

GIVING INCENTIVES AND THE IMPACT ON THE DISCIPLINE OF ECONOMIC TEACHERS IN IMPLEMENTING THEIR ASSIGNMENT

Pemberian Insentif Dan Dampaknya Terhadap Kedisiplinan Guru Ekonomi Dalam Melaksanakan Tugas

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pemberian insentif terhadap kedisiplinan guru ekonomi dalam melaksanakan tugas di SMA Negeri 12 Pekanbaru. Populasinya adalah 8 orang guru, karena jumlah populasinya sedikit, maka penulis menjadikan populasi sebagai sampel. Teknik pengumpulan data yang penulis gunakan adalah angket, wawancara, dan dokumentasi. Dan teknik pengolahan data yang penulis gunakan adalah rumus regresi linear sederhana dan korelasi *product moment* dengan bantuan program SPSS versi 16.0. Berdasarkan penyajian dan analisa data, diketahui bahwa pemberian insentif berpengaruh signifikan terhadap kedisiplinan guru ekonomi dalam melaksanakan tugas di SMA Negeri 12 Pekanbaru. Hal ini dibuktikan dengan hasil analisis bahwa $r_{o\text{observasi}} = 0,938$ lebih besar bila dibandingkan dengan R_{tabel} pada taraf signifikan 5% ($0,838 > 0,707$) ini berarti H_a diterima, H_o ditolak. $r_{o\text{observasi}} = 0,938$ lebih besar bila dibandingkan dengan R_{tabel} pada taraf signifikan 1% ($0,938 > 0,834$) ini berarti H_a diterima, H_o ditolak. Dengan demikian dapat disimpulkan bahwa ada pengaruh yang signifikan antara pemberian insentif terhadap kedisiplinan guru ekonomi dalam melaksanakan tugas sebesar $0,881 \times 100\% = 88,1\%$.

Kata Kunci: Insentif, Kedisiplinan Guru, Tugas

Abstract

This study aims to determine the effect of giving incentives to the discipline of economics teachers in carrying out assignments at SMA Negeri 12 Pekanbaru. The population is 8 teachers, because the population is small, the authors make the population as a sample. Data collection techniques that the author uses are questionnaires, interviews, and documentation. And the data processing technique that the author uses is a simple linear regression formula and product moment correlation with the help of the SPSS version 16.0 program. Based on the presentation and analysis of the data, it is known that the provision of incentives has a significant effect on the discipline of economics teachers in carrying out their duties at SMA Negeri 12 Pekanbaru. This is evidenced by the results of the analysis that observation = 0.938 is greater than R table at a significant level of 5% ($0.838 > 0.707$) this means that H_a is accepted, H_o is rejected. $r_{o\text{observation}} = 0.938$ is greater than R table at a significant level of 1% ($0.938 > 0.834$) This means that H_a is accepted, H_o is rejected. Thus it can be concluded that there is a significant effect between the provision of incentives on the discipline of economics teachers in carrying out their duties of $0.881 \times 100\% = 88.1\%$.

Keywords: Incentives, Teacher Discipline, Assignment

INTRODUCTION

Teachers as professionals need guidelines or a teacher's code of ethics to avoid all forms of deviation. The code of ethics that guides every step of the teacher is always very necessary. With the code of ethics, the teacher's appearance will be well directed, and will even continue to improve. He will constantly pay attention and develop his teaching profession. If the code of ethics which is a guideline or guide is ignored, it means that the general pattern of a teacher will be lost (Sardiman, 2010).

The teacher's role is not only limited to providing knowledge, but the teacher must also be responsible for the entire personal development of his students. Teachers must be able to show their role in the teaching and learning process, so that they can stimulate students to learn actively and motivate students to have high enthusiasm and desire to learn. The presence of the teacher in the learning process plays an important role. The role of the teacher in learning cannot be replaced by machines, radio, tape recorders, television, or even modern computers. Thus in any system, the teacher is always an integral part of the success of students in the learning process (Nana Sudjana, 2000).

Schools in the implementation of learning can run well, if the implementation is completely regular and this can be achieved by implementing school discipline. Continuing the application of teacher discipline in the learning process in an effort to avoid all possible disturbances and obstacles to students. In line with this problem, M. Hanafi Anshari in his book *Introduction to Educational Sciences* explains: "Discipline is one of the educational tools for independent attitudes without being forced." Schools have efforts to improve discipline that are usually done by providing incentives. Meanwhile, teacher discipline can be improved if incentives are given on time, and school management can know what is expected and when expectations can be recognized for the results of their discipline.

