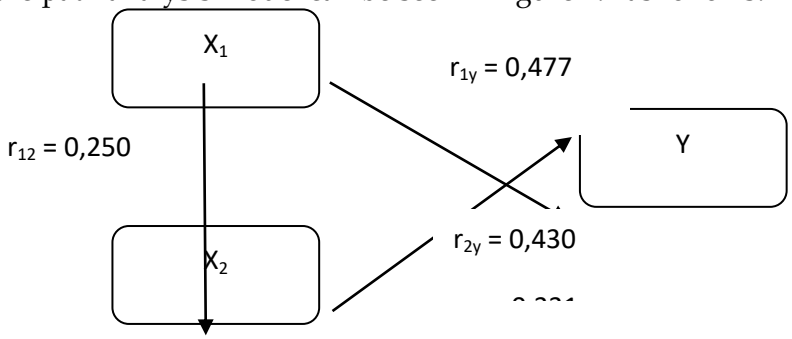
Direct influence	**Path Coefficient**	**Private Madrasah Ibtidaiyah teachers in North Jakarta**	**t_{table}**	
			α = 0,05	**α = 0,01**
X_2 towards Y	0,331	3,43	1,99	2,64

A summary of the hypothetical test results can be seen in the following models:

Table 17
Summary of Hypothesis Test Results

Direct influence	**Path Coefficient**	**tcalculation**	**t_{Table}**		**Decision**	**Conclusion**
			α = 0,05	**α = 0,01**		
X_1 towards Y	0,394	4,12	1,99	2,64	H_0 rejected	Positive direct effect
X_2 towards Y	0,331	3,43	1,99	2,64	H_0 rejected	Positive direct effect
X_1 towards X_2	0,250	2,34	1,99	2,64	H_0 rejected	Positive direct effect

A summary of the path analysis model can be seen in figure 4.7 as follows:



Picture 6
Empirical Model between Variables

Here will be discussed further how much influence proportionally exogenous variable incentives (X_1) and motivation variables (X_2) on endogenous performance of teachers (Y).

1. Direct influence = coefficient of squared path (ρij)2
   a. Incentive (X_1) = $(\rho_{y1})^2$=(0,394)^2 = **0,155**
   b. Motivation (X_2) = $(\rho_{y2})^2$ = (0,331)^2 = **0,110**
2. Influence through corelativ relationships of other exogenous variables
   a. Incentive (X_1) through Motivation (X_2) = (ρ_{y1}) x (ρ_{y2}) x (r_{x21}) = (0,394) x (0,331) x (0,250) = **0,033**
   b. Motivation (X_2) through Incentives (X_1) = (ρ_{y2}) x (ρ_{y1}) x (r_{x21}) = (0,331) x (0,394) x (0,250) = **0,033**
3. Total influence of exogenous variables with their endogenous variables:
   a. Total influence of incentives (X_1) through teacher performance (Y) in total, i.e., direct influence +p engaruh through corelativ relationships of other exogenous variables = (0,155) + (0,033) = **0,188**
   b. Influence of motivation (X_2) on teacher performance (Y) in total, i.e. direct influence +p engaruh through corelativ relationships of other exogenous variables = (0,110) + (0,033) = **0,143**
   c. So, the total influence of exogenous variables with their endogenous variables = (0,188) + (0,143) = **0,331**

Thus it can be concluded that the total influence of incentive variables (X_1) and motivation variables (X_2) on changes in teacher performance variables (Y) of 0.331 or 33.1%, this is the magnitude of the determining index value (R_2), while the remaining 66.9% comes from outside both variables.

As for knowing which exogenous variables have a stronger effect on changes in endogenous variables can be seen by comparing the yield of Private Madrasah Ibtidaiyah teachers in North Jakarta values of each endogenous variable, or it can also be by directly comparing the total magnitude of influence on the calculation above. From table 4.16 it appears that the value of incentive variable Private Madrasah Ibtidaiyah teachers in North Jakarta (X_1) = 4.12 and the value of the motivation variable Private Madrasah Ibtidaiyah teachers in North Jakarta (X_2) = 3.43. Thus it turns out that the causal relationship of incentive variables (X_1) contributes more strongly to changes in teacher performance variables (Y). This appears to be a count in the calculation of point 3a above which is 0.188 or 18.8%, while the motivation variable (X_2) only contributes 0.143 or 14.3%. From the above calculation result, and based on Table 4.16 and Figure 4.7 can be modified to the table as follows:

Table 18
Direct and Indirect Influence of
Variables X_1 and X_2 On Variable Y

Variable	$\mathbf{r_{xixj}}$	$\mathbf{\rho_{xixj}}$	**Influence**			$\mathbf{R^2}$
			Direct	**Indirect**		
				$\mathbf{X_1}$	$\mathbf{X_2}$	
$\mathbf{X_1}$	0,25	0,394	0,155	0	0,033	0,188

X_2		0,331	0,110	0,033	0	0,143
ammount			**0,265**	**0,033**	**0,033**	**0,331**

r = correlation coefficient; ρ = coefficient line

Based on the library review that has been discussed and empirical studies above, the following research results are discussed as an effort to synthesis between theoretical studies and empirical findings. The detailed discussion of the results of analysis and testing of research hypotheses is described as follows:

The Effect of Incentives on Performance

From the results of the first hypothesis test, it can be concluded that there is a direct positive influence of incentives on performance with a correlation coefficient of 0.477 and a path coefficient of 0.394. These results provide the meaning of incentives gives positively affect to the performance. The results of this study are similar to the opinions of some experts including Kiruja et.al (2018) "Lattery incentives means that which incities or a tendency to incite action". Incentives are something that stimulates interest in work. Meanwhile, according to Sopandi (2019), "incentives are an additional reward to reward and increase employee motivation thanks to their successful work or performance." From the statement, it can be interpreted that incentives can improve the performance and productivity of employees.

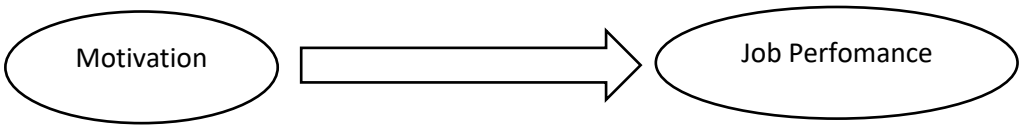
From the description described earlier, incentives are rewards or additional rewards provided to increase the passion of work. Incentives have a relationship with the performance produced by each individual, because every employee's work that has given its best performance must expect rewards in addition to salary or wages in addition to incentives for achievements that have been given to an agency or company. The theory is reinforced from the results of the study Thomas S. Dee dan James Wyckoff (2015) entitled Incentives, Selection, and Teacher Performance: Evidence from IMPACT: This study presents novel evidence on this topic based on IMPACT; the controversial teacher-evaluation system introduced in the District of Columbia Public Schools by then-Chancellor Michelle Rhee. IMPACT implemented uniquely high-powered incentives linked to multiple measures of teacher performance (i.e., several structured observational measures as well as test performance). We present regression-discontinuity (RD) estimates that compare the retention and performance outcomes among low-performing teachers whose ratings placed them near the threshold that implied a strong dismissal threat. We also compare outcomes among high-performing teachers whose rating placed them near a threshold that implied an unusually large financial incentive. Our RD results indicate that dismissal threats increased the voluntary attrition of low-performing teachers by 11 percentage points (i.e., more than 50 percent) and improved the performance of teachers who remained by 0.27 of a teacher-level standard deviation. We also find evidence that financial incentives further improved the performance of high-performing teachers.

The results prove that the type of incentives impact creates affect teacher retention and performance, particularly among lower performing teachers in the District of Columbia Public Schools, United States. Based on the results of the research that has been presented above, both conceptually and empirically, incentives received by teachers in Madrasah Ibtidaiyah Swasta Kota Jakarta Utara directly positively affect the performance of teachers madrasah Ibtidaiyah Private City of North Jakarta.

The Influence of Motivation on Performance

From the results of the second hypothesis test, it can be concluded that there is a direct positive influence of motivation on performance with a correlation coefficient of 0.431 and a coefficient of 0.331. These results give the meaning of motivation gives positively affect to the performance. The results of this study are similar to the opinions of some experts including Fitria et al (2017). One reason for our understanding of motivation is that high levels of motivation are significant contributors to outstanding performance. Managers prefer highly motivated employees because they are trying to find the best way to do their jobs. They want to work and be part of the team; they are interested in helping, supporting, and encouraging coworkers. Confident and assertive employees will display and other desired actions. Studies related to motivation have long been conducted and provide a basic picture that motivation is a psychological process that causes stimulation, direction and persistence to a work directed at achieving goals that impact performance, such as opinions Jason A. Colquitt et.al (2015).

Figure 6
Effect of Motivation on Performance an Commitment



Motivation has a strong positive effect on job performance. People who had the higher experience levels of motivation tend have higher of task perfomance. Those effects are strongest for self-efficacy / competence. Followed by goal difficulty, the valence instrumentality-expectancy combination, and equity.

Then Thomas S. Bateman, and Scoot A. Snell (2015) Argue "a highly motivated person will work hard toward achieving performance goals. With adequate ability, understanding of the job and acces to necessary resources, such a person will be highly productive." A highly motivated person will work hard to achieve performance goals. With adequate skills, an understanding of the work and access to the necessary resources, the person will be very productive.

Based on the results of the research that has been presented above, both conceptually and empirically, the motivation of teachers in Madrasah Ibtidaiyah Private City of North Jakarta has a positive direct effect on the performance of teachers of Madrasah Ibtidaiyah Private City of North Jakarta.