Discipline is a habit to perform a certain action. Discipline is an exercise that produces desired behavior patterns, expected habits, and

attitudes that lead to success in life (Abdurrahmat, 2006). Therefore, discipline is something we need to bring us to the desired destination.

Giving Incentives is an award in the form of money given by the organization to employees so that they work with high spirits and excel in achieving organizational goals, or work incentives are the provision of money outside of salaries by the leadership of the organization in recognition of work performance. and employee contributions to the organization (Mangkunegara, 2001).

Incentives are incentives offered to employees to carry out work according to or higher than the standards that have been set (Siagian, 2009). Meanwhile, according to Heidjrahman Ranupandojo and Suad Husnan in Sutrisno (2009) that incentives are wages that get different rewards because of different achievements. Two people with the same job title may receive different incentives depending on performance. Incentives are a form of financial encouragement to employees as compensation for the company's services to employees for their achievements. With the provision of incentives, of course, it is hoped that the discipline of employees or workers and also teachers will be better.

This can be seen from the lack of teacher discipline in carrying out their duties and responsibilities so that the teacher's enthusiasm decreases. This can be seen from the following phenomena: 1) There are still some teachers who are late to school; 2) There are still some teachers who pay less attention to students in the learning process; and 3) There are still some teachers who have not received adequate incentives

Based on the phenomena described above, the authors were interested in conducting scientific research with the title *Providing Incentives and Its Impact on the Discipline of Economics Teachers in Carrying Out Tasks*.

RESEARCH METHOD

This research was done from 10 April up to 15 May 2013 located in SMA Negeri 12 Pekanbaru. The subjects in this study were economics teachers at SMA Negeri 12 Pekanbaru. Then the object of this research is the

effect of providing incentives on teacher discipline in carrying out tasks at SMA Negeri 12 Pekanbaru.

The population in this study were teachers who taught economics at State Senior High School 12 Pekanbaru. Due to the number of teachers totaling 8 people, the authors took all of them as samples. In sampling, if the population is less than 100 people, then it is better to take all of the samples.

Data collection techniques in this study used: 1) Questionnaire, which is a data collection technique that is carried out through the distribution of questions from the question and answer process directly to respondents or parties who can be justified at SMA Negeri 12 Pekanbaru. The total number of respondents in this study were 8 economic teachers. So the questionnaire was distributed as many as 8 copies; and 2) Documentation is a technique that is carried out by examining existing documentation materials and having relevance to the research objectives. This technique is used to determine the background, condition and development of schools and others.

The data that has been collected will be analyzed using a simple linear regression formula with the least squares method consisting of one dependent variable and one independent variable, with equations.

$$\hat{Y} = a + bX$$

Where :

\hat{Y} = Discipline of the teacher in carrying out the task

a = Interception constant

b = Coefficient

X = Incentives

The values of a and b can be found with the following formula:

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n\sum X^2 - (\sum X)^2}$$

$$b = \frac{N\sum XY - (\sum X)(\sum Y)}{N\sum X^2 - (\sum X)^2}$$

The regression model can be used for the influence of teacher discipline on student learning motivation. This implies that to find the significance between the two variables, the product moment correlation formula can be

used (Hartono, 2009).

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Remarks:

r = Correlation Index Score

N = Number of frequencies (samples)

XY = Sum of the product of X and Y

The magnitude of the correlation coefficient can be represented by using the table formula for the value of "r" product moment.

$$Df = N - nr$$

Remarks:

N = Number of cases

nr = number of correlated tables.

Comparing r_o (r-observation) from the calculation results with r_t (r-table) with the following conditions:

If $r_o > r_t$ then H_a is accepted H_o is rejected

If $r_o < r_t$ then H_a is accepted H_o is rejected.

To calculate the contribution of variable X to variable Y with the formula:

$$KD = R^2 \times 100\%$$

Remarks:

KD = coefficient of determination/determining coefficient

R^2 = R square.

FINDINGS AND DISCUSSION

Based on the recapitulation of the results of the questionnaire above, it can be concluded that the provision of incentives for the discipline of economics teachers at SMA Negeri 12 Pekanbaru was classified as "good" because the overall answer obtained is 67.40%.

While the recapitulation of the results of the questionnaire above, it can be concluded that the provision of incentives for the discipline of economics teachers at SMA Negeri 12 Pekanbaru was classified as "very good" because from the overall answer the percentage is 81.62%.