The Effect of Incentives on Motivation

From the results of the third hypothesis test, it can be concluded that there is a direct positive influence of incentives on motivation with a correlation coefficient of 0.250 and a path coefficient of 0.250. These results give the meaning of incentives to positively influence the motivation.

The results of this study are similar to the opinion of some experts including Zulkifli et.al (2014), "incentives are motivational tools, motivational means, means that provide motives or means of provociting." Incentives are to increase employee motivation in achieving organizational goals (Faisal et.al, 2014). From the description above it can be said that incentives are a motivational tool for a person to do something in achieving his or her goals. To motivate employees'work, one of the efforts made is to provide reciprocated services in the form of incentives. Incentives as a stimulant given to certain employees based on their work performance in order to be encouraged to improve their work. According to Landry et,al (2017): Financial

incentives (often called reward programs) do motivate employees to higher levels of performance, many organizations have formal incentive programs, such as pay-for-performance, bonuses, profit sharing, and stock options

Financial incentives (money or reward programs) are tools that can motivate employees to improve their performance, many organizations have formal incentive programs such as bonuses, profit sharing, and share sharing. Incentives in the form of financial and non-financial provided to employees with performance that exceeds the standards set by the organization so that they work diligently so that goals can be achieved.

The theory is reinforced from the research of Panjaitan (2016), The results of hypothetical tests and multiple linear regression tests show that H0 is rejected and H_1 is accepted. Based on the calculation of data on incentives, tcalculation value ((2,369) > t_{table} (1,671) and pvalue (0.027) < ((0.05), then H_2 is accepted. The regression test result obtained constant value from incentive variable (X_2) is 0.233 (positive). This means that incentives have a positive and significant effect on the work motivation and performance.

Incentives given to each teacher are useful to motivate teachers continuously trying to improve and improve their ability to carry out the tasks they are responsible for. The results of this study are reinforced by the opinion of Wibowo (2016) saying that "incentives are designed to increase work motivation". The above opinion explains that teachers who have high work motivation will contribute more to the achievement of school goals in a better direction. If the incentives provided are adequate, it will be a driver in improving the motivation of teachers' work. Based on the results of the research that has been presented above, both conceptually and empirically, the incentives received by teachers in Madrasah Ibtidaiyah Private City of North Jakarta directly positively affect the motivation of teachers madrasah Ibtidaiyah Private City of North Jakarta.

The contribution of the research findings show that the provision of fair and adequate incentives is indispensable for teachers in carrying out their duties in accordance with the expected objectives, the principal can improve the provision of appropriate and adequate incentives to teachers in order to improve their performance. The headmaster can in the form of improving the motivation of the teacher's work in several ways such as giving the teacher the opportunity to excel or improve his knowledge, helping to stimulate the teacher to have initiative in working and solving the problems he faces, providing opportunities for teachers to engage in school activities in more depth, and always supporting the teacher regardless of his status. Increasing the motivation of teachers in work will have an impact on their performance. Providing appropriate incentives to teachers can provide good work motivation. Thus, to be able to increase the motivation of teacher work can be done by increasing the incentives to teachers in schools. The incentive itself can be both material and nonmaterial incentives. The greater the incentive given, the higher the motivation of the teacher's work.

CONCLUSION

Incentives have a positive direct effect on performance. Providing adequate incentives to teachers can lead to improved performance of Private Madrasah Ibtidaiyah teachers in North Jakarta. Incentives are needed by teachers in carrying out their duties in accordance with the expected objectives, the principal can strive to improve the provision of appropriate and adequate incentives to teachers in order to improve their performance. Motivation directly positively affects performance. When teacher motivation increases it will have a direct impact on improving the

performance of Private Madrasah Ibtidaiyah teachers in North Jakarta. The headmaster can strive to increase the motivation of the teacher's work in several ways such as giving the teacher the opportunity to excel or improve his/her knowledge, helping to stimulate the teacher to have initiative in working and solving the problems he or she faces, giving the teacher the opportunity to engage in more in-depth school activities, and always support the teacher regardless of status. Increasing the motivation of teachers in work will have an impact on their performance. Incentives have a positive direct effect on performance. Providing adequate incentives to teachers led to an increase in the motivation of private Madrasah Ibtidaiyah teachers in North Jakarta. Thus, to be able to increase the motivation of teacher work can be done by increasing the incentives to teachers in schools. The incentive itself can be both material and nonmaterial incentives. The greater the incentive given, the higher the motivation of the teacher's work.

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AUTHOR CONTRIBUTION STATEMENT

Dewi Yuliyanti (DY) is the lead author of this article. Bedjo Sudjanto (BS) and Heru Santosa (HS) are the second authors to support becoming comparative researchers. The author has participated in the research and approved the final version of the manuscript.

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