The table above in column B constant value (a) is 4.960, while the value of b is 1.136. So that the linear regression equation is: $= 4.960 + 1.136X$. This means that every time there is an additional unit in the X variable (providing

incentives), then there is an increase in the Y variable (economic teacher discipline) of 1.136.

The hypothesis being tested is

Ha : There is an effect of providing incentives on the discipline of economics teachers in carrying out tasks at State Senior High School 12 Pekanbaru

Ho : There is no effect of giving incentives on the discipline of economics teachers in carrying out tasks at State Senior High School 12 Pekanbaru

The value of r or X correlation (incentives), and the Y variable (economics teacher discipline) can be seen in the following table:

Table 1
Correlations from SPSS

		Teachers Discipline	Giving Incentives
Pearson Correlation	Teachers Discipline	1.000	.938
	Giving Incentives	.938	1.000
Sig. (1-tailed)	Teachers Discipline	.	.000
	Giving Incentives	.	.
N	Teachers Discipline	8	8
	Giving Incentives	8	8

The table above explained the findings of the calculation of the value of r (person correlations) is 0.938 The magnitude of the correlation coefficient of the effect of providing incentives on the discipline of economics teachers is 0.938 so that it is known:

$$Df = N - nr$$

$$Df = 8 - 2$$

$$Df = 6$$

R_{table} at a significant level of 5% = 0.707

R_{table} at a significant level of 1% = 0.834

r_{observation} = 0.938 was greater than R_{table} at a significant level of 5% (0.938 > 0.707) This means that Ha is accepted and Ho is rejected. Observation r_o = 0.938 is greater than R_{table} at a significant level of 1% (0.938 > 0.834) This means that Ha was accepted and Ho was rejected. Because the value of r_o at a significant level of 5% and 1%

is greater than r_{table}, it can mean that Ha was accepted and Ho was rejected.

This means that there was a significant influence between the provision of incentives on teacher discipline in carrying out their assignments.

The influence between variable X and variable Y can be searched with the help of the SPSS 16.0 application as shown in the table above, the value of r = 0.881 and the determinant coefficient (r²) is 0.881. Based on the results of the analysis, it can be concluded that the provision of incentives has an effect on the discipline of economics teachers by 0.881 x 100% = 88.1%. It means that the X variable contributes 88.1% to the Y variable, while the rest is influenced by other factors.

Research conducted by Iis Maharun in 2008 a student of the Tarbiyah Faculty, there was a significant influence between the provision of incentives on teacher performance in carrying out assignments at SMA Negeri 2 District XIII Koto Kampar, Kampar Regency by 89%.

Research conducted also by Syafni Yanti Uyub in 2011 a student of the Tarbiyah Faculty, there was a significant influence between the application of violation points to student discipline in Madrasah Tsanawiyah Muhammadiyah 02 Pekanbaru. That the more maximal the implementation of violation points, the better the student discipline in learning at Madrasah Tsanawiyah Muhammadiyah 02 Pekanbaru was 36.3%

This research was different from previous research, namely the author wants to see and find out whether there is a relationship between giving incentives to teacher discipline in carrying out assignments at SMA Negeri 12 Pekanbaru.

The effect of providing incentives on teacher discipline is part of the driving force that can encourage teachers to work harder effectively and creatively. Closely related to teacher discipline, there is a two-way reciprocity between providing incentives and work discipline. the school has efforts to increase the spirit of discipline that is usually done by providing incentives, increasing the ability to carry out good tasks. Meanwhile, teacher discipline can be improved if incentives are given on time, and school management can

know what is expected and when expectations can be recognized for the results of their discipline.

A person's discipline can be influenced by various factors, both external and internal factors. Hasibuan (2016, p. 194) expressed his opinion that, many factors affect work discipline, including:

1. Goals and abilities,
2. Leading example,
3. Repayment,
4. Justice,
5. Strict supervision (waskat),
6. Penalty sanctions,
7. Firmness, and
8. Human relations.

In general, employees who work are encouraged to fulfill their daily needs, so that they try to improve their work performance and discipline in a better direction. To be assessed and awarded. One form of reward that can be given is through rewards/rewards or called incentives.

SUGGESTIONS

Based on the findings of the research that the authors got, the authors would like to provide suggestions to be considered, especially to: 1) It is expected that economics teachers will be able to maintain a disciplined attitude in carrying out their duties at school; and 2) It is hoped that the principal of the school will further increase teacher incentives.

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